CHAPTER III

RESEARCH PROCEDURES

A. Research Design

The present study was described as a case study because it focuses on presenting a detailed, contextualized picture of a particular phenomenon (Yin, 2003, as cited in Hood, 2009). It focuses on the benefits and challenges perceived by student-teachers during designing the collaborative teaching.

B. Setting and Participants

The participants of the present study is a group of student-teachers who have done a collaborative teaching as a final project for Teaching English to Young Learners (TEYL) course of English Education Department at a university located in Tasikmalaya, West Java, Indonesia. They were sixth-semester students who have taken TEYL course. The participants consist of four females who are around 21-22 years old.

Before conducting the research, the participants were briefed on her involvement to be participants in this research, and were asked to fill out the consent form about their willingness verifying that they are participating in this research and that their participation is voluntary. The participants were also informed that the data collected from the research is kept as confidential.

C. Data collection

The empirical data were collected by using semi-structured interview because this kind of interview is intended to gain the participant's personal description,

and to explore deeper into what the benefits and the challenges perceived by student-teachers during designing the collaborative teaching. The interview was done in both ways face to face and through WhatsApp to collect more data from the participant. Each participants were individually interviewed with several open-ended questions concerning to benefits and challenges of designing collaborative teaching. The data acquired from the interview was recorded and transcribed for data interpretation and data analysis. This interview was used English, Bahasa Indonesia or even mixed with Sundanese to gain more information from the participants and easy to understand.

D. Data analysis

The researcher analysed the data from interview by using thematic analysis (Braun & Clarke, 2012). The analysis of qualitative data can be outlined in six steps:

1. Familiarizing the data

The data from the interview were transcribed. Then, the data were read repeatedly in order to be familiar with the depth and breadth of the content.

Figure 1 Data transcription

Name		Data transcription	Code
Interviewer	:	Research aku teh tentang designing collaborative teaching pas teyl ning, masih inget ga? Lebih tepatnya mahttg designing lesson plan secara berkelompok	
ST2	:	Oh yang waktu bikin lesson plan itu? Iya sookk atuh boleeh	
Interviewer	:	Coba ceritain dulu proses diskusi nya gimana aja dulu teh?	
ST2	:	Kalo yang aku pribadi mah, yang kelompok aku pas TEYL ituteh pas nyusun LP itu dibagi-bagi tugas jadi kaya yang, ada beberapa macam eh beberapa tahap gening di LP teh yang kayak pemanasan inti kayak gitu deh. Nah di kelompok aku mah dibagi-bagi, jadi kayak misalnya part 1 siapa sama siapa, part 2 siapa sama siapa, part 3 siapa sama siapa. Kayak gitu terus tuh yang diskusi buat ngelakuinnya itu nya tuh yang bagiannya tuh yang 2 orang itu. Setelah jadi, dikumpulin lah sekelompok jadi digabungin gitu. Setelah digabungin ituteh diliatin lagi sama anggota kelompok yang lainnya, kalo misalnya ada yang gak cocok jadi di koreksi. Jadi kayak hasil yang udah dibagi-bagi part nya tadi terus kan dikumpulin terus dikoreksi lagi, diliat lagi, dirundingin lagi. Walaupun emang gak semuanya diganti cman kayak ada tambahan, ada yang ditambahin ada yang dikurangin gitu. Itu juga kan konsultasi sama bu M kan jadi kayak kalo misalnya kata bu M lanjut ya lanjut, kalau misalnya dikurangin ya dikurangi gitu. Jadi kayak awalnya tuh di satu	

2. Generating Initial Codes

The researcher coded the data which is related to the focus of this research by highlighting them. This step will make me easier in analyzing the data in the next step.

Figure 2 Coding the data

3. Searching for themes

The researcher grouped the data that have been highlighted in order to make it easy to analyse.

Figure 3 Searching for theme

4. Reviewing the themes

The researcher read all data for each theme in order to know the appropriateness.

5. Defining and naming the themes

The researcher defined what the theme is for each data that has been highlighted.

6. Producing the report

The researcher reported what has been gain from this study.

E. Research schedule

No.	Steps	Oct. 2018	Nov. 2018	Des. 2018	Jan. 2019	Feb. 2019	Mar 2019	Apr2019	May 2019	July 2019	Aug-Oct 2019	Nov 2019
1	Research Topic Approval	███										
2	Writing research proposal	███	███									
3	Proposal Approval			███								
4	Seminar proposal examination				███							
5	Conducting the research					███	███	███	███	███		
6	Writing research report									███	███	
7	Final thesis examination											███

Table 1. *Research Schedule.*