

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

This research used a qualitative approach with a case study. This qualitative research emphasized more on descriptive presentations that were intended to describe existing phenomena (Kim et al., 2017). Case studies were used to investigate a phenomenon in depth (Yin, 2018). Using this method provided a strong foundation for exploring and understanding the challenges and solutions faced by pre-service English teachers during their internships.

3.2 Research Participants

Participants in this research were pre-service English teachers who had undergone an internship at one of the state vocational high schools in Tasikmalaya. The participants participated in the teacher professional education program (PPG) at the University in Tasikmalaya. They were two women who lived in Tasikmalaya and worked full-time as pre-service English teachers. Participants had undergone internships for quite a long period, approximately one year. The programs they undertook while participating in the teacher professional education program (PPG) were lectures, workshops, and, most importantly, pre-service internships. Researchers upheld honesty and integrity, obtained informed consent, and protected the privacy of participants.

3.3 Techniques of Collecting the Data

The technique of collecting data for this qualitative research included two techniques, namely through diaries and interviews. The first data were collected through 10 diaries filled in by two pre-service English teachers during their internship period (5 diaries each). These diaries provided in-depth insight into daily experiences, challenges, and solutions faced. Diaries showed a view of language teachers' emotional experiences in a better way (Dumančić et al., 2022). The second data collection method was a semi-structured interview. Interviews were conducted to gain further perspective on the internship experience. The interview guide was

adapted from Falah et al. (2023). These interviews provided additional context and clarified certain aspects that might not have been revealed in the diaries. Researchers gained insight into participants' experiences, perceptions, or opinions, to explore wider data through interviews (Peters & Halcomb, 2015). The following were the detailed procedures:

1. Selection of Participants:

Participants involved two selections of pre-service English teachers who had undergone internships at schools.

2. Participant Approach and Consent:

Initial contact was made via WhatsApp and Zoom meetings, providing an explanation of the research objectives and the importance of their participation. Participants were provided with detailed information regarding the research process, their rights as participants, and guarantees of confidentiality. Then participants were asked to provide written consent before the start of the research.

3. Data Collection from Dairy:

Participants were required to keep 5 daily records (diary) during their internship period. The diaries included reflections, challenges faced, solutions found, and their daily experiences as pre-service English teachers.

4. Supplement Interview:

Interviews were scheduled after some time to allow participants to gather sufficient experience. The interviews aimed to gain a deeper understanding of the challenges and solutions in the diary entries.

5. Interview Process:

- Interviews were conducted face-to-face, according to the participants' preferences.
- Audio recording or transcription of interviews was performed to accurately document the data.
- Participants were allowed to evaluate and provide feedback on the transcription as a form of validation.

3.4 Technique of Analysing the Data

Data from diaries and interviews were analyzed using the thematic analysis method. This approach involves identifying the main themes or patterns emerging from the data (Braun & Clarke, 2006). By identifying key themes, researchers uncovered common patterns, insights, and challenges experienced by participants in their teaching internship contexts.

The following steps are based on the approach developed by Braun and Clarke:

1. Familiarization with the Data:

At this stage, the researcher read and reread the data to truly understand it. The researcher also made initial notes to cover ideas that emerged during the process of reading the data.

2. Generating Initial Codes:

After becoming familiar with the data, the researcher began to code data that was related to the research objective. This code is a label or tag that provides an overview of the data. Descriptive codes were assigned to relevant pieces of data. The researcher coded the data using various highlight colours (pink, purple, blue, etc).

Table 3.1

Generating Initial Codes

<p><i>Sebelum melakukan proses pengajaran dan pembelajaran, saya melakukan observasi kelas terkait ketersediaan media pembelajaran dan minat/ketertarikan peserta didik terhadap Bahasa Inggris. Dari hasil observasi tersebut, saya mendapat data bahwa mayoritas peserta didik memiliki ketertarikan yang rendah terhadap pembelajaran Bahasa Inggris, hal tersebut disebabkan oleh susahny</i></p>	<p>Low student motivation</p>
<p><i>cara membaca, penulisan, pelafalan, dan pembelajaran yang cenderung kurang bervariasi. Hal tersebut menjadi bahan pertimbangan bagi saya untuk menyusun strategi yang tepat agar sesuai dengan keadaan kelas, sehingga tujuan pembelajaran dapat dicapai dengan optimal dan peserta didik merasa senang selama kegiatan pembelajaran berlangsung.</i></p>	<p>Difficulty applying teaching methods</p>
<p><i>Untuk menghadapi hal tersebut, saya membuat perencanaan pembelajaran yang lebih bervariasi, yaitu</i></p>	<p>Applying technology in teaching</p>

<p>dengan mengintegrasikan teknologi pada kegiatan pembelajaran di kelas. Hal ini didukung oleh tersedianya alat pembelajaran pendukung, yaitu ponsel yang dimiliki oleh semua peserta didik. Bentuk pengintegrasian IT pada kegiatan pembelajaran ini yaitu dengan menggunakan platform Padlet, Quizzizz, dan Google Form untuk pengisian refleksi pembelajaran.</p> <p>Selain itu, agar peseta didik tidak malu dan lebih terbiasa untuk berbicara Bahasa Inggris, saya selalu memulai kegiatan pembelajaran dengan menanyakan kabar; melakukan presensi, serta instruksi kelas menggunakan Bahasa Inggris. Dengan demikian, peserta didik akan mulai terbiasa dengan hal tersebut dan diharapkan akan menambah ketertarikannya terhadap Bahasa Inggris.</p>	<p>Utilize other resources</p> <p>Applying technology in teaching</p> <p>Develop customized learning plans</p>
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There were 17 initial codes identified representing several aspects of the challenges and solutions faced by pre-service English teachers during an internship. The initial codes are depicted along with their frequencies in the following table:

Table 3.2

List of Initial Codes and Their Frequency

No.	Initial Codes	Total
1	Difficulty applying teaching methods	4
2	Low student motivation	2
3	Lack of student discipline	1
4	Lack of student involvement	2
5	Inadequate facilities	6
6	Limited access to technology	3
7	Lots of tasks	5
8	Lack of self confidence	3
9	Low motivation	3
10	Efforts to improve teaching skills	3
11	Develop customized learning plans	10
12	Building relationships with students	6

13	Generating student motivation	7
14	Applying technology in teaching	4
15	Utilize other resources	7
16	Mentorship programs	8
17	Cooperation/ Discussion	7

3. Searching for Themes:

After all the data had been coded, the researcher collected all the codes and looked for patterns or similarities between the codes, then grouped the codes into potential themes. These themes were significant patterns in the data

Table 3.3

Searching for Themes

No.	Initial Codes	Codes Grouping
1	Difficulty applying teaching methods	Challenges in Teaching Methodology
2	Low student motivation	Obstacles in Addressing Student Motivation
3	Lack of student discipline	
4	Lack of student involvement	
5	Inadequate facilities	Resource Limitations
6	Limited access to technology	
7	Lots of tasks	Personal Factors experienced by teachers
8	Lack of self confidence	
9	Low motivation	
10	Efforts to improve teaching skills	Overcoming Obstacles in Adapting Learning Methods
11	Develop customized learning plans	
12	Building relationships with students	Strategies to Boosting Student Motivation

13	Generating student motivation	Maximizing Learning
14	Applying technology in teaching	with Limited Resources
15	Utilize other resources	Addressing Personal
16	Mentorship programs	Factors
17	Cooperation/ Discussion	Mentorship Programs and Cooperation

4. Reviewing Themes:

At this stage, the researcher reviewed and re-examined the themes that had been previously identified, to ensure that these themes were meaningful and representative of the data. This process involved combining existing themes and assessing and refining potential themes to ensure an accurate representation of the data.

Table 3.4

Reviewing Themes

No.	Codes Grouping	Sub-Themes
1	Challenges in Teaching Methodology	Barrier to Adapting Learning Methods
2	Obstacles in Addressing Student Motivation	Low Student Motivation
3	Resource Limitations	Limited Learning Resources
4	Personal Factors experienced by teachers	Obstacles Linked to Personal Factors
5	Overcoming Obstacles in Adapting Learning Methods	Understanding Students for Adjusting Learning Methods
6	Strategies to Boosting Student Motivation	Boosting Student Motivation
7	Maximizing Learning with Limited Resources	Tapping into Alternative Learning Resources

8	Addressing Personal Factors	Teacher Wellbeing and
9	Mentorship Programs and Cooperation	Professional Development Support

5. Defining and Naming Themes:

After repeated reviews. In determining the naming of these themes, the researcher chooses appropriate words to accurately describe the essence of the themes, considering the research context and the complexity that may be implied in the data.

Table 3.5

Defining and Naming Themes

No.	Sub-Themes	Themes
1	Barrier to Adapting Learning Methods	The Challenges of Pre-Service English Teachers during Internship
2	Low Student Motivation	
3	Limited Learning Resources	
4	Obstacles Linked to Personal Factors	
5	Understanding Students for Adjusting Learning Methods	The Solutions of Pre-Service English Teachers during Internship
6	Boosting Student Motivation	
7	Tapping into Alternative Learning Resources	
8	Teacher Wellbeing and Professional Development Support	

6. Producing the report

As the last chance for analysis, the researcher reported detailing the overall research theme findings, interpretations, and implications. To increase the validity and reliability of the findings, the researcher used data triangulation. Data were obtained from various sources, such as diaries and interviews. Integration of data from different sources

provided a more comprehensive understanding of the experiences of pre-service English teachers. A comparison of data from both sources enriched the analysis and provided a complete perspective.

3.5 Time of the Research

The following was the schedule of the research that carried out by researchers.

Table 3.6

Time of the Research

Description	Nov/ 2023	Dec/ 2023	Jan/ 2024	Feb/ 2023	March/ 2024	May/ 2024	June/ 2024	July/ 2024
Research Proposal writing								
Research Proposal examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								