

CHAPTER III

RESEARCH PROCEDURES

A. Research Method

The method of this study employed structured interviews to see the changes in pre-service teachers' beliefs. This study uses a descriptive qualitative case study. This study investigated the phenomenon of pre-service teachers' beliefs changes after ITP. Palinkas et al. (2015) stated that qualitative methods are, for the most part, intended to achieve a depth of understanding of English pre-service teachers' beliefs changes.

B. Setting and Participants

The researcher chose two pre-service teachers of the English Department, Faculty of Educational Sciences and Teachers' Training who conducted the ITP in Thailand for 5 months, teaching English to secondary-level students. There are two participants, 1 female (24) as P1 and 1 male (24) as P2. They have taught secondary level for 5 months in Thailand.

The participants were chosen because they show an interest in teaching beliefs before participating in an international teaching practicum in Thailand. When they try to apply these beliefs, they find many things that lead them to change their teaching beliefs.

C. Data Collection

The empirical data was collected using a semi-structured interview, because this kind of interview has the flexibility to investigate some aspects in-depth and, where necessary, to let the respondent lead in much the same way as in an open interview.

The question for the interview asks about their beliefs changed following 3 types of beliefs changed by Debreli (2016) research: teaching approaches, teacher roles, and teacher characteristics. The interview was in *Bahasa Indonesia* to get richer and deeper information about participants' belief changes in teaching.

The data of the interview was recorded using cell phone recording to cover the whole contextual data and to do careful micro-interaction and thematic analyses. Then, it was listened to, transcribed, formed, connected with an interpretive intent, reconstructed, and built for credibility.

D. Data Analysis

The data from the interview will be transcribed and analyzed using thematic analysis that aims to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue (Maguire & Delahunt, 2017). The researcher chooses thematic analysis because this analysis allows the researcher a lot of flexibility in interpreting the data and approaching large data sets more easily by sorting

them into themes.

The data from this study are described from what their beliefs had toward something issue. This is in line with the type of thematic analysis. According to Braun & Clarke (2006), there are six following stages:

1. Familiarizing the data

In this phase, the researcher gets immersed and familiar with all the data from interviews through repeated reading, taking notes, or marking ideas for coding.

2. Generating initial codes

This phase involves the production of initial codes from the data manually. The researchers highlighted the potential codes which answer the research question and reflected the pre-service teachers' beliefs. Here are the initial codes generated from the data and the frequency of each code.

Table 1. List of initial codes

Initial codes	Total
Method: student-center, teacher-center, group discussion, game, evaluation approach	9
Attitude: adapting to the student	4
Value: supporter, assessor, observer	4
Attitude: closeness	3
Value: preparing, positive vibe, high expectation, creative patience, forgiving, respect, humorist	11
Attitude: awareness	3

3. Searching for themes

This phase focuses on sorting the long list codes into potential themes and collating all the relevant coded data within the identified themes. The researcher grouped the previous initial codes based on their similarities.

Table 2. Grouping the initial codes

Teaching approach	Method: student-center, teacher-center, group discussion, game, evaluation approach Attitude: adapting to the student
Teacher roles	Value: supporter, assessor, observer Attitude: closeness
Teacher characteristics	Value: preparing, positive vibe, high expectation, creative patience, forgiving, respect, humorist Attitude: awareness

4. Reviewing the themes

The devised set of candidate themes is reviewed, and the researcher examined the themes whether the themes are not themes or they might collapse into each other.

5. Defining and naming the themes

The researcher identifies the core of what each theme is about and determines what aspect of the data each theme captures.

6. Producing the report

The concise, coherent, logical, non-repetitive, and

interesting codes within the themes are written up into reports that provide sufficient evidence of the themes.

E. Research Schedule

Table 3. Research Timeline

No	Description	Nov 2019- Feb 2020	Mar 2020	Apr 2020- Nov 2021	Dec 2021- Feb 2022	Mar- Apr 2022	May- July 2022
1	Research proposal writing						
2	Research proposal examination						
3	Data collection						
4	Data analysis						
5	Report						
6	Thesis Examination						