CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research design used in this study was a qualitative descriptive case study, which focuses on explaining a phenomenon in the context of its occurrence in real life (Yin, 2003). A descriptive case study is an approach to describing a phenomenon or case in a real-world context (Yin, 2018). In this study, a descriptive case study approach was employed to examine the pre-service teacher strategies to handle students' silence at a junior high school in Indonesia.

3.2 Focus of the Research

This research focused on how pre-service teachers' strategies to handle students' silence in EFL classrooms at the junior high school level.

3.3 Setting and Participants

The research was conducted in September 2023 at a university in Tasikmalaya, West Java. This university has a teaching practicum course that seventh-semester students are required to complete as part of their education program, this course involved a two-month teaching practicum at school, consisting two weeks of observation and a month of teaching in class.

This research involved three female university students majoring in the English Education Department at a university in Tasikmalaya, West Java, Indonesia. They were aged between 21-23 years old and had completed their teaching practicum as pre-service teachers during their seventh semester in academic year 2022. The participants were selected based on several characteristics; students who had carried out teaching practicum as pre-service teachers, pre-service teachers who had experienced student silence phenomenon in junior high school level, and agreed to participate in this research.

Participants were provided with a detailed explanation of what, why, and how this study would be conducted before any data were collected. Additionally, the participants' identities were disguised to protect their privacy as well as their rights to speak.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview as a technique to collect the data. According to Jamshed (2014), a semi-structured interview allows the researcher to get an in-depth understanding of the information from the participants by asking several open-ended questions. The questions were flexible to gain rich information and a deep understanding of the pre-service teachers related to their strategies to handle students' silence. The theory used to construct interview questions related to strategies to deal with students' silence is based on Harumi (2011) and Kandila et al. (2021); integrated game-based learning, group presentation, turn-taking, built positive teacher-student relationships, and motivated students. In addition, the interview was held by using L1 (in this case, Bahasa Indonesia) to avoid misunderstanding between the participants and the researcher. The interview process noted and recorded, and the data later transcribed for the convenience of analysis. To support the data, the researcher used photovoice. In this study, photovoice served as a form to recall their memory while implementing a certain teaching strategies to handle students' silence. Photovoice is the act of communicating one's life experience via images (Ebrahimpour et al., 2018).

3.5 Technique of Analyzing the Data

The data collected by interviewing was analyzed by using Thematic Analysis. According to Braun and Clarke (2006), thematic analysis is a method for analyzing, managing, representing, and providing information about the themes present in a data set. Here are the steps in using thematic analysis for qualitative data:

1. Familiarizing the Data

    In this step, the researcher attempted to become familiar with the data. to be familiar, the researcher listened to the recording of the interview, made the transcript of the interview, and then read and re-read the data from interview that has been transcripted.

2. Generating Initial Codes

    The researcher coded the whole data set systematically and also compiled information relevant to each code. Furthermore, the researcher relate the data based on the aim of the research and then categorized it using initial codes. The researcher used color to differentiate each aspect indicated by participants, which generated the initial codes. Here is below an example of interview transcription followed by generated initial codes from the data.

Tabel 3.1 Generating Initial Codes

Transcriptions	Initial Codes
Saya biasanya eee langsung menunjuk siswa tersebut gitu, yang saya rasa masih kurang aktif	Asking student directly
biasanya pake wordwall atau misalnya spridol trus di estafet gitu.	Game
biasanya harus dibujuk dulu, saya suka bilang "gapapa biasa aja pake bahasa indonesia juga gapapa"	Encourage and convince students
salah satunya yaitu saya melakukan ice breaking, lalu melakukan apaa ee diskusi grup,	Ice breaking Group discussion

Mmm biasanya saya pake presentasi grup.	Group presentation
saya ini sih ada seperti reward nilai tambahan gitu, jadi saya memotivasi anak-anak dengan memberikan reward nilai tambahan	Reward
yang kalah, yang ga fokus itu dia harus menjawab gitu, kayak dikasih hukuman misalnya, sebutin 10 vocab, atau biasanya seringnya disuruh jawab tentang materi-materi yg lagi dibahas.	Punishment
selalu melibatkan siswa, istilahnya student-centered gitu.	Using student-centered learning
Caranya tentu aja ya harus kenal dulu muridnya, harus ngebangun hubungan yang baik sama siswa, let students know kalo kita itu care ke mereka, kalo belajar sama kita tuh gausah takut, kayak ngebangun trust aja gitu sama mereka itu yang paling penting menurut aku, let them enjoy being with you, sehingga nanti belajar juga mereka enjoy	Get closer to the students
Aku tuh selalu ya di awal jam pembelajaran, sekitar 5 menit	

an, ngasih motivasi ke anak-anak. kayak, aku sering nanya what makes you grateful today?	Motivate students
saya juga kalo ngajar ga cuma diem didepan tapi juga bolak-balik ke belakang, ke pinggir gitu.	Classroom management

12 codes represented different aspects shown by participants' interview transcriptions. Here is the list of initial codes and their frequency.

Tabel 3.2 List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Asking student directly	7
2	Game	7
3	Encourage and convince students	8
4	Ice breaking	8
5	Group discussion	7
6	Group presentation	8
7	Reward	4
8	Punishment	1
9	Using student-centered learning	5
10	Get closer to the students	8
11	Motivate students	6
12	Classroom management	13

3. Searching the Themes

In this step, the researcher organized the codes into prospective themes that are relevant to the data between codes, subthemes, and themes.

Tabel 3.3 Searching for Themes

No	Codes	Potential Themes
1	Asking Student Directly Calling Student by Name	Interaction with Students
2	Game Ice Breaking	Game
3	Motivate Students Encourage and Convince Students Reward Punishment Get Closer to the Student	External Encouragement
4	Group discussion Group presentation Using Student-centered Learning	Student-centered Learning
5	Classroom Management	Classroom Management

4. Reviewing the Themes

In this step, the researcher checked whether the themes worked with the codes. The researcher reviewed the themes used theory from Harumi (2011) and Kandilla et al. (2021). The researcher declined or altered the themes until the most acceptable themes were found.

Tabel 3.4 Defining Themes

Potential Themes	Themes
Interaction with students	Turn-taking
Game	Using Games
External Encouragement	Motivating Students
Student-centered Learning	Applying Student-centered Learning Model

	Effective Classroom
Classroom Management	Management

5. Defining and Naming the Themes

This step is where the researcher defined the themes as the answer to the research question. Those themes are (1) Turn-taking, (2) Using Games, (3) Motivating Students, (4) Applying Student-centered Learning Model, (5) Effective Classroom Management.

6. Writing the Report

In the last phase, the researcher wrote a report on the research findings. The researcher reported the final analysis to describe the findings of this study in the next chapter.

3.6 Step of the Research

Here are the steps of conducting this research:

Tabel 3.5 Steps of the Research

Steps	Descriptions
1	Identifying and defining issue/problem/phenomenon
2	Exploring relevant studies, finding the gap of research, formulating the research question
3	Determining research design
4	The writing process of the research proposal
5	Reviewing relevant literature
6	Selecting research subject
7	Choosing and formulating appropriate research technique(s)
8	Choosing participants and Conducting Interview
9	Analyzing data
10	Presenting findings and conclusion

3.7 Time and Place of the Research

The research took place in an English Education Department, Faculty of Educational Sciences and Teachers Training, of a university located in Tasikmalaya City, West Java, Indonesia. It was conducted from June 2023 to December 2023 as presented in the research schedule below.

Table 3.6 Research Schedule

No	Activity	Month						
		Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	Research proposal writing	██	██					
2	Research proposal examination			██				
3	Data collection				██			
4	Data analysis				██			
5	Report					██		
6	Comprehensive Review						██	
7	Thesis examination							██