

## **CHAPTER III**

### **RESEARCH PROCEDURES**

#### **3.1 Research Design**

This study viewed my experience, emotional response and the meaning revealed through the diary during the ITP program. I investigated my experience of being a pre-service teacher in teaching abroad by telling my own stories. Further, my study used a form of narrative inquiry because it's a process of cooperation relating to mutual storytelling and restoring as the research proceeds (Connelly & Clandinin, 1990). Narrative inquiry “engaged in living, telling, retelling, and reliving stories” (p.4). Connelly and Clandinin (1990) argued that narrative inquiry is interested in the meaning and experience revealed in stories (as cited in Liu, 2016, p. 4). Then, it was chosen because I took part as a participant in doing an ITP program.

There are types of narrative inquiry such as language memoirs, studies of language memoirs, autobiographical studies, biographical case studies and studies of multiple narratives. In order to inquire into my experiences, that is, I engaged in autobiographical narrative inquiry. Here, I used autobiographical because it tells firsthand someone's story. Besides, “narrative Inquiry as a resource for research on language teaching and learning” (Barkhuizen et al., 2013, p. 5). I realized that narrative inquiry matched the familiarity of stories and of thinking narratively that I had done during the ITP program through diary. I felt comfortable using this way of thinking for my study. Additionally, it is used to investigate emotional geographies of an Indonesian pre-service teacher during teaching practicum

program. I experienced the emotional response that occurred in my diary during the ITP program and I hope that from my experience could be useful for myself and the readers.

### **3.2 Setting and Participant**

The research was conducted during teaching practicum in one of the schools in Nakhon Si Thammarat, South Thailand. I also as a pre-service teacher here became a participant who made diaries. Before collecting the data, I had already planned to record my experience in Thailand through diaries.

I am a female student who enrolls in the final year, *Sarjana Pendidikan*, majoring in teaching English, at Siliwangi University. I was doing ITP in one of the schools in Nakhon Si Thammarat, South Thailand. I was placed in a school that has a learning system divided into several focus areas in English subjects such as English for Listening and Speaking, Translation Class, Basic English and English for the Next Study. In a week, each grade had 4 to 6 learning English with different focus areas. For example, grade 1 had two English subjects with a total of 4 meetings in a week, 3 times for Basic English and 1 time for English for Listening and Speaking. I taught in secondary school from Grade 1 to Grade 6.

The school had allowed me to teach three focus areas in English subjects. There were there focus areas. Firstly, “Basic English”, this focus area aimed to build a foundation in English language skills for students in grade 1 to Grade 4. Secondly, “English for Communication”, this focus area targeted students in Grade 5 and aimed to further enhance their communication skills in English. and the third, “English for the Next Study”, created to students in Grade 6 and aimed to prepare

them for further English language learning and academic pursuits. It focused on advanced language skills, critical thinking, and academic writing, equipping students with the necessary language proficiency for their future studies. I used different books in each subject and grade, for example, I used “Interchange” by Jack C. Richards for grade 5. On the other hand, I used “New World 3” by Manuel Dos Santos for grade 3. These books were the resources for me in doing the teaching learning process.

I divided the two sessions of my teaching journey when I was in Thailand for 5 months. The first session began in May until the middle of July 2019, I taught grade 1, 5, and 6 for 11 hours 20 minutes a week. The second session began in the middle of July until October 2019, the school changed my schedules because there was a new English teacher in secondary school. I taught from grade 2 until grade 6 for 7 hours 20 minutes a week.

Throughout my teaching practicum, I documented my experiences in diaries. I documented diaries during teaching practicum in May until October 2019 in order to reflect on my teaching activity and see the emotional aspect that exists in my diary collections. These diaries served as means for me to critically analyze my teaching activities and explore the emotional aspects related to my role as an educator. By capturing my thoughts, I aimed to gain a deeper understanding of teaching process and its impact on both myself and the students.

The school environment in a school where I conducted ITP was characterized by diverse curriculum and a focus on different aspects of English language learning. The students came from various backgrounds, and I had the

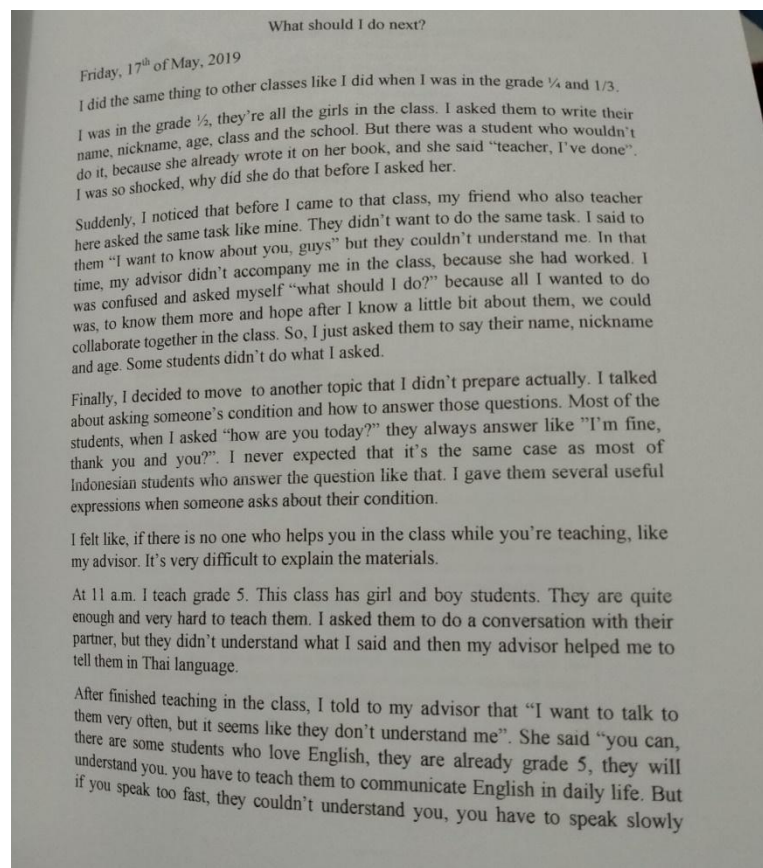
opportunity to interact with learners from different age groups and proficiency levels. The students' proficiency levels ranged from beginner to intermediate. Some students had a solid foundation in English, while others faced challenges in understanding and communicating in the language.

The school where I conducted my ITP had two English teachers. One of the teachers was a fresh graduate, while the other has extensive teaching experience. These two teachers served as my mentors and provided guidance and support throughout my teaching practicum. Both teachers played important roles in my ITP experience. They provided guidance, feedback, and support throughout my journey. Their combined expertise and support contributed significantly to my professional growth and development as an English pre service teacher.

### **3.3 Data Collection**

The collection of the data in this research is a diary as my document. In this research, I wrote a diary. I attached photos from ITP program. I taught from grade 1 to grade 6 in secondary school from Monday to Friday. I have many experiences while teaching in different classes with different students' characteristics and focus areas such as English Basic, English for Communication, and English for The Next Study. While conducting the 5 months ITP Program, I made my own experiences in a diary consisting of 14 stories. I told my teaching experiences along with this program through the diary. The diary in the form of stories experienced during the ITP program. The stories are about the remarkable chapter on my teaching journey, the challenges and the problems, and the advantages I got during the ITP program. I started to recognize the stories. Then,

the stories were coded with Hargreaves's emotional geography framework which includes some aspects such as physical, moral, sociocultural, professional, and political aspects by using Thematic Analysis (Braun & Clarke, 2006).



**Figure 3.1 Example of diary**

### 3.4 Data Analysis

The data analyzed using thematic analysis. It is a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). “Thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data” (Braun & Clarke, 2006, p. 5). There are six stages of analysis:

3.1.1 Familiarizing the data: I review my diary collections one by one to ensure the theme that appears in my data.

3.1.2 Generating initial codes: I made the sign in codes occurring in the data which related to the purpose of this study (to investigate a pre-teacher emotionally developing her professional identity during international teaching practicum) by bolding the codes. It would ease me to analyze the data in the next following stages.

**Table 3.1 Generating Initial Codes**

Diary Collections	Initial Code
Day 2 Friday, 17 <sup>th</sup> of May, 2019 I did the same thing to other classes like I did when I was in the grade ¼ and 1/3.	Self-initiative to teach
I was in the grade ½, they’re all the girls in the class. I asked them to write their name, nickname, age, class and the school. But there was a student who wouldn’t do it, because she already wrote it on her book, and she said “teacher, I’ve done”. I was so shocked, why did she do that before I asked her.	Gender in the class/ culture of Islamic school Teaching topic The feeling shock while teaching
Suddenly, I noticed that before I came to that class, my friend who also teacher here asked the same task	

Diary Collections	Initial Code
like mine. They didn't want to do the same task. I said to them "I want to know about you, guys" but they couldn't understand me. In that time, my advisor didn't accompany me in the class, because she had worked. I was confused and asked myself "what should I do?" because all I wanted to do was, to know them more and hope after I know a little bit about them, we could collaborate together in the class. So, I just asked them to say their name, nickname and age. Some students didn't do what I asked.	Students responses Language barrier Reality of teaching Thinking about a new teaching topic
Finally, I decided to move to another topic that I didn't prepare actually. I talked about asking someone's condition and how to answer those questions.	Students responses Being creative to change the topic culture of thai and Indonesian students
Most of the students, when I asked "how are you today?" they always answer like "I'm fine, thank you and you?". I never expected that it's the same case as most of Indonesian students who answer the question like that. I gave them several useful expressions when someone asks about their condition.	teaching topic advisor supports

3.1.3 Searching for themes: I group the codes which possibly belonged to the same theme by coloring them differently in order to make it easy to analyze.

**Table 3.2 The process of searching for themes**

Physical Geographies (6)	(8)	Moral Geographies (18)	(28)
- Reality of teaching	2	- sense of accomplished during teaching process	6
- time teaching	1		
- Time and place of teaching	2	- Feeling disappointed by colleagues	1
	1		1
- Facility in the class	1	- Feeling shock while teaching	5
- Setting of schooling	1	- Students responses	1
- Setting of an event		- feeling stress while teaching	1
		- feeling happy after teaching	1
		- Challenges in school	1

Physical Geographies (6)	(8)	Moral Geographies (18)	(28)
		- Feeling about colleagues in the school	1
		- Feeling unfair to an event	1
		- Feeling disappointed by colleagues	2
		- Feeling useless to do warm up activity	1
		- Feeling disappointed by students	1
		- Unexpected moment during teaching process	1
		- Losing respect to the students	1
		- Ignoring the students	
		- The truth of an event	
		- feeling worried about the student	
		- Joyful expectations in teaching	

3.1.4 Reviewing the themes: I reviewed the following themes to ensure whether the themes were the most appropriate. If not, I removed or replaced the themes.

3.1.5 Naming the themes: The themes were named as the representation of its following sub-themes. Those became findings of this study; those showed the dynamics of my professional identity in becoming a pre-service teacher during teaching practicum program.

**Table 3.3 The process of naming the themes**

Physical Geographies	Moral Geographies	Professional Geographies	Sociocultural Geographies
<ul style="list-style-type: none"> <li>Recalling the time and space related activities</li> </ul>	<ul style="list-style-type: none"> <li>Challenges faced by pre-service teacher during ITP</li> <li>Implementing interactive strategies during ITP</li> <li>Pre and post teaching</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the norm of professionalism</li> <li>The issue of interaction of pre-service teacher with advisor, mentors students and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Understanding culture and language related-issue</li> <li>Understanding of gender related issue</li> </ul>



