

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter describes the research method used in this study to carry out the study. It describes seven components of research procedures, namely method of the research, focus of the research, setting and participants, technique of collecting the data, technique of analyzing the data, steps of the research, and time and place of the research.

#### **3.1 Method of the Research**

This research used descriptive case study. As stated by Creswell and Creswell (2018), case study is a qualitative design in which the researcher discovers a program, event, activity, process, or one or more individuals in depth. The case is defined by time and activity, and researchers collect detailed information over a long period using various data collection approaches. Moreover, according to Yin (2017), descriptive case study is a case study whose aim is to describe a phenomenon in its real-world setting. Therefore, this research investigated how students perform their identities after experiencing the SBI program.

#### **3.2 Focus of the Research**

This research focused on describing the identities of the English education department student teachers at one of the universities in Tasikmalaya who have experience in the SBI program. The description was taken from the results of the interviews with student teachers who were purposely chosen based on some characteristics.

#### **3.3 Setting and Participants**

This study was held in August 2023 at one of the state universities in Tasikmalaya. The researcher conducted this study on student teachers who have attended the SBI program for approximately two months, from September to November 2022.

Furthermore, the participants in this study were nine-semester English education department student teachers. Moreover, it involved three participants who have attended the SBI program with an age range from 22 to 24 years old and

have been studying English for over five years. They were chosen because they are student teachers who have completed the SBI program for two months, have social skills after completing the SBI program, and get the highest, middle, and lowest scores obtained from questionnaires adapted from Gresham and Elliot (1987) on social skills that had been disseminated to one of the classes in the class of 2019, so that this study has variations at the intellectual level and there are no generalizations.

### **3.4 Technique of Collecting the Data**

A semi-structured interview was applied for the data collection of this study. According to Creswell and Creswell (2018), qualitative interviews mean that the researcher does face-to-face interviews with participants, conducts telephone interviews with participants, conducts internet interviews with participants, or conducts focus group interviews with six to eight interviewees in each group. Therefore, the researcher conducted face-to-face interviews to portray student teachers' identities after completing the SBI program.

The data were collected at one of the state universities in Tasikmalaya. Moreover, the participants were three student teachers from the English education department who have attended the SBI program. The researcher produced 10 main questions adapted from Hanna et al. (2020) on the theory of TIMS as an interview guidelines to conduct semi-structured interviews. Four indicators were used as the interview triggering of the research concept: motivation: student teacher's motivation to continue and commit to the teaching profession after attending SBI; self-image: student teacher's views about their social status, characteristics, and personal appearance after attending SBI; self-efficacy: student teacher's views on their abilities such as how confident they are and the way they evaluate their identity as prospective teachers after attending SBI; and task perception: student teacher's perspective on their duties as a teacher and their relationship with students improves their social skills. In addition, Kelchtermans (1993) theory on the concept of TPI was used as the sub-indicators to write the interview guidelines. Eight sub-indicators were used namely: students' motivation: the reasons behind the student teacher's decision for choosing to continue to teach, or leave the teaching

profession, as well as why they feel motivated to do so; social status: the student teacher's feelings and views regarding herself/himself, status, and views of others; characteristics: the student teacher's idea of her/his own characteristics, including her/his skills, accomplishments, and limitations; personal appearance: the image the student teacher has of her/his appearance; confidence: the student teacher feels herself/himself, and evaluates herself/himself, such as how her/his confidence affects behavior in her/his daily life; evaluation of oneself as a teacher: the student teacher assesses herself/himself on self-related issues, which demonstrates how much confidence she/he has in her/his skills and accomplishments; perception of education: the student teacher's perspective on the objectives of education and her/his duties as a teacher; and teacher-student relations: her/his relationship as a teacher with students during the teaching process. More precisely, the prescribed question topics for the interview covered the experiences during the SBI program and the benefits of attending the SBI program on student teachers' identities. This was performed to avoid being in the too broad scope of the interview. Furthermore, the questions were flexible and open-ended to gather more information and gain a deeper understanding of student teachers' identities resulting from attending the SBI program.

The interview was conducted in Indonesian language, the participants' national language, allowing them to freely express themselves without potential language obstacles and avoid participant confusion and miscommunication. In order to have backup information in case the researcher did not hear or understand the interview participants' words, the researcher had recorded the interview process with their consent. In addition, the data were transcribed to highlight statements related to the research question of the study.

### **3.5 Technique of Analyzing the Data**

Thematic analysis was used in this study to examine the data. Braun and Clarke (2006) define thematic analysis as a flexible and practical research approach that may produce a rich, detailed, yet complex data account. Moreover, according to Peel (2020), the main goal of the thematic data analysis approach is to organize and simplify the complexity of the data into understandable and controllable codes,

categories, and themes. Furthermore, Braun and Clarke (2006) stated that the six processes in analyzing the data by using thematic analysis are the following steps:

### 1. Familiarizing the data

The researcher transcribed the data from the interview. The researcher then read and reread the transcript to become familiar with the information.

### 2. Generating codes

The researcher highlighted the data that is relevant to the study objectives. This step has made data analysis in the next step easier.

*Table 3.1 Generating Initial Codes*

Data	Initial codes
There are many benefits, one of which is that we learn to be more patient. Well, be patient in dealing with various situations such as situations in the classroom and outside the classroom	Patience
After the SBI program, they also seem to be used to things like that in the SBI program so they do not speak harshly anymore because they know that there are a lot of juniors on campus who might be able to take examples from them	Communication
And slowly it also became a habit that I often did in the university environment, such as appreciating and respecting lecturers on campus and also other campus staff	Showing respect
Because of the SBI program that trained me to speak up, I got used to it and felt that my speaking skills started to improve	Public speaking skills
So the SBI program, it really helps us to train more confidence, in my opinion	Self-confidence
Yes, it was more about time management. My time management has improved after the SBI program	Time management
... if I did not understand something, it was okay so I can go directly to self-learning on YouTube, there are many learning resources now, especially YouTube, there is a free version of Ruang Guru, like that	Self-learning
After the SBI program, the way of socializing has changed, such as the style of dress that prefers to wear professional-looking clothes such as collared shirts, long trousers, and wearing shoes	Appearance
Therefore, I have to think about every behavior or action that I will take in advance whether my actions will affect the students for the better or for the worse	Well-Behaved

There is indeed, at the beginning, only a few percent of me wanted to be a teacher, but after the SBI program, my motivation to become a teacher has increased	Motivation to become a teacher
I feel that every work I do has become more structured and organized well than before	Organized
With this program, we can also practice improvising our modules or lesson plans when teaching with different student characters	Teaching skills
So I think the SBI program helps me to understand the duties and responsibilities of teachers such as delivering material, giving assignments, checking assignments, then presenting them or accumulating grades	Knowledge
... with the practice of teaching in class we can evaluate each lesson by correcting mistakes to improve me to be even better	Self-reflection
The benefits of the SBI program for my learning motivation are so when the SBI program was held and I joined the SBI program at school, my learning motivation increased significantly	Learning motivation

As shown in Table 3.1, the researcher highlighted the data that were interpreted as important data using various colors and given initial codes. After generating initial codes, the researcher counted the initial codes with the total presents in a table, as shown in Table 3.2 below.

*Table 3.2 Initial Codes and Its Frequency*

No	Initial Codes	Total
1.	Patience	4
2.	Communication	5
3.	Showing respect	4
4.	Public speaking skills	6
5.	Self-confidence	3
6.	Time management	5
7.	Self-learning	2
8.	Appearance	2
9.	Well-Behaved	5
10.	Motivation to become a teacher	3
11.	Organized	2
12.	Teaching skills	5
13.	Knowledge	6
14.	Self-reflection	2
15.	Learning motivation	4

### 3. Searching for themes

The researcher organized the highlighted data to make it simple to evaluate.

*Table 3.3 Process of Searching for Potential Themes*

No	Codes	Potential Themes
1.	Communication	Communication
2.	Patience	Attitude
3.	Showing respect	
4.	Well-behaved	Behavior
5.	Learning motivation	Motivation
6.	Motivation to become a teacher	
7.	Self-confidence	Self-efficacy
8.	Self-learning	
9.	Knowledge	Knowledge
10.	Public speaking skills	Skills
11.	Teaching skills	
12.	Organized	Professionalism
13.	Time management	
14.	Appearance	Performance

### 4. Reviewing the theme

In order to determine the appropriateness, the researcher read all of the data for each theme.

*Table 3.4 Reviewing Theme*

Sub-themes	Themes
Student Teachers' Communication	Student Teachers' Communication
Student Teachers' Attitude	Student Teachers' Attitude and Behavior
Student Teachers' Behavior	
Student Teachers' Motivation	Student Teachers' Motivation and Self-efficacy
Student Teachers' Self-efficacy	
Student Teachers' Knowledge	Student Teachers' Knowledge, Skills, and Professionalism
Student Teachers' Skills	
Student Teachers' Professionalism	
Student Teachers' Performance	Student Teachers' Performance

## 5. Defining and naming theme

The researcher identified the theme for each set of highlighted data.

*Table 3.5 Defining and Naming Themes*

<b>Themes</b>	
1	Student Teachers' Communication
2	Student Teachers' Attitude and Behavior
3	Student Teachers' Motivation and Self-efficacy
4	Student Teachers' Knowledge, Skills, and Professionalism
5	Student Teachers' Performance

## 6. Producing the report

The researcher reported the result of this study.

### 3.6 Steps of the Research

*Table 3.6 Steps of the Research*

Steps	Descriptions
1	Identify current issues
2	Search and deepen the contents of journals or books that are relevant to the issue to be researched
3	Determine the research topic to be researched
4	Continue to compile the research proposal starting from making the background of the study, literature review and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using semi-structured interviews with willing participants
7	Transcribe the results of the interview to the written form
8	The results of the transcript will be analyzed using theory thematic analysis by Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

