CHAPTER III

RESEARCH PROCEDURE

A. Research Methodology

A qualitative methodology was chosen to explore the identity of PST and a narrative inquiry paradigm was adopted to map a pre-service teacher's lived stories in teaching practicum for three months. Connelly and Clandinin (1990) established the educational importance of narrative inquiry as a research methodology that brings "theoretical ideas about the nature of human life as lived to bear on educational experience as lived" (p. 3). Accordingly, it presented my story and my lived experiences as pre-service English teacher during teaching practicum. According to Barkhuizen, Benson, and Chik (2013), narrative inquiry helps us to understand the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity. Through this study, it could be as my self-reflection in understanding my identity as an English teacher during teaching practicum.

B. Setting and Participant

The research was conductedin one of the Junior High Schools in Tasikmalaya, West Java, Indonesia. This school wasa place where I taught when I joined the teaching practicum program. This study involved one participant, I myself. I am a 22 years old female and an undergraduate student of English Department in the Faculty of Educational Sciences and

Teachers' Training. Base on the previous explanation that I was not interested in being a teacher because I had a lack of confidence to teach. When I was demanded to take part in teaching practicum program, I felt it was difficult. However, I have to go through it in order to get through this process. Thus, I must be able to act as a teacher. Through this research, I shared my lived experiences when I joined teaching practicum program.

C. Procedure

Beginning from my experience when I joined teaching practicum by which started from September until November 2018 I was asked to make reflective journals by my lecturer. I brought it to be the interest of the research. It could be analyzed narratively especially knowing my identity as an English teacher during teaching practicum. In conducting this study, these steps were applied as follows: first, data was documented in the form of a reflective journal. The journal was in the form of DICR (Smyth,1992) which was about the process of my teaching, my feeling, my student and another thing that happen while teaching. Then, the data were analyzed by using narrative analysis and the result of this study was interpreted and concluded.

D. Data Collection

The data collections in this study were eight reflective journals. Journals are other sources of data in narrative inquiry (Connelly and Clandidin, 1990). The reflective journal was the primary data. During the teaching practicum, I made this journal once a week for three months.

When I made journals, I was also supported by three videos that I took while I was teaching. However, not all meetings were videotaped. It was only a few meetings. By using these videos, it helped me to make journals that stimulated my memory about the teaching and learning process in the class. All of the journals were analyzed by using narrative analysis which there were four steps, such as (1) making sense of the narratives; (2) coding for themes; (3) reconstructing the narratives for a storyline; (4) telling and retelling the stories.

E. Data Analysis

Narrative analysis can refer to a variety of different approaches to data collection and analysis that can be understood as processes whereby different groups of people engage in 'story telling' and in doing so produce narrative accounts of their lives. As a result of this, it prefer to use the terms 'narrative' or 'story' rather than 'account' (Earthy& Cronin, 2008). Base on this theory, it allows us to see how respondents impose our order on experience and environment by commenting upon our relationships between events and actions through stories. Informed by the theoretical underpinnings on teacher identities, narrative analysis of the collected data was conducted to see my identity as an English teacher that viewed from the cognitive, social, and emotional processes. I followed the steps of narrative analysis from Liu & Xu (2011). The steps are followed:

1. Making sense of the narratives.

    First I read all of the reflective journals closely several times as a whole and then made notes of the interesting points, to know the sense of my experiences such as the process of my teaching, my feeling, my student and another thing that happen during teaching practicum.

2. Coding for themes.

    I carefully reviewed and coded the reflective journals with particular attention paid to the various emotional aspects (e.g. joy, satisfaction, anger, frustration, etc.), cognitive engagement (teacher's knowledge, belief, decision making, etc.), and socialization processes (with students, colleagues, mentor teacher, etc.) which experienced during the teaching practicum and how these three aspects (cognition, socialization, and emotion) construct my identity. As a result, three major themes relating to my teacher identities were identified, including (a) pre-service teacher cognition, (b) pre-service teacher socialization, and (c) pre-service teacher emotion.

3. Reconstructing the narratives for a storyline.

    This procedure can be considered as a deeper analysis of the data whereby we reread the original narratives and wrote mini-stories based on the themes that were identified (Pre-service teacher cognition, pre-service teacher socialization, and pre-service teacher emotion). By connecting these themes with insights gained from rereading, I was able to develop the storyline of my portrait story.

4. Telling and retelling the stories.

Through the process of deconstructing, constructing, and reconstructing the social meanings in writing mini-stories with reference to the identified themes, the storyline of the narratives was thus developed, which knitted them into 'story constellations' (Craig, 2007), shedding light on three aspects of teacher identity such as cognition, emotion, and socialization of my identity construction. Lastly, I interpreted the data with three main themes, such as pre-service teacher cognition in learning, pre-service teacher socialization process in learning and pre-service teacher emotion changes in learning

F. Research Schedule

No.	Activities	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Oct. 2019
1.	Submission of Research	■					
2.	Research Topic Approval	■					
3.	Proposal Supervisor		■				
4.	Proposal Approval			■			
5.	Proposal Seminar Examination			■			
6.	Conducting The Research				■		
7.	Chapter I, 2, 3				■	■	
8.	Chapter 4 & 5						■
9.	Final Thesis Examination						■

Table 1.*Research Schedule*