CHAPTER III

METHODOLOGY

A. Method of the Research

This study is based on the experience of my teaching practicum during the teaching program in vocational high school in my seventh semester. By telling my own narrative, I can reflect on my actions and do better the next day. Due to the form of narrative inquiry used in this study, according to Connelly and Clandinin (1990, p.2) "the main claim for the use of narrative in educational research is that humans are storytelling organisms who, individually and socially, lead storied lives." According to Clandinin and Connelly (2000, p.232) as cited in Barkhuizen (2008) "a three-dimensional narrative space for any particular story it should be: first the participants in the story—their own experiences, second the time during which the story takes place, including its temporal connections to history and the future; and last the physical settings or places in which the story is located."

This process of storying and re-storying exposed the dual quality of narrative inquiry as phenomenon and methodology in my study. As a phenomenon, stories were being investigated to describe the lives of the participants and researcher (Leigh, 2019). Narrative research in this study focuses on the study of an individual about experiences teaching EFL during teaching practicum in Vocational High School. Thus, related to the title

"Teaching EFL Experience during Pre-Service Teaching Practicum in Vocational High School.

B. **Source of The Data**

I am a participant in the pre-service teaching practicum in my seventh semester, and I am a student of the English Education Department of the universities in West Java, and the data was based on my experience. Here, I would analyze my personal experience in teaching at one of the Vocational High Schools in Tasikmalaya which was carried out for two months from August to October in 2019. During that time I taught in second grade as many as 5 classes that has different majors, including TKR (*Teknik Kendaraan Ringan*) as many as 2 classes, 1 metallurgy class, and the last 2 classes namely the DKV (*Desain Komunikasi Visual*) class. And the data I got were in the form of diaries, which I wrote based on the experiences and events that I experienced while teaching at vocational high school.

C. **Technique of Collecting Data**

For this research, I wrote seventeen diaries to collect the data during pre-service teaching in one of the vocational high schools in Tasikmalaya. After teaching I wrote a diary in my notebook to remember what I have done in class, so I did not forget little things during class activity. And the day after, I rewrote it back on the computer while adding a few things that I could have missed. Sometimes, my mentor observed and gave feedback as well or gave

some suggestions to all my lesson plans after my teaching activity to apply in the next teaching activities.

D. Technique of Data Analysis

I will use a thematic analysis for analyzing the data. Thematic analysis adopted from Braun and Clarke (2006)

    a. Familiarizing with data

I carefully reviewed the data from my diary one by one to ensure the theme that appears in my data as a personal narrative with particular attention paid to the various emotions (e.g., Shock, anger, nervous, empathy, sadness, disgust) during the teaching practicum activity.

Table 3.1. My personal narrative

I thought the material that I should have discussed had to be understood by me first and it took time. At that moment the tutor gave me a chance because this was my first day of teaching and there had been a miscommunication between us. So, I was asked only to check the results of student work last week. This made me even more insecure and felt a lot of anxiety

    b. Generating initial codes

The data from my diary were identified by the content then coded to categorizations by coloring the codes to ease the researcher to analyze the end of this phase by collating all their codes and relevant data extracts. Red reflects

the social environment aspect like how student's respond during teaching, blue reflects emotional aspect how teacher and student's feel during the teaching, and green reflects moral aspects how this teaching can give a teacher and student's get a lesson after the teaching.

Table 3.2. The process of generating initial code

Data	Sub-theme
Vocational High School is a school where students have been focused on the course they chose from the beginning they entered, and the thing that makes me nervous here is the rest that is not familiar to me., I felt confused and didn't know how to deal with it because the tutor asked me to teach new materials.	**Settings of the story** **Intercultural context** **The inability to** **understand the context**

c. Searching for themes

I group the codes which possibly belong to the same theme by coloring them differently in order to make it easy to analyze by table as visual representation to help in grouping the codes.

Table 3.3. The process of searching for theme

Social Aspect	Emotional Aspect
Lesson plan struggle	Anxiety
The inability students to understand the context	The place of the pedagogical activities
Choosing appropriate teaching method	Settings of the story
	Less motivation
Environment factor	Students enthusiasm
Classing management	Teaching confident

d. Reviewing themes

I read all data for each theme in order to know the appropriateness, if it is not, the theme will be removed or replaced.

e. Naming the themes

The themes were named as the representation of its following sub-themes. Those become findings of this study; those showed a teaching EFL experience during pre-service teaching practicum as an insight to becoming professional teachers.

f. Producing the reports

I make a reports for what has been gain from the themes based on the analysis about a pre-service teacher experience

E. Research Schedule

Table 3.4. Research schedule

No	Activities	Jan. 2020	Feb. 2020	Mar. 2020	Jan. 2021	Mar. 2021	June. 2021	Sept. 2021
1.	Submission of Research Topic	■						
2.	Research Topic Approval	■						
3.	Chapter 1		■					
4.	Chapter 2		■					
5.	Chapter 3		■	■				
6.	Seminar Proposal Examination			■				
7.	Conducting the Research				■	■		
8.	Chapter 4					■	■	
9.	Chapter 5						■	■
10.	Final Thesis Examination							■