

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research design, setting, student-teachers, data collection, and analysis that will be used in this study. Additionally, the researcher provides the schedule for conducting this research.

A. Research Design

The method used in this research was a qualitative study with a narrative inquiry as the design. Narrative inquiry is a methodology for deeply understanding the process of PCK development that occurred within the *Kampus Mengajar* Program on the part of the student-teachers. Narrative inquiry is relative-based, and implies more involvement with the context and the student-teachers during the data collection (Davis & Portolan, 2023). The narratives represent the student-teachers' accounts and their development of PCK in the program. Narrative inquiry as a research design is also a theoretical model that captures the student-teachers' perceptions of PCK development (Kutsyuruba & Stasel, 2023). For that reason, this study reveals how student-teachers feel about their experiences concerning the development of PCK.

B. Research Setting and Participant

This research was conducted in the English Education Study Program at a university in Tasikmalaya City, West Java, Indonesia. This study focused on three English student-teachers participating in the *Kampus Mengajar* program. The student-teachers of this study were taken from batch 6 (August 2, 2023 – December 12, 2023) and batch 7 (February 26, 2024- June 12, 2024) of the *Kampus Mengajar*. This cohort was selected based on practical and methodological considerations. Batches 1 to 5 were not included in the study because most student-teachers had graduated, making it difficult to contact them. In addition, the number of student-teachers from the English Education Study Program who participated in batches 6 and 7 was greater than in the other batches, allowing for a more representative selection of student-teachers.

To ensure alignment between the student-teachers and research objectives, the researcher selected English student-teachers who had completed microteaching and gained field experience through *Kampus Mengajar*. This method provided an opportunity to explore student-teachers' experiences in depth. However, the findings from purposive sampling only apply to the specific population that is the focus of the study (Benoot et al., 2016; López, 2022).

All ethical research protocols were followed throughout the study, including obtaining informed consent and ensuring the confidentiality of participants' identities. Initially, three student-teachers agreed to take part in the study. However, one withdrew due to personal reasons before data collection was completed. Consequently, this study presents findings and analysis based on the remaining two participants. Both continued their voluntary participation after receiving full information about the study's aims, procedures, and their right to withdraw at any point without penalty.

C. Data Collection

This study's data collection involved semi-structured interviews to examine student-teachers' development of Pedagogical Content Knowledge (PCK), which Shulman (1986) defines as the ability of teachers to integrate subject matter knowledge with effective teaching techniques to support student learning. High PCK has been linked with improved student learning outcomes (Hashima, Sailib, & Noh, 2015). Through the *Kampus Mengajar* program, student-teachers gain practical teaching experience that aids in their PCK development, enabling them to diversify their instructional methods. Therefore, this research aims to develop the factors that determine how PCK is developed in the context of the *Kampus Mengajar* program.

The interview followed a guide consisting of open-ended questions designed to explore the participant's experiences related to core PCK components, including content knowledge integration, teaching strategies, classroom management, and student engagement. By Kallio et al. (2016), the semi-structured format allowed the researcher to ask follow-up questions to probe deeper into emerging themes.

The session lasted approximately 20 to 30 minutes and was audio-recorded with the participant's informed consent to ensure accuracy during the transcription and analysis process. Field notes were also taken to document relevant non-verbal cues and contextual observations. The recorded data were transcribed verbatim and analysed using Labov's narrative structure to identify key thematic elements related to the participants' development of PCK.

D. Data Analysis

The researcher analysed the data using a narrative analysis approach. The analysis process will include the following:

1. Transcription: Interviews were transcribed verbatim.
2. All interviewer questions and comments were deleted from the full interview text.

Table 3 1 Deleting Comments

R	<i>Okey ee kalo boleh tau, materinya itu tentang apa ya pas waktu kamu mengajar?</i>
P	<i>Tentang vocabulary gitu. Kayak daily activities, such as breakfast, lunch, and dinner. Emm terus vocabularynya seperti makanan-makanan, seperti yang biasa dimakan waktu breakfast atau lunch dan juga dinner kayak hem rice, fried chicken and others.</i>

3. Deleting all words that diminish the key idea of each sentence or group of sentences uttered by the participant.

Table 3 2 Filtering Key Idea

P	<i>Oke mengenai latar belakang ya. Sebelumnya pada saat saya sebelum mengikuti Kampus Mengajar , saya adalah seorang mahasiswa Pendidikan Bahasa Inggris di Universitas Siliwangi dan juga, sebelum Kampus Mengajar itu, saya aktif sebagai mahasiswa yang aktif secara akademik dan juga non-akademik seperti kayak di Himpunan dan kegiatan-kegiatan voluntir lainnya. Dan untuk peran yang saya pernah lakukan dalam program Kampus Mengajar yaitu yang pastinya, yang utama yaitu adalah mengajar. Mengajar kepada, di salah satu</i>
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SD, di Taraju yaitu SDN Indularang. Dan disana program dan selain mengajar, kami ya khususnya kelompok kami itu juga membuat beberapa program kerja yang mendukung apa ya bahasanya. tema dari Kampus Mengajar tersebut itu mengenai literasi dan numerasi, seperti itu. Dan mungkin untuk ada program tambahannya itu mengenai pelajaran bahasa Inggris ya karena disana itu di Kampus Mengajar tersebut, eh di SD tersebut tidak ada mata pelajaran bahasa Inggris, maka kami juga menambahkan satu program kerja mengenai pembelajaran bahasa Inggris yaitu Inggris Zone seperti itu.

4. Reading the remaining text for sense. This stage involved rereading the simplified text to ensure the narrative remained coherent, meaningful, and ready for further analysis using a narrative structure.

Table 3 3 Remaining Text

P	<i>Sebelum mengikuti Kampus Mengajar , saya adalah seorang mahasiswa Pendidikan Bahasa inggris di Universitas Siliwangi. Saya aktif sebagai mahasiswa yang aktif secara akademik dan juga non-akademik seperti di Himpunan dan kegiatan-kegiatan volunter lainnya. Dan untuk peran yang saya pernah lakukan dalam program Kampus Mengajar , yang utama yaitu adalah mengajar. Mengajar di salah satu SD, di Taraju yaitu SDN Indularang. Selain mengajar, kelompok kami juga membuat beberapa program kerja yang mendukung tema dari Kampus Mengajar mengenai literasi dan numerasi. Dan karena disana di SD tersebut tidak ada mata pelajaran bahasa Inggris, maka kami juga menambahkan satu program kerja mengenai pembelajaran bahasa Inggris yaitu Inggris Zone.</i>
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5. Narrative analysis: Transcript data were analysed using Labov's narrative structure. According to Labov (1972), narrative analysis is a method of arranging past experiences into sequences of events. This aims to find narrative elements such as :

a) Abstract

The abstract serves as an introduction or summary of the narrative, giving the listener or reader a preview of the story's content. It answers the question, "What is the story about?"

b) Orientation

The orientation provides the background information necessary to understand the story. It typically includes details about the time, place, characters, and context, answering the questions "Who?", "Where?", "When?", and "What was happening?"

c) Complicating Action

This is the narrative's core, describing the sequence of events or actions that create tension or drive the story forward. It answers the question, "What happened next?"

d) Evaluation

The evaluation provides the narrator's perspective, judgment, or commentary on the events, highlighting their significance. It answers the question, "Why is this story worth telling?"

e) Resolution/Outcome

The resolution or outcome is the conclusion of the story. It describes how the events are resolved or what the final result is. It answers the question, "How did it all end?"

f) Coda

The coda serves as a closing statement, linking the narrative to the present moment or summarising its overall meaning. It often provides a reflection or takeaway and answers, "What does this story mean for us now?"

This narrative analysis aimed to understand the extent to which student-teachers could make sense of their lived experiences.

Table 3 4 Narrative Structure P1

Narrative Structure	Narrative Content	Data Source	Original Data
Abstract	As an English teacher, I feel that the <i>Kampus Mengajar</i> program does not provide much experience in teaching English. My role in the program focused more on improving students' literacy and numeracy and assisting teachers.	Interview data / Transkrip	“Sebagai calon guru Bahasa Inggris, kegiatan program <i>Kampus Mengajar</i> ini tidak terlalu memberikan pengalaman mengajar bahasa Inggris bagi saya.” “Jadi peran saya dalam program <i>Kampus Mengajar</i> di sana adalah untuk meningkatkan literasi dan numerasi siswa saja. Dan menjadi asistensi guru.”
Orientation Who, Where, When, What is happening?	I am an English Education student at one of the universities in Tasikmalaya and am currently in my fourth year of study. During my studies, I have taken various courses related to teaching, such as Foundations of Education, Learner Development, Educational Management, Learning and Instruction, and Teaching	Interview Data / Transkrip	“Saya merupakan mahasiswa Pendidikan Bahasa Inggris di [REDACTED] dan saat ini berada di tahun keempat pendidikan saya. Selama kuliah, saya telah menempuh berbagai mata kuliah yang berkaitan dengan pengajaran

	Profession. More recently, I have taken courses related to ELT like Micro-teaching, Methodology in ELT, Lesson Planning in ELT, Language Materials Evaluation and Design, and Language Assessment. In semester 6, I joined the 7th batch of the <i>Kampus Mengajar</i> Program, which was my first experience in teaching at an elementary school.		<i>seperti seperti landasan Pendidikan, Perkembangan Peserta Didik, Pengelolaan Pendidikan, Belajar dna pembelajaran, dan juga Profesi Kependidikan. Mata kuliah terbarunya juga yang berkaitan dnegan ELT seperti Micro-teaching, Methodology in ELT, Lesson Planning in ELT, Language Materials Evaluation and Design, and Language Assessment."</i>
			<i>"Pada semester 6, saya mengikuti Program Kampus Mengajar angkatan ke-7."</i>
			<i>"Kampus Mengajar ini pengalaman pertama saya untuk mengajar di sekolah dasar seperti itu."</i>
Complication Action	I tried several methods in the teaching process, such as games and individual practice. For example, I asked students to guess the	Interview Data / Transkrip	<i>"Metode yang saya gunakan adalah permainan dan juga latihan individu. Saat melakukan</i>

vocabulary I showed during a game, relying on their willingness to participate voluntarily rather than pointing them out, to maintain their engagement. After the game, I usually give individual exercises in the form of fill-in-the-blank to evaluate the extent to which they understand the materials that have been taught. However, not all methods run smoothly. When I tried using a dice game in one class, it did not go as planned. Many students were less involved, some just sat quietly, and others played, maybe only because I asked them to.

My experience in teaching English was very limited, as I only had a few opportunities to teach. Additionally, my placement took place during the even semester, when many students were studying from home due to the Grade 6 exams. The supervising teacher also regretted it because the school felt it had helped, it was just that the time was not right, as there were many other competing agendas, such as exams and children's competitions. Even though this was the case, I still taught English at the school.

permainan, untuk menjaga perhatian siswa. Saya mencoba menyuruh siswa untuk menebak vocabulary yang saya tunjukkan dan yang menjawabnya itu dari keberanian siswanya sendiri, tidak saya tunjuk demi menjaga perhatian mereka. Setelah melakukan permainan itu, saya memberikan latihan individu untuk melihat apakah mereka tau apa saja yang telah dipelajarinya. Jadi Latihan individunya itu si siswanya dikasih kertas yang nanti tuh harus ngisi vocabulary yang udah dipelajari. Kayak fill in the blank seperti itu."

"Untuk menyampaikan pembelajaran supaya efektif. Saya pernah mencoba untuk menggunakan permainan dadu disalah satu kelas, tapi itu tidak

I taught simple English materials at that time, that is, vocabulary. The materials I taught covered daily activities such as breakfast, lunch, and dinner, as well as the vocabulary of foods often eaten during these times, such as rice, fried chicken, and others. Vocabulary is an aspect that I am pretty confident in teaching because the teaching method is relatively more straightforward compared to other aspects of English skills.

However, I also encountered challenges related to curriculum differences. This was because English lessons were only included in classes that implemented the Merdeka Curriculum, namely grades 1 and 4. Even in those classes, English lessons were rarely taught or often skipped. For example, in Grade 3, English was not taught at all. When I was able to teach in that class, I could not refer to the curriculum. The students' knowledge of English was minimal due to the absence of English lessons in that class. I did not even have time to discuss the lessons I was teaching with the homeroom teacher because I only taught English in that class once,

efektif dan siswanya kurang terlibat.”

Karena siswa hanya ada yang duduk ada yang ikut. Itu juga yang ikut juga karena terpaksa mungkin ya karena saya suruh.”

Meskipun dalam hal mengajarnya masih kurang, bisa dibilang mengajarnya hanya beberapa kali karena waktu itu semester genap dimana siswa-siswi SD banyak belajar dirumah karena ujian kelas 6. Guru pamong juga menyayangkan hal tersebut karena sekolah merasa terbantu sekali. Hanya waktu saja yang kurang tepat katanya, karena saat itu sekolah sedang banyak agenda kayak ujian dan juga lomba”

“Materi yang diajarkan tentang vocabulary. Kayak daily activity, seperti breakfast, lunch juga dinner.

and that was because of an assignment from the campus. I received direct direction from the homeroom teacher for other lessons, such as math in grade 1.

Terus vocabularynya seperti makanan-makanan, yang biasa dimakan waktu breakfast atau lunch dan juga dinner kayak rice, fried chicken and others."

"Salah satu aspek yang saya percaya diri untuk ajarkan kepada anak-anak adalah terkait vocabulary. Karena cara mengajar vocabulary tidak terlalu sulit seperti mengajarkan language skill lainnya."

"karena disana yang menggunakan kurikulum merdeka tidak semua kelas, yaitu hanya kelas 4 dan kelas 1. Dan yang menggunakannya itu, dan yang menggunakan kurikulum merdeka itu hampir tidak mempelajari bahasa Inggris atau selalu dilewatkan begitu."

		<i>“Karena kelas 3 di sana tidak belajar Bahasa Inggris, jadi saat saya mau mengajarkan Bahasa Inggris itu saya tidak melihat kurikulumnya tetapi saya melihat materinya”</i> <i>“Kebetulan untuk kelas 3 yang saya ajarkan Bahasa Inggris itu saya tidak tidak ada diskusi dengan wali kelas terkait pelajaran apapun seperti itu. Kalau untuk mengajar pelajaran lain mungkin tidak di kelas 3 tetapi di kelas lain yang paling bawah. Seperti matematika. Nah untuk matematika dikasih tau oleh wali kelasnya jadi seperti apa untuk mengajarkan kepada anak kelas 1.”</i>
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Evaluation	Reflecting on these challenges, I realize that teaching methods must be adapted to the characteristics of the students. As for the technique itself, I did not find an effective technique to use. Either because I do not understand the characteristics of the students or because the technique is not effective enough for them. This shows that choosing the correct method is crucial for maintaining students' attention and participation. I realized that the limitations of curriculum policies and home learning conditions limited my teaching experience. During that time, I focused on the work programs created by my group that did not involve students, such as library revitalization and ecobrick, which is the processing of plastic waste. I also helped supervise the 6th-grade exam. However, I still try to choose material I am good at to make it easier for students to convey and understand. In addition, because of the limited time I teach English and the curriculum challenges, I understand very well that this is beyond my control. I think to adapt to the	Interview Data / Transkrip	“Kalo untuk tekniknya sendiri saya tidak menemukan teknik yang efektif untuk digunakan. Entah karena saya kurang memahami karakteristik siswanya atau memang tekniknya kurang efektif untuk digunakan. “
			“Disaat anak-abak sedang tidak ada disekolah, saya bersama tim berfokus mengerjakan program kerja yang tidak melibatkan siswa dan siswi yang tidak hadir disekolah seperti revitalisasi perpustakaan dan ecobrick. Saya juga membantu mnegawasi ujian kelas 6 tersebut.”
			“Meningat kesulitan saya mengajar bahasa inggris itu saya mikir kalo ya itu kan dari kurikulum. Gak bisa disalahin juga dan bukan wewenang saya. Saya berpikir untuk adapatasi aja saya keadaannya dan berusaha cari

situation and find solutions, such as choosing material that I am good at, to make it easier to convey and understand the students.

However, I also realized that one moment that made me feel quite successful was when I explained difficult materials, and the students were still paying attention to me. They could even answer the questions I gave them afterwards. This showed that they were paying attention and trying to understand the material well. In addition, I also realized that I should prepare the material more thoroughly, including the grammar aspect. However, I do not put much emphasis on grammar when teaching. I realize the importance of having a strong fundamental understanding before teaching students.

solusi seperti memilih materi yang saya kuasai supaya lebih mudah disampaikan dan dipahami siswa .”

“Momen dimana saya merasa sukses dalam menjelaskan konsep yang sulit kepada siswa adalah ketika saya menjelaskan materi dan siswa terus memperhatikan saya. Meskipun materinya cukup sulit untuk mereka tapi mereka tetap mau belajar, memperhatikan, dan juga praktek. Jadi, ketika saya meminta mereka untuk menjawab soal dari pertanyaan saya, mereka bisa menjawab soal itu, meskipun materinya sulit karena mereka sudah memperhatikan dan mencobanya sebelum diberikan soal.”

			<i>“Program ini membantu saya untuk lebih memperhatikan atau memperdalam aspect grammar, sebelum mengajarkan materi kepada anak-anak. Meskipun saat mengajarnya tidak terlalu menekankan grammarnya.”</i>
Result of Resolution	In overcoming the obstacles to students' ability in English, I use a practical approach. When students have difficulty pronouncing specific vocabulary, I usually give an example and then ask them to practice it. I use more collective than individual practice to manage a class with different levels of understanding. If some students still do not understand, I will approach them directly, ask them about their difficulties, and explain it again more straightforwardly. If I have more time to teach, I would like to try the group discussion method so that students who understand better can help their friends who are still confused. I have also adapted materials from e-books to teach English in Grade 3, as they are not	Interview Data / Transkrip	<i>“Karena disekolah penugasan saya bahasa Inggris itu tidak diajarkan ke semua kelas karena kurikulum yang berbeda-beda. Ketika ada siswa yang mengalami kesulitan untuk mengatakan kata atau kosakata dalam bahasa Inggris. Saya mencoba membantunya dengan memberikan contoh terlebih dahulu, kemudian dia mempraktekannya. Untuk mengelola kelas yang memiliki pemahaman yang berbeda-beda, saya mencoba lebih banyak praktek atau latihan bersama daripada latihan individu.”</i>

officially learning English. I did this to overcome the problem of the different curricula in the school and the integration of materials and curriculum. I choose the materials independently, tailored to the students' ability level and what I am good at, so that I can deliver them more effectively and easily understood by the students. This makes it less complicated for me to adapt the curriculum to the materials, even though I could not discuss with the teacher at the school.

During my teaching, I learned a lot about how students learn, whether they are fast or slow in understanding the materials. As well as how each student's background affects their learning process, through information from the homeroom teachers. I started to find out about their backgrounds by asking the teachers at the assignment school. Teachers often told me about the students' conditions, such as "this child has this character" or "this child cannot read yet". This information is invaluable in adjusting my approach when teaching.

"Ketika saya mengajar, saya melihat bagaimana cara mereka belajar, dan bagaimana mereka dalam memahami materi yang diberikan. Cepat atau lambat dalam memahaminya. Kemudian selain itu, dengan mencari tahu latar belakang siswa lewat guru kelasnya. Dengan begitu saya bisa

		<i>melihat kebutuhan belajar dan karakteristik siswa.”</i> <i>“Saat saya menemukan siswa yang kesulitan untuk memahami materi yang saya ajarkan, saat latihan pribadi saya mencoba untuk mendekatinya dan menanyakan kesulitannya itu seperti apa. Setelah itu saya mencoba menjelaskannya kembali. Jika saya berkesempatan untuk mengajar lebih lama, saya mungkin akan menggunakan metode diskusi kelompok, supaya satu siswa yang paham bisa membantu siswa lainnya yang kurang paham. “</i> <i>“Terkait kurikulum jadi saya pernah mengadaptasi materi dari E-book untuk kelas 3 karena mereka tidak belajar Bahasa Inggris. Dan</i>
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aspek yang saya pertimbangkan adalah terkait materi, jadi materi mana yang lebih mudah untuk diterangkan karena disana tidak semua kelas belajar bahasa Inggris, yang ada mata pelajarannya juga suka dilewatkan gitu. Oleh karena itu, saya memilih materi yang saya kuasai supaya saya lebih mudah untuk menerangkannya kepada siswa dan bisa dengan mudah menyesuaikan dengan kebutuhan siswa.”

“Yang mana yang bisa saya terangkan dengan mudah dan siswanya juga mudah memahaminya. Oleh karena itu, saya tidak merasa adanya tantangan dalam menyesuaikan kurikulum dengan materi yang saya ajarkan.”

			<i>“Ketika saya mengajar, saya melihat bagaimana cara mereka belajar, dan bagaimana mereka dalam memahami materi yang diberikan. Cepat atau lambat dalam memahaminya. Kemudian selain itu, dengan mencari tahu latar belakang siswa lewat guru kelasnya. Dengan begitu saya bisa melihat kebutuhan belajar dan karakteristik siswa.</i> <i>“Jadi gurunya itu ngasih tau sebelum saya ke kelas itu seperti “ini mah anaknya seperti ini atau anaknya belum bisa baca seperti itu”</i>
Coda	When this <i>Kampus Mengajar</i> program ended, I learned that teaching is not just about delivering materials or showing our expertise in a particular field. Teaching is also about understanding	Interview Data / Transkrip	<i>“Ternyata mengajar itu tidak hanya menyampaikan materi kepada siswa dan tidak hanya terkait pada materi yang dikuasai saja.</i>

students, how they learn, and how to manage the class so that all students feel comfortable and can receive learning well.

I want to instil in my students that they must try it, not give up, and dare to try, whether right or wrong. If they fail once, they should try again, which can build their willingness to keep learning.

Looking back, I thought that none of my skills had developed during this program. But on second thought, maybe I developed in public speaking. I used not to do much public speaking, but now I am more confident. For example, when I was the MC, I delivered the program in front of the teachers.

Moreover, for other English students who want to join this program, I suggest that they prepare their classroom management skills well. With effective classroom management, the materials can be delivered more clearly and easily understood by students. If I am allowed to repeat this program, I would like to focus on teaching in just one class. That way, I can better

“Tetapi juga tentang memahami sejauh mana siswa mampu menangkap materi tersebut. Selain itu, ada banyak aspek lain yang juga perlu dikuasai, seperti pengelolaan kelas”

“Saya ingin menanamkan pada siswa saya untuk jangan menyerah, dan berani mencoba, mau benar ataupun salah mereka harus mencobanya, jika gagal sekali, coba lagi. Jadi itu bisa membangun kemauan siswa untuk terus belajar.”

“Jika saya lihat kebelakang, saat saya mengikuti Kampus Mengajar . Saya pikir tidak ada keterampilan saya yang berkembang selama program itu.”

understand the students' character in the class and improve my teaching skills quickly.	<i>“Mungkin dalam aspek public speaking. Dulu saya tidak terlalu banyak berbicara tapi sekarang mungkin lebih banyak.”</i> <i>“Saat MC, terus kemudian pas mau menyampaikan program yang akan kita laksanakan di sekolah penugasan di depan guru-guru.”</i> <i>“Keterampilan yang perlu dipersiapkan, mungkin sebelum mengikuti program Kampus Mengajar adalah keterampilan pengelolaan kelas. Karena dengan pengelolaan kelas yang baik kita bisa menyampaikan materi secara efektif dan materi yang disampaikan bisa mudah dipahami juga oleh siswa. Jika saya bisa mengulang kembali mengikuti program ini.</i>
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		<i>Mungkin saya ingin mengajar hanya di satu kelas supaya bisa meningkatkan keterampilan mengajar saya dengan mengetahui karakteristik siswa dari kelas tertentu dalam waktu yang sebentar itu.”</i>
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Tabel 3 1

Tabel 3 2

(Author's translation).

6. Interpretation: The identified themes will be interpreted based on the review of relevant literature and PCK theory

E. Research Schedule

The various stages of this research are outlined in the table below.

Table 3 5 Research Schedule

Description	Sep/Nov 2024	Des/ 2024	Jan/ Feb 2024	Mar/ 2025	Apr/ May 2025	June/ 2025	July/ 2025
Research Proposal Writing							
Research Proposal Examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							