

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research design, data preparation (participants and types of data), data collection technique, and data analysis.

#### **3.1. Research Design**

This study employed qualitative research design to gain insight into the central phenomenon of pre-service teachers' stress during teaching practicum. This study applied an observational study to collect the data. According to Altmann (1974), an observational study allows the researcher to observe and record the participants' behaviors, either as events or as states. Therefore, this study used an observational study method to find out the nature of stress which is experienced by pre-service English teachers during teaching practicum.

#### **3.2. Data Preparation**

##### **3.2.1. Participants**

The participants of this study were two pre-service English teachers who had undertaken teaching practicum in two Islamic senior high schools in Yogyakarta. These participants were students of English language education in Islamic University of Indonesia (UII) batch 2015. The selection of participants were determined by considering maximum variation approach that presents a wide variety of participants' background in order to get different perspectives (Creswell, 2007). In this case, two participants were chosen because they are quite different in term of teaching performance level. The first one had high level of teaching performance and the other had medium level of teaching performance. The reason to choose high and medium level was to find rich data from different perspectives; the problems that they encountered during teaching may be different, so how did they perceive causes of stress on teaching also would be different. In addition, those pre-service teachers were

considered as participants because they were more cooperative and enable to give rich information.

### **3.2.2. Types of Data**

The type of data used in this study is qualitative data that provides descriptive accounts from a small number of individuals. In comparison quantitative data, the qualitative data analyzed in form of words (e.g. transcriptions from interview) or images (e.g. photographs), whereas quantitative data is typically in numerical form (Creswell, 2012). Qualitative data in this research were gained from observation field notes, interview transcription, and document analysis.

### **3.3.Data Collection Technique**

The qualitative data in this study were gathered from several sources (i.e. participants, class, documents) using several techniques such as observation, in-depth interview, and document analysis.

#### **3.3.1 Observation**

The researcher used observation as pre-dominant data in this study. According to Creswell (2012), “observation is the process of gathering open-ended, firsthand information by observing people and places at a research site” (p. 213). In this study, the observation was conducted by observing pre-service teachers during their teaching practicum in school. The role of researcher was as a nonparticipant observer who sat at the back of the classroom to observe and record pre-service teachers’ teaching performance without being involved in the activities of the participants. These observation data were recorded in form of fieldnotes or unstructured text data for analysis.

### **3.3.2. In-depth Interview**

The interview is conducted to obtain deep information from the participants. In this study, the interview was designed as semi-structured interviews and using open-ended questions that allow the participants to share their experiences without constrained by any perspectives of the researcher. Type of interview in this study was one-on-one interviews in which the researcher interviewed only one participant at a time. During the interview, the researcher recorded the participants' answer and transcribed it for analysis.

### **3.3.3. Documents Analysis**

In this study, the researcher used document as additional evidence that validate the data from observation and interview. Document in this research was gained from the reports of teaching practicum program that written by participants during their teaching practicum.

## **3.4. Data Analysis**

Data analysis is directed to answer research question. According to Miles and Huberman (1994), there are three kinds of activities in analyzing qualitative research data such as data reduction, data display, and conclusion drawing.

### **3.4.1. Data Reduction**

Data reduction is the process of analysis that sharpens sorts, focuses, reduces, and organizes data in such a way that conclusions can be drawn and verified. This process allows the researcher to choose which conceptual framework, which cases, and which research questions. In this phase, the researcher reduced the data by focusing on research question, which is about pre-service teachers' perception about the stress that they experience during teaching practicum. Therefore, unnecessary data was separated.

### **3.4.2. Data Display**

A display means an organized, compressed assembly of information that permits conclusion drawing and action. It is designed to assemble organized information into an immediately accessible and easy to understand.

There are various types of data display such as matrix, graphic, chart, network, etc. In this qualitative study, the researcher displayed the data in form of thematic table. While for the further discussion is represented in form of narrative description.

### **3.4.3. Conclusion Drawing/Verification**

Conclusion drawing is referred to a brief as fleeting second thought crossing the researcher's mind during writing, with a short excursion back to the data (transcription or field note), or it may be thorough and elaborate, with lengthy argumentation and review among colleagues or supervisor to develop intersubjective consensus, or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for confirmability and validity.

## **3.5. Trustworthiness**

Trustworthiness becomes an important concept because it allows the researcher to judge the quality of qualitative research. In this study, the researcher followed Guba's (1981) concept to ensure the trustworthiness of research that consists of four criterias such as credibility, transferability, dependability, and confirmability.

### **3.5.1. Credibility**

Credibility is also known as internal validity, it refers to the truth of research finding that is presented by the researcher (Shenton, 2004). To judge the credibility of research finding, there are several strategies that could be done by the researcher such as prolonged engagement at a site, persistent observation, peer debriefing, triangulation, collecting referential adequacy materials, and member checks (Guba, 1981). Among these strategies, the researcher used

triangulation and collecting referential adequacy materials to check the credibility of research finding.

Concerning triangulation, the researcher evaluated research finding using data triangulation in which it encourages the researcher to collect data from multiple sources but aimed at corroborating the same phenomenon. According to Yin (2003), the quality of case study research that use multiple sources of evidence is better than those that relied on only single source of evidence. It is because the multiple sources of evidence basically provide multiple measures of the same phenomenon. In this study, the research finding is triangulated using three sources such as interview, observation, and document analysis. The result of interview is used as a primary data because it provides rich and deep information regarding pre-service teacher's perception on teaching practicum stress. While data from observation and document analysis are used as secondary data that corroborate the primary data.

Furthermore, the researcher also judged the research finding using collection of referential adequacy materials. It includes document, film, videotape, audio recording, and other 'raw' or 'slice of life' data items that are collected against which findings and interpretations can be tested later (Eisner, 1979; as cited in Guba, 1981). In this study, the researcher used audio recording of interview, pictures and videotapes of actual classroom, and participants' report of school-based teaching practicum, as referential adequacy material.

### **3.5.2. Transferability**

Transferability or external validity means that the research finding can be applied to other contexts and situations beyond the scope of the study. In the context of qualitative research, Jensen (2008) highlighted two key considerations: (1) how closely the participants are linked to the context of study, and (2) the contextual boundaries of the findings. Further, Jensen (2008) also mentioned two strategies that can be used by the researcher to increase the transferability of the study such as collecting thick description and doing purposeful sampling.

Regarding these strategies, in this study, the researcher provided a purposeful account of the context, participants, and research design so that the reader could make their own judgment whether the research finding was applicable to other situations or not. Moreover, the researcher also did the purposeful sampling in which the participants being selected were those who most represented the research design and limitations of the study.

### **3.5.3. Dependability**

Dependability is equivalent to reliability in quantitative research. It is concerned with the stability of the data. According to Jensen (2008), dependability recognizes that the research context is developing and that it cannot be completely understood as a singular moment in time. In relation with this, dependability is linked to the trustworthy research in which it enables future researchers to repeat the study in the some context, with the same methods and participants, so that the similar results would be gained (Shenton, 2004). Therefore, the processes within the study should be transparency and relevancy to enable others to repeat the study. In this study, the researcher did an audit trail by asking for lecture's supervision during the whole processes of study. In other words, the researcher conducted the study under lecture's supervision to increase the dependability of the study.

### **3.5.4. Confirmability**

Confirmability is concerned with providing evidences that the researcher's Interpretations constructions are rooted in the participants' constructions and that data analysis, the findings, and conclusions, can be grounded in the participants' perceptions (Jensen D. , 2008). It is equated with objectivity in quantitative research. In essence, the researcher should make sure that the result of the study is gained from participants and not their own predispositions. As cited from Jensen's (2008) argumentation, this study was conducted by the researcher as transparant as possible by describing clearly how the data were collected and

analyzed, also providing the original evidences in appendix. In addition, this study is also expressed through triangulation and an audit trail to reduce effect of researcher bias.