

## **CHAPTER III. METHODOLOGY**

### **3.1 Research Design**

The design of this study is quantitative. It investigates the EFL student teachers' teaching practice to peer students and real students in microteaching.

### **3.2 Participants of the Research**

The participants are the sixth semester EFL student teachers at English Education Department of Universitas Muria Kudus who enroll in microteaching course. The number of the participants is twenty-nine student teachers. They are required to have teaching practices in microteaching course three times, in which they have to teach in front of their peers twice and in front of real students once.

### **3.3 Data Collection**

The instruments used to collect the data are microteaching scoring sheet and closed-ended questionnaire. The microteaching scoring sheet includes four criteria, namely pre-teaching, whilst-teaching, and post-teaching. There are seventeen aspects of teaching practice that will be assessed from EFL student teachers when they have microteaching with both peer students and real students.

The other instrument used is the closed-ended questionnaire adapted from Ogeyik (2009). The number of questions in the questionnaire is twenty eight. There are five criteria of the questionnaires, namely planning and preparation, lesson presentation, assessing pupil's progress, classroom management, and microteaching in general. To answer the questions, the EFL student teachers must choose from the five options presented following the Likert scale. The options range from (5) strongly agree, (4) agree, (3) neutral, to (2) disagree, and (1) strongly disagree. The questionnaire was administered to the EFL student teachers at the end of microteaching course.

### **3.4 Data Analysis**

The data from the microteaching scoring sheet were analyzed quantitatively using descriptive and inferential statistics. Firstly, the normality test was run to find out if the data follow the normal distribution. Then, they were examined using paired samples t-test to see if

there is significant difference. Finally, the result was interpreted to answer the first research question in this study.

The data from the closed-ended questionnaires were also analyzed quantitatively by calculating the mean and standard deviation of every item in the questionnaire. The result was then interpreted qualitatively to capture the perceptions of the EFL student teachers toward the peer and real students microteaching.