CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

A narrative case study is used in this research due to its function. A narrative case study is an instrument of research that analyzes detailed social phenomena to understand stages or phases and investigates the phenomena with environmental context. Fan & de Jong (2019) stated that a narrative case study explores real-life contemporary cases over time through detailed, in-depth data collection involving multiple variations of collecting information.

The data would be analyzed using the process of the semi-structured interview. As soon as the interview was received and transcribed, the researcher started to identify the narratives in the interview results and arrange them in five mini-story summaries. Each mini-story is labeled with five emotional geography frameworks, which are physical, moral, political, socio-cultural, and professional geographies. The interview intended to get a detailed and in-depth story from the participants in order to listen to the data through personal descriptions and deeper into what participants think, feel, reflect, and act. The results of the first interview affected the question in the second interview. The interview would use L1 as the base data to avoid misunderstanding. The question was arranged based on the five emotional geography frameworks (Hargreaves, 2001). Physical, moral, sociocultural, political, and professional geography. The interview will be done by live interview and recorded by phone recorder to encode the interview result. The interview uses the same process as the log-book analysis. The interviews were conducted using a pattern of 'narrative interviewing' (Nohl, 2010), with biographical action schemes, institutional sequence, biographical trajectories of suffering, and transformative processes. The interviews transcribed in order to ease the analysis processes. The stories were coded with emotional geography and elaborated with the logbook received and analyzed. The retold story provided the same category as the logbook but provided further details and ensured the stories were empirically experienced by the participant.

3.2 Focus of the Study

This study would be focused on the educational language of teaching with one participant through a school-based internship. It would be focus on the personality of being a teacher theoretically (Rashtchi, 2019). The Hargreaves framework is used in this study to find five related emotional geographies and a narrative case study to expand the emotional geography faced by the introverted pre-service teacher.

3.3 Setting and Participant

This study will be conducted in the English Education Department of a university located in Tasikmalaya, Indonesia. The participant is a non-native pre-service teacher who had just finished the school-based internship programs placed by the university. The concern in choosing this participant is that she is very conservative and has an introverted personality, proven by the MBTI test on 16 personalities indeed https://16personalities.com. She took for the fifth time in 1 month. As a result, participant took regularly the MBTI test with constant introvert result with frequent conduct. She took the personality test because she interested in personality types. The participant curious about if people personality can change overtime. MBTI test was taken by the affordability and reachable anytime. Because participant curious about the changing in personality of human as time passes. The result constantly stated that she has an introverted personality. With result variably from 60%-70% introverted rate in the MBTI result, mostly hard to have conversation with others. Proven with the fact that she cannot opens up conversation with person just met. In a room full of human, she more comfortable to talk with small circle has known before. The proof she is an introverted is how she spent a free time, she enjoyed me time with herself only rather than spend a free time with other person. School based-internship programs are very challenging, there needs to be quite a louder which is more appropriate to an extroverted teacher. According to her personality, it would be more challenging to deal with the environment around her with her introverted personality. For example, in the class, there are more than 20 students in the classes. As a

consideration in choosing her, the author asked first about how it felt to stand up in front of more than 20 people in the class, and she said anxious, so it would be very challenging and would be interesting to listen to her story of being a pre-service teacher during school-based internship program with her introverted personality.

In this research, to keep the data anonymous due to the privacy of the participant, Tri (pseudonym) would be used in this research to ease calling the participant's name. Before conducting the interview, Tri was asked to sign a consent form verifying their agreement to participate in this study. The researchers also informed us that any information on personal data would not be shared with others and would be kept anonymous.

3.4 Technique of Collecting the Data

The data would be collected using a semi-structured interview. The interview is intended to get the story from the participants in order to listen to the data through personal descriptions and deeper into what participants think, feel, reflect, and act. The interview would use L1 as the base data to avoid misunderstanding. The question was arranged based on the five emotional geography frameworks (Hargreaves, 2001). Physical, moral, sociocultural, political, and professional geography. The interview was a live interview and recorded by phone recorder to encode the interview result.

3.5 Technique of Analyzing the Data

Labov (1972) assumed that narrative analysis can be used to analyze narrative patterns to help recognize recurring themes and ideas. The main points of Labov's model were six parts of narrative. Due to the limitation of the narratives from the participant, it is possible to not be present in every narrative. Some narratives have an abstract, while others may not have a coda.

The beneficial aspects of this method are that it does not need to appear in a specific order, and each may be present in a variety and abstract order due to its question and the story from the participant. In practice, there are several steps in conducting the narrative analysis based on Labov (1972), which include as

following action:

Orientation is a part where the researcher retells actual events the narrative speaker gives the listener information about the setting of the story. In this study, the researcher introduced and described the people or characters who will interact in the story, as well as the setting (the place where the action occurs) and the time frame. For the story to be valid and understandable to the reader, he or she must be informed of the time and place in which the narrative unfolds. In this research, researcher analyzed the interview transcription and choose the main theme of each frameworks based on the category of each themes. Further, researcher introduced the setting and the background of the story in each theme.

Complicating action refers to the actual events of the narrative, the occurrences that move it forward. Complicating actions may be physical, statements spoken aloud, or thought acts. After the main theme has been found, researcher develop the story been told by the participant based on story has been wrote in the introduction. Mainly about how this theme being a challenges to the participant.

Evaluation refers to the point or reason the narrative is being told, and it can be done in a number of ways. "Evaluations" may be specifically and clearly stated, or they may be implied. "Internal" evaluations are those revealed while the story is taking place, while "external" evaluations take place outside the immediate action of the story (for example, after the story is told). Another evaluation technique is the "embedded evaluation." This can be an explanation offered by one of the people in the story, or by the storyteller directly. In addition, it may also be an event in the story. In this step, after the complicating action has been found, researcher tried to tell how the participant faced the challenges, does she can solve the challenges or not.

Resolution this, basically, is the conclusion. At this point, the narrator indicates that the story has come to a close and that a final action has occurred. In this part, researcher gave the enhancement about the relevant theory, does it oppose the theory or fit with the existed theory.

The coda means that the narrator points out the relevance of the story by connecting it with everyday life or with other events or actions that fall outside the

story frame. The coda does not always have to be present, it may also be present without being explicitly stated. After each theme of the story has been told, researcher elaborated the story with another common challenges faced by the teacher.

3.6 Steps of the Research

Table 1. Steps of the Research

The steps of the research using the following stages:

Steps	Description
3.6.1 Identifying the Topic of the Research	Finding phenomena in conducting research. The author is interested in the topic of emotional geography based on experience in pre-service in school-based internship programs.
3.6.2 Reviewing the Literature	In order to support the research, the researcher reviewed several literatures of the related study. Such as books and research articles.
3.6.3 Finding the Aims and Participant	The research must be beneficial for the English education program, so in order to support the research, it should have a clear goal. After the aim was found, finding a participant who can support

the aim of the research

3.6.4. Collecting the data	The data use semi-structured interviews to provide data based on the story given by the participant and how the aim of the research is to deal with them. (Webster & Mertova 2007)
3.6.5 Analyzing the data	In analyzing the data, this study using narrative analysis by Labov (1972) assumed that narrative analysis can be used to analyze narrative patterns to help recognize recurring themes and ideas.
3.6.6 Writing the report	After all the steps above are conducted, the analyzed data will be interpreted before finally being presented as the study's result.

3.7 Time and Place of the Research

The research was conducted and expected from August 2023 until July 2024.

Table 2. Research Schedule

No	Steps	Aug 2023	Sep 2023	Nov 2023	Dec 2023-Mar 2024	Apr-Jun 2024	Jul 2024
1.	**Finding a topic**	███					
2.	**Research Topic Approval**		███				
3.	**Writing proper research proposal**			███			
4.	**Proposal Approval**			███			
5.	**Seminar Proposal Examination**			███			
6.	**Conducting the Research**				███		

7.	**Collecting the data**	
8.	**Analyzing the Data**	
9.	**Writing Research Report**	
10.	**Final Thesis Examination**	