

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an explanation of research methodology employed during the research in a structured manner. It informs each of the research procedure parts beginning with research design; research setting and participants; data collection; data analysis; and research schedule.

A. Research Design

This research was conducted in a qualitative manner through descriptive case study. A case study aims at putting forward a detailed and contextual picture of a particular phenomenon (Yin, 2002). It enables a thorough examination of a particular occurrence in its actual setting (Creswell & Poth, 2018; Yin, 2018). Particularly, a descriptive case study was implemented to provide a comprehensive and detailed explanation of the problem and comprehend participants' viewpoints and experiences without changing variables (Merriam & Tisdell, 2016). Thus, a case study research, specifically descriptive case study was selected as a design for conducting this research.

In the context of educational research, the case study method is valuable in order to acknowledge the impact of contextual elements while capturing the complexity of teaching and learning processes, (Stake, 1995). Furthermore, the emphasis on "how" and "why" issues pertaining to a constrained system, such as teachers' opinions of student teachers' teaching abilities which has been acknowledged as a suitable approach (Simons, 2009).

The phenomenon studied in this research is how the supervising teachers view the teaching competence of the student teachers enrolled in the FKIP EDU program. This case study's descriptive approach seeks to give a thorough description of the teachers' viewpoints without manipulating the research environment, enabling a more thorough comprehension of the gap between the theoretical knowledge learnt in university courses and real-world classroom teaching experiences. This design is relevant to this research since it was facilitating researchers in presenting a

contextual picture of how supervisor teacher perception towards the student teacher competence during English teaching in a teaching practicum program called FKIP EDU with an in-depth and thorough investigation.

B. Research Setting and Participants

This research was conducted at one junior high school in Tasikmalaya, West Java, Indonesia. This school regularly collaborates with Universitas Siliwangi to provide teaching practicum opportunities for student teachers from Universitas Siliwangi through the FKIP EDU program. The school became a setting of the research because this school exemplifies the phenomenon of a gap between the theoretical knowledge that student teachers acquire at university and the demands of teaching in the classroom. The selection of this school was based on academic and contextual considerations, namely: (1) this school represents an authentic practice environment for prospective English teachers at the junior high school level, and (2) the supervising teacher at this school has extensive experience in evaluating various aspects of prospective teachers' teaching competencies, such as mastery of material and classroom management. With these characteristics, this school is considered relevant to be the location of a case study aimed at exploring the supervising teacher's perceptions of prospective teachers' competencies during the implementation of FKIP EDU.

The participants of this research are supervising teachers who mentored the student teachers during the FKIP EDU program. The participants in this study were selected using purposive sampling, a typical non-probability sampling method in qualitative research is purposeful sampling. In this technique, participants are specifically chosen according to their background, expertise, or other traits that are applicable to the study questions. Purposive sampling allows researchers to get detailed, rich data from individuals who are most qualified to provide insight into the topic under study in a descriptive case study. Creswell and Poth (2018) stress that purposive sampling in case study research guarantees that participants and cases are selected with the goal of providing insight into the main topic under investigation.

The participants are recruited based on specific criteria such as: being actively involved as supervising teacher during the FKIP EDU program, having firsthand experience in assessing the teaching competences, actively observing the teaching practices of student teachers, and being willing to participate in the study. The participants also receive thorough explanations of what, why, and how this study would be conducted, complete and sign the consent form as a formal agreement to participate in data collecting, and the researcher assured their confidentiality, anonymity, and freedom to withdraw from the research at any point during the process. Based on these criteria, two supervising teachers were chosen as participants. The first participant, a 49-year-old English female teacher, has been teaching for 15 years and has served as a supervising teacher since 2003. The second participant, a 55-year-old English male teacher, has 29 years of teaching experience and has been involved in mentoring student teachers since 2000. This selection was intended to ensure that the participants had sufficient experience and can provide valuable insights into student teachers' competences during teaching practice, particularly in teaching English at the junior high school level.

C. Data Collection

The researcher collected the data directly on-site on July 25-August 1, 2025 through conducting a face to face structured interview with 2 EFL teachers in junior high school

As the primary method of data collection in this research, structured interviews with open ended questions were conducted by the researcher to collect the data. Structured interviews were selected because they allow for the elaboration of perceptions and experiences while allowing the researcher to collect specific and comparable information from participants (Cohen et al., 2018). Furthermore, structured interviews are very useful for methodically examining attitudes and viewpoints since they guarantee that each participant answers the identical set of questions, boosting reliability (Gill et al., 2008). Hence, researchers adopted this method to collect the data for this research.

The interview procedures were conducted in accordance with Adam's (2015) four main steps:

1) Designing the interview

The researcher arranged relevant and clear interview questions that are in line with the research objectives and research framework. The researcher created interview questions regarding the perceptions of supervising teachers to the competences of FKIP EDU student teachers in teaching English based on the framework of pedagogical and professional teacher competences in Law Number 14 of 2005. This decision is implemented because it directly relates to prospective teachers' abilities to plan, implement, and evaluate learning and to master the teaching material in depth, the most visible and observable dimensions during teaching practice. The following is the focus area of each framework's component.

- a) Pedagogical Competence: Planning, implementation, and evaluation of teaching and learning processes.
- b) Professional Competence: Mastery of subject matter and innovation in teaching methods.

2) Participant checking

In this step, researcher ensure that the selected participants are ready and understand the purpose and objectives of the research and also make an agreement to carry out the interview

3) Conducting the interview

During the interview session, the researcher established a comfortable environment and asked the questions following the interview guideline in a structured manner.

4) Recording responses

The researcher was taking notes and recording audio while interviewing to ensure the credibility of the data.

5) Analysing the interview data

In this step, the researcher classified and interpreted the interview data. By taking these precautions, the interview procedure was guaranteed to be methodical, open, and compliant with the requirements of qualitative research. the interview procedure was guaranteed to be methodical, open, and compliant with the requirements of qualitative research. After the raw data from the interviews were collected, the researcher confirmed it with the participants. If there were additional questions, the researcher would follow up.

D. Data Analysis

The interview results were analysed using Fereday and Muir-Cochrane's (2006) framework of hybrid deductive-inductive thematic analysis. According to Fereday and Muir-Cochrane (2006) hybrid deductive-inductive thematic analysis complements the research questions by allowing the principles in the theoretical framework to become an integral part of the deductive thematic analysis process, while also allowing themes to emerge directly from the data using inductive coding. This framework identifies, examines, and reports patterns (themes) within the theory and data. The following are the analysis process based on the stages of thematic analysis with a hybrid deductive-inductive approach:

1. Familiarization with the data

In the first step, the researcher familiarized the data with close interview transcript detail. In this step, the researcher was reading the interview transcript several times. When reading the interview transcript, the researcher was thinking about what was happening in the data through some activities such as note-taking and highlighting some key aspects related to the research topic and research framework.

Table 3.1

Example Data Display

Participant	Sample data
P1	They're incredibly creative and innovative, using a variety of media, both offline and online, and the students are naturally delighted because they feel like they're learning in a way that's

	truly connected to their world. Learning through play, using apps they enjoy—it's truly innovative. (min) 04:22 - 05:05
P2	The student-teachers are seem to be enthusiathic and love their job as a teacher. Their awareness to their professional identity have arises as well. (min) 12:38-13:04

2. Initial Deductive Coding

In the second phase, the researcher began to organize the interview data into meaningful groups based on the area of pedagogical competence and professional competence as the theoretical framework, with several adjustments. The researcher encodes the data by generating a preliminary list of ideas about what is in the data and what is in the focus of research specific topics. Particularly, the researcher implemented the method with colours to differentiate each aspect indicated by participants, which generated the initial codes. In this research, there are 10 initial codes identified from the interview transcript listed as follows.

Table 3.2

Generating Initial Codes

Participant	Data	Initial code
P1	They're incredibly creative and innovative, using a variety of media, both offline and online. The students are naturally delighted because they feel like they're learning in a way that's truly connected to their world. Learning through play, using apps they enjoy, it's truly innovative. (min) 04:22 - 05:05	Innovative utilization of learning media
P2	The student teachers already seem enthusiastic and seem to love their roles as future English teachers or lecturers. Their awareness of their professional identity has also emerged, so things are going well. (min) 12:38-13:04	Enthusiasm and high awareness in Professional Identity Development

Table 3.3

List of Deductive Codes

Codes	Initial Codes	Frequency of Code Occurrence
Yellow	Linking Lessons to Students' Prior Knowledge and Real-Life Contexts	2
Green	Applying inclusive teaching to a large class with students' diversity	4
Turquoise	Comprehensive Pre-teaching Preparation and Clarity of Learning Objectives	4
Pink	Innovative utilization of learning media	2
Red	Effective and Flexible Lesson Management and Classroom Organization	6
Dark green	Subject Mastery through Preparation, Clear and Adaptive Delivery, and Responsiveness	8
Purple	Curriculum-Aligned and Collaborative Lesson Preparation	4
Grey	Enthusiasm and high awareness in Professional Identity Development	4

3. Inductive Coding and Subtheme Development

After getting initial deductive codes, the researcher organized the interview data into groups based on the research focus. Subsequently, the inductive and deductive codes were turned into potential themes at this stage before merged into the main themes. The researcher sorted both codes into potential subthemes and compiled all the relevant coded data extracts in the identified potential themes. Indeed, themes are usually broader than code. It identifies major patterns in initial codes, hence it might be considered to the next level in interpreting texts.

Subsequently, the researcher sorted codes into potential themes. Based on the found codes, the researchers were grouping the initial codes to seven groups of potential themes that would be organized into main themes and subthemes.

Table 3.4

List of Inductive Codes

Codes	Initial Codes	Frequency of Code Occurrence
Blue	Interactive and Reflective Lesson Delivery for	6

	Active Student Engagement	
Teal	Harmonious, Constructive and Responsive Classroom Climate	4

Table 3.5*Searching for Themes*

No	Initial codes	Potential themes	Theme
1.	a. Linking Lessons to Students' Prior Knowledge and Real-Life Contexts b. Adapting Instruction to a large class with students' diversity	Mastery of Educational Theories and Principles (Contextualized and Inclusive Teaching)	Pedagogical competence
2.	a. Comprehensive Pre-teaching Preparation and Clarity of Learning Objectives b. Curriculum-Aligned and Collaborative Lesson Preparation	Ability to develop lesson plans that meet curriculum standards	
3.	a. Innovative utilization of learning media	Use of Appropriate Teaching Media	Professional Competence
4.	a. Effective and Flexible Lesson Management and Classroom Organization b. Harmonious, Constructive and Responsive Classroom Climate c. Interactive and Reflective Lesson Delivery for Active Student Engagement	Skills of Classroom management	
5.	a. Subject Mastery through Preparation, Clear and Adaptive Delivery, and Responsiveness	Subject Mastery	
6.	a. Enthusiasm and high awareness in Professional Identity Development	Engagement in Professional Identity Development	

4. Theme Development

In this step, the researcher must create a thematic "map" of the analysis by determining if the themes relate to the coded extracts (Level 1) and the whole data set (Level 2). In simple explanation, it means that the researcher was grouping the potential themes into main themes or the most important themes, which have broader areas of information or data that can be reached. For this research, the 5 potential themes are agreed to become the 5 main themes as listed below.

After becoming acquainted with several related themes, the researcher reviewed again the existing themes, which are then organized into a coherent pattern for the research to be structured systematically or the broader themes which stand as main themes. If some unrelated themes remain, the researcher can discard them and replace them with new ones. In this research, the 7 potential themes are categorized into 2 main themes as listed below.

Table 3.6

Reviewing Themes

No	Themes	Sub-themes
1.	Pedagogical Competence	Mastery of Educational Theories and Principles Ability to develop lesson plans that meet curriculum standards Use of Appropriate Teaching Media Skills of Classroom management
2.	Professional Competence	Subject Mastery Enthusiasm in Professional Identity Development

5. Theme Review and Refinement

After developing the theme, the continuous analysis and refinement are to produce precise definitions and titles for each subject, as well as to improve the overall narrative the study conveys. Also, the researcher compared the result of the data analysis to the theme and looked for consistency or inconsistency. And for this research, there were two main themes that have been figured out as the result of the research data processing.

Table 3.7*Defining Themes*

No	Themes	Definition
1.	Pedagogical Competence	The ability of student teachers to effectively plan, carry out, and manage learning through contextualized, interactive, and student-centred instruction. Supervisor teachers noted that student teachers established clear objectives, employed innovative teaching methods and media, connected lessons to students' experiences, and kept the classroom environment responsive and harmonious. Their ability to put educational theories into practice to promote diversity and engagement in junior high school settings is shown in this competence. Sub-themes: 1. Mastery of Educational Theories and Principles This sub-theme pertains to student teachers' capability to integrate educational theories into classroom practice via contextualized and inclusive teaching. Supervising teachers noted that the student teachers linked lessons to students' existing knowledge and everyday experiences, while adjusting teaching methods to suit large and varied classes. This illustrates their grasp of learner-centred concepts and their ability to convert theoretical insights into adaptive classroom techniques. 2. Ability to develop lesson plans that meet curriculum standards This sub-theme highlights student teachers' detailed lesson planning, collaboration with supervisors, and clear communication of learning objectives. The information shows that they crafted organized lesson plans, examined curriculum elements like CP, TP, and ATP, and made certain that learning goals were clearly conveyed to students. Their preparation prior to entering the classroom facilitated more seamless lesson execution and enhanced instructional consistency. This sub-theme also highlights the importance of student teachers' partnership with mentor teachers in creating lesson plans. They examined the flow of the curriculum from Capaian Pembelajaran (CP) to Tujuan

	Pembelajaran (TP) and Alur Tujuan Pembelajaran (ATP) prior to developing lesson plans, making certain that learning activities were consistent with educational standards. 3. Use of Appropriate Teaching Media This sub-theme reflects the student teachers' capacity to choose and apply teaching media resources that fit the learning environment and the needs of the students. The interview findings indicate that they used applied creative media, both digital and conventional, to captivate students. Their selections encouraged active learning and matched the students' technological comfort and preferences. 4. Skills of Classroom management This sub-theme reflects how student teachers implement interactive techniques, incorporated reflection into lessons, handled classroom dynamics, discipline, and organization efficiently and with composure. Supervising teachers emphasized that they upheld classroom order by using positive, unemotional responses, organizing seating and group activities to encourage fairness, and addressed unforeseen circumstances with adaptability.
2. Professional Competence	Professional competence involves student teachers' subject-matter expertise, curriculum understanding, collaborative lesson preparation, and passion for professional development. In addition to aligning their courses with curriculum requirements and demonstrating a dedication to their teacher identity, supervising teachers observed that student teachers provided accurate, well-prepared, and adaptive instruction. Throughout the FKIP EDU program, this competence also places a strong emphasis on both proficiency and ongoing professional development. Sub-themes: 1. Subject Mastery This sub-theme outlines student teachers' deep comprehension of the subject, backed by self-directed preparation and various learning resources. Supervising teachers reported that they utilized textbooks, online resources, and contextual references to guarantee precision and clarity in conveying knowledge. Their attentiveness to

student inquiries and skill in modifying explanations demonstrated both assurance and extensive knowledge in the subject matter.

2. Engagement in Professional Identity Development

This sub-theme emphasizes the student teachers' passion, drive, and developing sense of professional identity during the FKIPEDU program. Teachers under supervision observed that they engaged in teaching with enthusiasm and a positive attitude, displaying enhanced confidence and flexibility as time progressed. Their enthusiasm and passion for teaching showcased early professional development and a solid commitment to ongoing growth as educators.

6. Theoretical integration and interpretation

At this stage, the researcher interprets the research findings based on the themes obtained. Both deductive and inductive explanations are linked to the framework theory. In this research, the interpretation is merged with the report in the next chapter.

7. Produce the report

In the last stage, the researcher describes a report on the research findings. The researcher reports the final analysis to tell the findings of the data, which include analytical descriptions and the discussion in relation to the research area, it also provides data extracts as sufficient evidence of the findings.

E. Research Schedule

The study was conducted in August, 2024 to October, 2025 at Tasikmalaya.

Table 3.8

Research Schedule

Description	September- December/2024	January - March/2025	April- June/2025	July- September/2025	October - December 2025	January- March/2026	April- June,2026
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							