

## CHAPTER III

### RESEARCH PROCEDURE

#### 1. Research Design

The Descriptive Case Study as an empirical inquiry was selected to describe a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clearly evident. It is presumed that the case study is the best method to explore and describe the complex information about participants life experiences (Yin, 2003). Therefore, the case study might enable the researcher to explore deeper the complex real-life experiences of English pre-service teachers during their international teaching practicum (ITP) in Thailand.

#### 2. Setting and Participant

This thesis consequently, examines the experiences of two language pre-service teachers through a frame of border-crossings who are chosen based on the Thai education level of their teaching placement. The first participant taught English in the secondary education in which the students start at age twelve. It consists of three years of lower secondary education (*Mattayom 1 to Mattayom 3*), and three years of upper-secondary education (*Mattayom 4 to Mattayom 6*) in which located in Krabi. The second participant taught English in the elementary school (*Prathom*) in which the students enrolled from the age of six and attend for six years and located in Na Thawi district, Songkhla.

Due to the ethical code of the research, the researcher verified the willingness of the participants to be interviewed which aims to minimize the harms and risks, maximize benefits, respect human dignity, privacy, and autonomy.

### **3. Data Collection**

Semi-structured interview as a single data collection tool deployed by the researcher within this research since it offers more naturalistic data collection that might help to extend the scope of understanding the phenomena under investigation (Alshenqeeti, 2014). Furthermore, it might allow the researcher to discuss more about participants' experiences during their international teaching practicum in Thailand. The guideline data of the semi-structured questions deployed within this current research is adapted from a research conducted by Hugh (1995) and Ozek (2008) that grouped into several categories. To collect the data, therefore, the researcher applies the following steps:

- 3.1 The researcher asked for the willingness of the participant to be interviewed proven by a consent;
- 3.2 The researcher sought to make an appointment with the participants on how to plan the possible time and place to conduct the interview;
- 3.3 A semi-structured interview questions in which divided into several categories and items were given to the participants;
- 3.4 The result of the interview was recorded and transcribed into a verbatim transcription to be analysed.

#### 4. Data Analysis

The thematic analysis (TA) was deployed within this current research as a means to gain insight and knowledge from data gathered since it might enable the researcher to identify patterns within and across data which is in line with the case study in terms of exploring and describing the participants' lived experience, views and perspectives, and behavior and practices; 'experiential' research which seeks to understand what participants' think, feel, and do (Braun & Clarke, 2006; Yin, 2003). It refers to the method of identifying, analysing and reporting patterns (or themes) within data through the following steps:

##### 4.1 Familiarizing the data

The researcher transcribed the data from the interview. Then, re-read the data repeatedly to understand the data thoroughly.

<b>Interview Transcription</b>	
Date	: 12 <sup>th</sup> February 2020
Participant	: One of ITP participant in Thailand
Notes	: <b>A</b> is the researcher, and <b>B</b> is the interviewee 1
Codes	:
<b>A :</b>	Afterward, with your own prior knowledge you have about Thailand itself, before your departure to conduct the teaching program. To what extent were your expectations accurate? For instance towards the educational system, culture and maybe the environment over there.
<b>B :</b>	I myself did the research. I tried to find the alumni who already went there. Then, I tried to see how the students' conditions there. Apparently, the students' English proficiency is different from ours. Indeed, their competency is low average. Therefore, I do realize that I have to do more effort when I have to teach oversea, more specifically, in Thailand, since, according to the information that I got, the

	Thai students' proficiency couldn't be equated with the students here, and also we have language limitation (L1) in teaching. We do realize that the students' language competency here (in Indonesia) is not too good too, nevertheless, we might use our mother tongue language while teaching English. Consequently, with different language challenges, we have to work more, and I realized it.
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Table 3.1 Interview transcription translated from Indonesian language

## 4.2 Generating initial code

Since this research is aimed at answering two different questions, the researcher made two different analysis and highlighted the codes within the data in which related to each purpose of this research by coloring them to make the analysis easier in the next phases as follows:

No	Colour	As
1	Yellow	Contextual border-crossing
2	Green	Pedagogical border-crossing
3	Blue	Cultural border-crossing

Table 3.2 Colors deployed for question one

No	Colour	As
1	Green	Teaching competency
2	Blue	Self-management for professional development
3	Purple	Class room action research competency

Table 3.3 Colors deployed for question two

<b>B :</b>	I myself did the research. I tried to find the alumni who already went there. Then, I tried to see how the students' conditions there. Apparently, the students' English comprehension is different from ours. Indeed, their competency is low average. Therefore, I do realize that I have to do more effort when I have to teach oversea, more specifically, in Thailand, since, according to the information that I got, the	Pedagogical border-crossing
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	<p>Thai students' competence couldn't be equated with the students' competency here, and also we have language limitation (L1) in teaching. We do realize that the students' language proficiency here (in Indonesia) is not too good too, nevertheless, we might use our mother tongue language while teaching English. Consequently, with different language challenges, we have to work more, and I realized it.</p>	
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Table 3.4 Highlighted codes of question one

<b>B:</b>	<p>Well, now I can see it from, the experiences I have. I mean, I already conducted an international teaching practicum, then, I do realize, firstly I thought that this is an international teaching practicum in which I have to teach the foreigner oversea with varieties of struggles. Finally, I finished it, and I can do it. Thus, my beliefs emerged when I have to teach in a very incredible context between one country and another. When it comes to teaching in the domestic context, becoming the real teacher in an institution, why I'm not sure to be a good teacher.</p>	<p>Self-management for professional development: receptiveness and adaptability to changing situations</p>
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Table 3.5 Highlighted codes of question two

### 4.3 Searching for themes

Since this current research is aimed at answering two research questions, the researcher organized different codes and grouped them into the potential themes relevant to this current research so that it can be easier to be analyzed within two different tables.

Contextual Border-crossing	15	Pedagogical Border-crossing	17
School facility and learning	2	Educational system	7

technology			
School policy	4	Teaching placement and students' learning psychology	6
Ecological factors	4	Students English proficiency	4
Professional teaching experiences	1		
Factors beyond language teaching practices	4		
<b>Cultural Border-crossing</b>	<b>8</b>		
Language barriers	8		

Table 3.6 Grouping the codes of reseach question one

<b>Teaching Competeny</b>	<b>13</b>	<b>Self-management for Professional Development</b>	<b>15</b>
Preparation of instructional management plans	9	Self-learning	2
Learning management	4	Teacher personality trait	2
		Rreceptiveness and adaptability to changing situations	7
		Communication and collaboration	4
<b>Classroom action research competency</b>	<b>6</b>		
Self-reflection	4		
Conducting research to improve instructional management	2		

Table 3.7 Gouping the codes of research question two

#### 4.4 Reviewing themes

The researcher reviewed the themes for answering the first and second questios of the research repeatedly to ensure the appropriateness of the theme and the nature of this current research.

<b>Contextual Border-crossing</b>	<b>Pedagogical Border-crossing</b>	<b>Cultural Border-crossing</b>
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Table 3.8 Reviewing the themes of reseach question one

<b>Teaching Competeny</b>	<b>Self-management for Professional Development</b>	<b>Classroom action research competency</b>
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Table 3.9 Reviewing the themes of research question two

#### 4.5 Naming themes

The researcher started to define the nature of each individual theme and the relationship between them to analyze the data. Furthermore, the researcher named the data and wrote a detailed analysis of each theme.

#### 4.6 Producing the report

The researcher reported the findings of this current research, including the final analysis in a way that can convince the validity of the analysis to the reader.

### 5. Research Schedule

No	Description	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	Jun. 2020	Jul. 2020	Aug. 2020
1	Submission of Research										
2	Research Topic Approval										
3	Writing research proposal										
4	Proposal approval										
5	Seminar proposal examination										
6	Conducting the research										
7	Writing the report										
8	Final thesis examination										

Table 3.10 Research Schedule