

## **CHAPTER 3**

### **RESEARCH PROCEDURE**

#### **3.1. Research Method**

Research method applied in this research was descriptive case study, as Sagadin (1991) stated that case studies are a valuable research method for analyzing and describing a wide range of subjects, including individual people, groups of people, institutions, problems, processes, phenomena, and events. When we use a case study to analyze an individual person, we focus on their unique characteristics, experiences, and life circumstances. This could include their activities, special needs, life situation, and life history. By gaining a deep understanding of an individual, we can develop insights into the complexities of human behavior and the factors that shape our lives. Descriptive case study design aims to provide a comprehensive and detailed account of a phenomenon within its specific context. This approach focuses on capturing the richness and complexity of the phenomenon, offering a holistic understanding of its various aspects and interrelationships (Pandey & Patnaik, 2021).. This study used a descriptive case study to look at the perception of student teachers of reflective practice in microteaching class.

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

The data of the research focused on the perceptions of student teachers of reflective practice in the Microteaching class. The researcher wanted to know their perception during reflective practice, based on their experience in microteaching class.

#### **3.3. Setting and Participant**

This study was conducted at one of the State Universities in West Java, which provides a reflective practice. Reflective practice is available in one of the 5th-semester courses, namely Reflective Microteaching

course in the English Education Department, Faculty of Educational Sciences, and Teachers' Training in a state university in Tasikmalaya, Indonesia. This course helps student teachers to promote real teaching experiences. In addition, this course provides core skills of reflective microteaching such as presentation and reinforcement skills that help student teachers to learn the art of teaching at ease and to the maximum extent through reflection. The participants in this research are four student teachers who have enrolled in microteaching course. The students consist of four females who are around 22-23 years old. Purposive sampling was used to select the participants. According to Sugiyono (2018) purposive sampling uses certain considerations according to the desired criteria to determine the number of samples to be studied. The participants were chosen because of the concerns: 1) they are English Education Department students, 2) they have enrolled in Microteaching class, 3) they have an experience in reflective practice in microteaching class, and 4) they get the role as a teacher when reflective practice in microteaching classes, and 5) they are willing to be interviewed. The researcher opted for a sample size of four participants to ensure the validity of the data collected. This choice aimed to gain deeper insights into student teachers' perceptions of reflective practice within the context of microteaching classes.

#### **3.4. Data Collection Technique**

To answer the research question, this qualitative data research was obtained from a semi-structured interview. Jamshed (2014) stated semi-structured interviews allow researchers to gain a deeper understanding of participants' perspectives and experiences by utilizing open-ended questions. This approach provides flexibility for both the researcher and the participant, enabling a more natural and in-depth conversation. To collect the data, the researcher followed the following steps; 1) the interviewer and respondents engaged in an informal interview, 2) the interviewer developed and used an interview guideline to ask questions

needed to be covered during the conversation, and 3) the interviewer followed the guideline, and followed up the participants' response with some questions to get in-depth data. To conduct the interview, the researcher adapted and modified 8 lists of questions from Pimpanitt (2016). Additionally, the questions used in interview focus on questions that ask about perception. To avoid misunderstanding, the questions and answer were in Indonesian. However, the interview process was conducted in around 15-20 minutes for each participant. The interview was conducted through the WhatsApp voice call, and used WhatsApp voice note and chats to get more in-depth data. Further, the data was transcribed for analysis.

### **3.5. Data Analysis Technique**

Data obtained from the interviews were transcribed and analyzed using thematic analysis. Braun & Clarke (2006) stated that thematic analysis is a flexible qualitative research method that requires careful consideration of data collection and analysis strategies before embarking on the research process. In this research, six phases were utilized in analyzing the data (Braun& Clarke, 2006), as follows:

#### **3.5.1. Familiarizing with the data**

In this phase, the researcher transcribed the interview recordings and translated them into English. This process involved repeatedly reading the transcribed data to gain a thorough understanding of the content and identify emerging themes. Braun & Clark (2006) emphasize the importance of transcribing qualitative data into written form for thematic analysis. This allows the researcher to systematically identify and analyze patterns in the data, leading to the development of meaningful themes that represent the participants' experiences and perspectives.

### 3.5.2. Generating initial codes

Once familiar with the data, the researcher engaged in a process of coding, assigning relevant codes to each data item. This involved highlighting specific sections of the text, typically phrases or sentences, and labeling them with codes that captured the essence of the content.

Table 3.1 Generating initial codes

P	<p>Menurut saya keuntungan dari praktik mengajar disini bisa membantu untuk lebih percaya diri ketika mengajar di depan kelas, lalu juga meningkatkan kompetensi keterampilan, mendorong inovasi ketika membuat lesson plan untuk praktik mengajar. Lalu hasil dari praktik mengajar tersebut bisa dievaluasi terkait strategi yang telah diajarkan itu relevan atau tidak, lalu menurut saya juga membantu dalam menyesuaikan pembelajaran dan pengajaran.</p>	<p>Teaching skill, teaching reflection.</p>
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### 3.5.3. Searching for themes

In this phase, the researcher engaged in a process of theme identification, grouping the coded data into meaningful categories. This involved analyzing the codes and identifying recurring patterns, concepts, and ideas that emerged from the data.

Table 3.2 Calculating initial codes

Initial Codes	P1	P2	P3	P4	Total
Teaching skill	3	0	2	2	7
Teaching reflection	2	1	0	0	3
Classroom management	1	0	1	0	2
Teaching's anxiety	1	3	1	1	6
Lesson planning	0	0	0	1	1
Real teaching situation	0	1	2	2	5

#### 3.5.4. Reviewing themes

In this phase, following the initial theme identification, the researcher engaged in a process of theme refinement, ensuring that the identified themes accurately reflected the data and addressed the research question. This involved critically examining the themes, breaking down some into smaller components for greater specificity, and combining others to capture broader concepts.

Table 3.3 Reviewing themes

No	Codes	Themes
1	Teaching skill	The advantages of reflective practice
2	Teaching's reflection	
3	Real teaching situation	
4	Classroom management	
5	Arranging Lesson plan	The challenges of reflective practice
6	Teaching Anxiety	

### 3.5.5. Defining and naming themes

In this phase, there might be a combination of themes. The researcher decided on the themes used to be interpreted and gave a name for each theme. The researcher concluded that there are two themes: (1) The advantages of reflective practice, and (2) The challenges of reflective practice.

### 3.5.6. Producing the report

In this phase, the researcher synthesized the findings of the analysis, presenting the identified themes and their meanings in a clear and organized manner. This involved relating the analysis to the research question and relevant literature, ensuring that the findings were grounded in the data and supported by existing research.

## 3.6. Steps of the Research

In conducting this research, the researcher did several steps in order to complete the research successfully. The steps done by the researcher were shown on table 3.4.

Table 3.4. Steps in the Research

Steps	Description
1	Selecting a problem. The researcher tries to find the phenomenon based on the field or could be researchers' experiences around his life.
2	Reviewing the literature on the problem. In order to make the research credible, the researcher reviews some previous studies related to the topic from various resources such as, journal, article, book, and

	dissertations.
3	Designing the research. The researcher determines the kind of the research, and how to conduct it. Considering the research issues, the research question, and the aim of the research, the researcher will use a descriptive case study research design.
4	Collecting the data. In this step, the researcher conducts an interview with the participants. But, before conducting the participants are asked for their agreement by giving them letter consent first. To collect the data, the researcher followed several steps to get in-depth data.
5	Analyzing the data. The data are gathering and the researcher tries to analyze the data by using six phases Braun and Clarke theory (2006) about thematic analysis as the researcher explains above.
6	Interpreting the findings and stating conclusions. Then, after the data was analyzed, the researcher confirms the result with the focus and the aims of this research.
7	Reporting result. In the end of this research, the result or analyzed data will be reported as the thesis.

### 3.7. Time and Place of the Research

The research was carried out from September 2023 to May 2024 in one of the State Universities in West Java. To be precise, it is located at Jl. Siliwangi, No. 24, Kota Tasikmalaya, 46115, West Java.

Table 3.5 Timeline of the Research

No	Description	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2023	Feb 2024	June 2024	July 2024
1	Research proposal writing								
2	Research proposal examination								
3	Data collection								
4	Data analysis								
5	Report								
6	Progress Report								
7	Thesis Examination								