

CHAPTER III

RESEARCH PROCEDURE

A. Research Methodology

This research was used qualitative research as the design. In addition, to capture how the reflection through reflective journals and photovoice uses as tools for teachers professional development, the researcher has used ‘narrative inquiry’ as the research method. Narrative inquiry is first and foremost a way of understanding experience (Clandinin, D., & Caine, V. 2008).

B. Research Participant

This research was involved a pre-service teacher from one of the universities located in Tasikmalaya. The participant is 22 years old. She is chosen as the participant since she has her own experience in writing reflective journals and photovoice during her teaching practices. The participant is expected to share her experience of how her reflective journals and photovoice contribute for her professional development.

C. Data Collection

Data of this research was collected through “semi-structured interview” (Edwards, R. and Holland, J., 2013). The interview is chosen to ease the researcher gain data needed from the participant of this research since it has flexibility in how and when the questions are put and how the interviewee can respond. Furthermore, the researcher can probe answers, pursuing a line of discussion opened up by the interviewee, and dialogue

can ensue. Then, the interview was recorded by recording application in the researcher's mobile phone. After the recording is obtained, the researcher has transcribed it in order to help the researcher analyse it more easily.

Other data was gained from the participant's reflective journals and photovoice. The researcher has collected after getting permission from the participant in order to analyze them and get the point of her experiences as a pre-service teacher.

D. Data Analysis

In analyzing the data, the researcher was described and interpret various aspects of the research topic using 'Narrative Analysis' (Özyıldırım, 2009) which consists of six following steps:

1. Abstract

Summarize the whole story and consist of one or two clauses at the beginning of a narrative.

2. Orientation

Gives information about the time, place, characters, and their activity or the situation in what will follow.

3. Complicating Action

Clauses are narrative clauses that inform the audience about what happened. This section is considered as obligatory for the formation of a narrative and contain the climax or high point of the story.

4. Resolution

Inform the audience about how the complicating action was resolved.

This section indicate the termination of a series of events by releasing the tension.

5. Evaluation

Form the emotional side of the narrative and explains why the story is worth telling. Evaluate element refer to comments made by the speaker about the events that he experiences.

6. Coda

Clauses are located at the end of narratives and indicate that the story is over, bridging the gap between the narrative proper and present, or sometimes providing a short summary of it.

E. Research Timeline

Activities	Feb 2018	Mar. 2018	Apr. 2018	Mei 2018	June 2018	July. 2018	Aug. 2018	Sep. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan-Jun 2019	July. 2019
Submission of Research	■												
Research Approval	■												
Chapter 1	■	■											
Chapter 2	■	■	■										
Chapter 3			■	■	■								
Seminar Proposal Examination						■	■						
Conducting the Research								■	■	■			
Chapter 4											■	■	
Chapter 5												■	■
Final Thesis Examination													■

Table 3.1. *Research Timeline*