

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Method

This study was conducted using descriptive case study. This is the appropriate design for this study since it can explain, illustrate, and enlighten the case (Yin, 2009). A case is described by Creswell (2007) as "a bounded system" (for one instance) or "many bounded systems" (for more than one instance). In other words, the researcher makes extremely specific claims about the scope and focus of the investigation in the research objectives. Moreover, Yin (2003) stated that a descriptive case study mainly focuses on "what" questions. Therefore, the descriptive case study was chosen for this study in order to describe student teachers' self-efficacy during their teaching practicum in Thailand.

3.2 Focus of the Research

This study focuses on exploring student teachers' self-efficacy during international teaching practicum in Thailand. The data were taken from the results of the interviews with the student teachers' who have completed the ITP program.

3.3 Setting and Participants

The study was conducted in Siliwangi University, Tasikmalaya, Indonesia. This institution provided their students from various majors to get a chance participating in international teaching practicum in Thailand. This is an annual program from a collaboration between Siliwangi University and Association of Education Cultural International (AECI) Thailand. In this program, students were given the opportunity to serve as English teachers in Southern Thailand for a month. Thus, the researcher chose this university as the setting.

This study involved four undergraduate students aged 21-23 years old from the English Education Department with several criteria. These students have completed education courses as prerequisites for teaching

practice: micro-teaching, lesson planning, language material evaluation and design (LMED), language assessment, methodology in ELT, teaching English to young learners, and ESP course design. Furthermore, they participated in the international teaching practicum for a month in Thailand. In this program, students were placed in a different grade and schools, starting from elementary, junior high, and senior high school in Thailand. They were assigned to teach and be a teaching assistant during the practicum. In addition, they prepared the materials and lesson plans. They also helped in making the questions for the assessment. Nevertheless, due to the program's limited time, they were less involved in assessing or determining the student's final grades.

In addition, they have the willingness to participate as participants in this research. Furthermore, the researcher gave the consent form as an ethical code to the participants before conducting the interview, naming them as P1, P2, P3, and P4 to remain anonymous.

3.4 Data Collection Technique

The data was collected through a semi-structured interview. According to Magaldi and Berler (2020), the semi-structured interview, despite the thematic paths offered before the session, enables a researcher to dig deeper for discovery. The interview was voice-recorded in order to collect richer data, generate more contextual data, and do rigorous micro-interaction and thematic analysis (Du-Fon, 2002; Fetterman, 2010, cited in Islami 2019). Then, it would be listened to, shaped, communicated with an interpretive intent, reconstructed, and built for credibility (Widodo, 2013).

The interview utilizes a protocol adapted from a short form of Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran & Hoy (2001). The questions related to student teachers' self-efficacy in student engagements, instructional strategies, and classroom management. The questions comprised seventeen main questions that should be answered by participants as interviewees. The questions have been readjusted from the initial to fit the method of this study and translated to Indonesian.

After recruiting the participants and creating the questions, there were three further steps in collecting the data. First, the participants were interviewed online by utilizing WhatsApp. The interview took around 45 minutes for each participant. The researcher and the interviewee conducted the interview process while the researcher recorded it. Then, the recordings were transcribed. Finally, the transcripts were analyzed and translated into English.

3.5 Data Analysis Technique

The interview was voice-recorded and transcribed, and all data were then analyzed using the theme analysis proposed by Braun and Clarke (2006). Thematic analysis is primarily defined as "a strategy for identifying, interpreting, and reporting patterns within data" as an independent qualitative descriptive approach (Braun & Clarke, 2006: 79). It has also been presented as a qualitative descriptive technique that equips researchers with fundamental abilities for carrying out several other types of qualitative analysis (Islami, 2019). The purpose of thematic analysis is to examine narrative elements from real-life stories analytically by segmenting the text into relatively tiny content units and subjecting them to descriptive treatment (Vaismoradi et al., 2013). The six-phase guidance offered by Braun & Clarke (2006) is a highly helpful framework for carrying out this kind of investigation. Braun and Clarke (2006) explained six steps of thematic analysis as follows:

a. Familiarizing with the data

In the first step, the researcher read the transcript several times to familiarize with the data. The data was examined carefully to determine its meaning, patterns, and themes.

b. Generating initial codes

In the second step, the researcher organized the data into meaningful groups to answer the research question. The researcher generated an initial set of codes that represented the meaning and pattern of the data

results. Following that, the colored data that had been identified as codes linked to the current research goal.

Table 3.1 Generating Initial Codes

Transcriptions	Codes
P1: <i>Yaa kalau ada siswa yang kebingungan tuh biasanya saya mencoba menjelaskan dengan kata-kata yang lebih sederhana, dengan kata-kata yang mereka mudah pahami.</i>	Teaching strategies
P2: <i>Dan asesmennya itu berupa mengisi soal fill in the blank lirik lagu yang mereka pilih dan itu dilakukan untuk mengukur kemampuan listening para siswa.</i>	Employing teaching strategy
P1: <i>kalau memang mereka mau meminta penjelasan saya biasanya saya tawarkan untuk mendatangi saya diluar jam pelajaran, misalkan ketika jam makan siang di kantin tuh, biasanya mereka ada yang nyamperin saya untuk meminta penjelasan atau bertanya mengenai materi yang tadi disampaikan di kelas</i>	Sign of friendliness to students
P2: <i>Untuk cara saya memotivasinya, selain dengan kata-kata ya, dengan menyampaikan pengalaman pribadi kepada mereka tentang bagaimana dulu saya struggling juga mempelajari bahasa Inggris</i>	Motivating students
P2: <i>saya biasanya membandingkan terlebih dahulu soal yang saya buat itu dengan yang tersedia di internet begitu, apakah sudah cukup baik, apakah sudah sesuai, dll. Terus saya serahkan kepada guru lokal untuk mereka</i>	Checking teaching material readiness

<p><i>periksa terlebih dahulu apakah sudah layak, apakah sudah sesuai dengan materi disana</i></p>	
<p>P1: <i>biasanya saya juga menggunakan Google Translate sih untuk menjelaskan kepada mereka mengenai hal-hal yang mereka bingungkan.</i></p>	<p>Using technology</p>
<p>P2: <i>Biasanya saya mengukur pemahaman siswa itu dari engagement mereka di dalam kelas, jika sehari-hari ya. Jadi, jika mereka aktif di dalam kelas, merespon ketika saya memberikan pertanyaan atau memberikan saya pertanyaan ketika saya meminta untuk ditanya gitu. Itu biasanya mereka lebih mengerti materi daripada yang hanya diam saja</i></p>	<p>Knowing students understanding level</p>
<p>P1: <i>Namun, jarang sekali ada pertanyaan yang sangat sulit yah. Kebanyakan pertanyaannya masih seputar materi yang diajarkan sih biasanya. Kalau yang seperti itu biasanya bisa saya jawab dengan mudah, langsung saat itu juga.</i></p>	<p>Confidence in answering questions</p>
<p>P2: <i>Untuk mengatasi siswa yang membuat keributan di kelas, karena tidak ada yang terlalu parah, biasanya hanya akan saya tegur saja</i></p>	<p>Ability to handle disruptive behavior</p>
<p>P4: <i>walaupun ga selalu tapi most of pembelajaran itu berjalan dengan lancar, terus anak-anaknya juga selalu responsif, bahkan setelah aku udah di Indonesia lagi gitu sekarang, aku masih kontak sama beberapa anak-anak disana</i></p>	<p>Have positive relationship with students</p>

P1: <i>Tapi kan karena kendalanya komunikasi yah, jadi kadang-kadang meskipun bahasanya sudah saya sederhanakan pun mereka masih tetap suka kebingungan gitu loh.</i>	Language barrier
P2: <i>Menurut saya, saya masih kurang dalam manajemen di dalam kelas karena waktu yang sangat singkat.</i>	Limited time

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

Table 3.2 List of Initial Codes and Their Frequency

Initial Codes	Total
Teaching strategies	14
Employing effective strategy	5
Using technology	3
Sign of friendliness to student	4
Motivating student	4
Checking teaching material readiness	4
Knowing students understanding level	4
Confidence in answering question	2
Ability to handle disruptive behavior	9
Have positive relationship with students	5
Language barrier	9
Limited time	6

c. Searching for themes

In this step, the data were turned into themes after receiving a lengthy initial code. The researcher organized them into potential themes and compiled all of the pertinent coded data extracts within those

themes. Themes are typically wider than codes. It identified major patterns in the initial codes, allowing it to be considered the next stage in interpreting text.

Table 3.3 Process of Searching for Themes

Initial Codes	Potential Themes
Ability to handle disruptive behavior	Managing the Classroom Environment
Language barrier	
Limited time	
Sign of friendliness to students	Building Positive Relationship with Students
Motivating students	
Have positive relationship with students	
Teaching Strategies	Developing Teaching Strategies
Knowing students understanding level	
Checking teaching material readiness	
Employing effective strategy	

d. Reviewing themes

During this stage, the recognised theme was either developed or adjusted. In order to determine the most suitable ones, the researcher analyzed the following themes; Managing the classroom environment, Building Positive Relationship with Students, and Developing Teaching Strategies

e. Defining and naming themes

The researcher came to the conclusion that there are four emergent themes which represented the kind of self-efficacy that the student teachers experienced in their teaching practice during international

teaching practicum. Those themes are (1) Managing the classroom environment, (2) The Challenges in Managing the Class, (3) Building positive relationship with students, (4) Developing Teaching Strategies

Table 3.5 Defining and Naming Themes

Themes	Definition
Managing the Classroom Environment	The capacity of an instructor to control the behavior of the students, maintain order in the classroom, and have a well-organized lesson plan.
Building Positive Relationship with Students	The capacity to form solid bonds both personally and professionally, including those based on equality towards students, communication, trust, and support, is known as relationship building.
Developing Teaching Strategies	The methods, approaches, procedures, and processes a teacher employs when instructing students are referred to as teaching strategies. It is widely acknowledged that instructional tactics have multiple dimensions and that the context in which they are used determines how effective they are.

- f. Producing the report

The researcher reported the findings of this investigation, which comprised an analytical narrative and the researcher's arguments in regard to the research question.

3.6 Steps of the Research

As the steps of the research, the researcher will be conducted the following stages:

Table 3.5 Steps of the Research

Steps	Description
Identifying the Problem	The researcher begins the research by identifying the problem. The problem is student teachers usually experience lows level of self-efficacy during teaching. Moreover, it will be more challenging if they took international teaching practicum because of cultural differences and language barrier.
Reviewing the Literature	The researcher reviews the meaning of the critical points of the study to extend the importance and the purpose of the study
Specifying the Purpose of the Research	After reviewing the literature, the researcher will determine the research objective to focus on the research statement, set the research scope, and get the better research objective based on the problem.
Collecting the Data	The next step is deciding the method to collect the data. This study will collect the data through reflective diaries from the pre-service teachers and conduct semi-structured interviews.
Analyzing and Interpreting the Data	After collecting the data, the researcher will analyze and interpret the data from the reflective diaries and interviews. The data will be analyzed using thematic analysis.

Reporting and Evaluating the Research After analyzing and interpreting the data, the researcher will report and evaluate the research.

3.7 Time and Places of the Research

This research was conducted from February to December 2023, as shown in table 3.7. This research was conducted in Siliwangi University, Tasikmalaya. In order to be more effective and efficient in conducting this research, the researcher makes a research schedule as follows:

Table 3.6 Research Schedule

Description	2023					2024	
	Feb	Mar-Apr	May	Jun-Sept	Oct-Dec	Jan	Feb
Research topic & approval							
Writing a proper research proposal							
Research proposal examination							
Data collection							
Data analysis report							
Final thesis examination							