

CHAPTER III

RESEARCH PROCEDURES

A. Research Design

The study is reported on narrative case study of pre-service teachers' challenges through designing lesson plan in teaching practicum. The narrative case study is used for in-depth study of various social experiences, to understand stages or phases in process, and to investigate an event within its environment (Gilgun in Thyer, 2001). In this case, I used the narrative stories (diaries) of two pre-service teachers which described their challenges through designing lesson plan during teaching practicum. Thus, I choose narrative study as the research design.

B. Setting and Participants

The semi-structured interviews were conducted by face to face situation. The interviews were recorded and conducted separately and privately. Two participants in this study were pre-service teachers from one of the universities in Tasikmlaya under pseudonym Vivi and Nana. Both of them were placed in one of the senior high schools in Tasikmalaya. It was their first time to teach senior high school students who have slightly gap in age. Both of them are around 21. Due to the participants' background, I choose them to be the participants of this study.

C. Data Collection

The data were collected by using narrative stories (diaries) of the pre-service teachers, and semi-structured interview. The diaries were used to identify the challenges in designing lesson plan during teaching practicum.

Semi-structured interviews were conducted to get more information of pre-service teachers' challenges toward their emotional experiences in designing lesson plan. Open-ended questions were used in semi-structured interview to allow various or wider opinion from the participants. The interview was conducted in *bahasa* due to some considerations: (1) It made the interview more comfortable to express their opinion and thought, (2) It encouraged participants to speak freely about their feelings and experiences.

D. Data Analysis

The data from pre-service teachers' diaries and interview about their challenges of designing lesson plan during teaching practicum were analysed with the procedures used by Liu (2016) based on Hargreaves's emotional geography framework. The challenges from the diaries were coded with Hargreaves's emotional geography framework which labelled with one of the five categories – physical, moral, sociocultural, professional, and political geographies. Based on the diaries, I started to organise some questions for the follow-up interview. The data from the interview were transcribed and analysed following the same procedures as the previous data from the diaries. For example, one of participants described her emotional experience of difficult

process while designing lesson plan on her dairy due to time management. The following data were coded as professional geography. In the follow-up interview, she retold following story with more specific emotional experiences. This retold story was coded with the same category of emotional geography and provide the further information.

E. Research Schedule

Table K.1 *Research Schedule*

No.	Activities	Sept 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	Mar 2019	Apr 2019	Mei 2019	Juni 2019	Aug 2019	Sep 2019	Oct 2019
1	Submission of Research Topic													
2	Research Topic Approval													
3	Chapter 1													
4	Chapter 2													
5	Chapter 3													
6	Proposal Approval													
7	Seminar Proposal Examination													
8	Conducting the research													
9.	Chapter 4													
10	Chapter 5													
11	Final Thesis Examination													