

CHAPTER 3

RESEARCH PROCEDURES

This chapter introduces the methodology used in this study. This chapter outlines seven parts of the research procedure, namely research method, research focus, setting and participant, data collection technique, data analysis technique, research steps, place and time of research. More details are described below.

3.1 Method of the Research

I utilized an autobiographical narrative inquiry research design as one part of a qualitative research design. Narrative inquiry is defined as an approach that examines the comprehensiveness of an experience in the life and reality of the individual experiencing it. According to Barkhuizen and Wette (2008), narrative inquiry itself in language teaching is a way to understand teachers' experiences in the particular context in which they teach. This approach uses storytelling to communicate individual experiences to a wide audience (Connelly and Clandinin, 2006). Briefly, Barkhuizen et al. (2014) concluded that the main point of narrative inquiry lies in emphasizing how individuals use stories to make sense of their experiences in an area of inquiry where it is crucial to consider phenomena from the perspective of those who experience the story. In addition, Benson (2004) uses the term "autobiography" to describe research that involves either or both third-person and first-person data and methods. Meanwhile, according to Creswell (2012), autobiography is where the research subject is also the person who writes the narrative.

Based on the previous explanation, this method is appropriate for my research because in this case, I am a participant and researcher in this study. I have experience teaching English to students at the primary school level through my participation in the sixth batch of the *Kampus Mengajar* program. I made reflective journals in the form of weekly notes to express the experience while teaching English in the English Zone during the sixth batch of the *Kampus Mengajar* program in one of the primary schools located in Tasikmalaya Regency, West Java, Indonesia. This is in line with the aim of this study, which is to explore

my experience in teaching English while participating in the *Kampus Mengajar* program. Therefore, I chose an autobiography narrative inquiry research design to dig deeper into my experience in teaching English during the sixth batch of the *Kampus Mengajar* program at the primary school.

3.2 Focus of the Research

This research focuses on examining my experiences to support my teacher's professional development while teaching English during the *Kampus Mengajar* program by utilizing the English Zone.

3.3 Technique of Collecting the Data

To help analyze and corroborate my story, the first data collection technique was a documentary technique. According to Hasan (2023), documentary research is a type of research method that involves systematic investigation and analysis of existing documents or records. In this research, the data were taken from ten of my weekly notes, which contain notes before teaching and notes after the implementation of the English Zone program as a teaching reflection. In addition, I also used three of *Kampus Mengajar* weekly reports containing reports on English Zone activities. The weekly report from the *Kampus Mengajar* program was written once a week to report all the activities in a week using the STAR (Situation, Task and Responsibility, Action, and Result) model. In addition to reporting in writing, this weekly report also contains documentation of English Zone activities. In contrast, weekly notes are written when I make lesson preparations for the English Zone program and after teaching in the English Zone program as a form of reflection.

Table 3.1 Weekly Notes

Weekly Notes	Day	Date
1	Tuesday	12 th September 2023
2	Thursday	14 th September 2023
3	Friday	15 th September 2023
4	Thursday	21 th September 2023
5	Friday	22 th September 2023
6	Wednesday	11 th October 2023
7	Friday	20 th October 2023
8	Saturday	21 th October 2023
9	Thursday	26 th October 2023
10	Friday	17 th November 2023

Table 3.2 *Kampus Mengajar* Weekly Report

<i>Kampus Mengajar</i> Weekly Report	Day	Date
5	Saturday	16 th September 2023
6	Saturday	23 th September 2023
16	Saturday	2 nd December 2023

In order to support the data, I also utilized photovoice, which supports and validates the data from my weekly notes and the *Kampus Mengajar* weekly report. Wang and Burris (1997) state that photovoice is methods that can help individuals to identify, represent, and strengthen their communication through photography or images that are a combination of pictures and words. I selected photos from the *Kampus Mengajar* weekly report, which contains documentation of English Zone learning activities.

3.4 Technique of Analyzing the Data

In analyzing the data, I applied Labov's (1972) narrative structure to analyze narrative data based on my experiences. According to Labov (1972), narrative analysis is a method of arranging past experiences into a sequence of events.

According to Sathya & Barathi (2022), Labov's (1972) highlights the story into six main parts of the narrative, which are used to analyze patterns.

1. Abstract (the introductory part of the narrative)

The abstract serves as an introduction to the narrative and provides a brief overview of what happened. Therefore, in this stage I showed my intention in telling a story by summarizing the relevance based on the data collected from my weekly notes and weekly reports by describing the key points of the stories. This category was identified by asking the question 'What is the narrative about?'

2. Orientation (describes the time, place, and characters of narrative)

In this section, I present the information about the participants, time, setting and circumstances to make the story valid and understandable to the reader. These categories are ascertained through the questions 'Who is the people involved in the narrative?', 'When did the event occur?', 'Where did the event occur?' And 'What happened in the event?'

3. Complicated action (discusses the main story)

This section refers to the actual event based on the narrative that I framed from the most significant part where the event is described. In this section, the issues to be evaluated are discovered through the questions, 'What happened?'

4. Evaluation (framing results from challenges)

In this section I marked the evaluation actions taken to overcome the problems that occurred in the story.

5. Results or Resolution (things finally happened)

At this point I framed the result of the resolution from the issue. This category responded to the question 'What finally happened?'

6. Coda (the perspective returning to the present)

In this section, I highlight the relevance of the stories of the past to the present.

Table 3.3 Narrative Analysis Data

Narrative Structure	Narrative Content	Main Points
Abstract	My team and I found that the students have limited access to learning English. In addition, the English Zone program comes up to overcome that problem.	The beginning story of teaching English during the <i>Kampus Mengajar</i> program.
Orientation	Based on the observation of the students' abilities, I saw that the students' level of English acquisition was still very low. So I decided to start the learning in the first week with the introduction of English as an international language, the alphabet, and greeting sentences.	Initial teaching activities in the English Zone during the Kampus Mengajar program.
Complicating Action	<p>In the process of delivering the material, I realized that there are some students who are not yet fluent in reading. There are even students who do not know the letters of the alphabet. Besides that, I felt overwhelmed due to the chaotic conduciveness of the class in the first meeting.</p> <p>After two weeks of the English Zone not being implemented due to ANBK (Assessment Nasional Berbasis Komputer) I had the opportunity to assist teaching in grade six. I utilized the opportunity for English Zone activities. But to be honest, on the previous day I had not made a lesson plan properly so that only a little teaching material was delivered.</p>	The challenges in teaching English during the Kampus Mengajar program.

Evaluation	<p>To help students with lack of literacy skill, I decided to do repetition as often as possible until the student could actually remember and pronounce each alphabet in English.</p> <p>Before the teaching and learning activities begins, my first step is to discipline the students and inform them about the learning rules that I have made.</p> <p>Based on today's experience, I realized that as a teacher I have to improve my skill in design a lesson plan. I also realize that as a teacher I should prepare a lesson plans properly.</p>	The result of self-reflection based on teaching process
Result of resolution	<p>Based on my experienced, teaching English during the sixth batch of <i>Kampus Mengajar</i> program was full of challenges that assisted my professional development as a prospective teacher.</p> <p>In the English Zone post-test activity I found that many students had mastered the vocabulary I taught and knew how to write it.</p>	The final result of TPD during teaching in the English Zone program.
Coda	<p>Eventually, I realized that in order to build my professionalism as a prospective teacher, in addition to using my teaching experience, I must also develop my professionalism by attending various workshops, seminars, or training to improve my teaching skills as a prospective teacher.</p>	The relevance of the stories of the past to the present

(Author's translation).

3.5 Setting and Participant

This study investigated my teaching English experience in developing my teachers' professionalism during the sixth batch of the *Kampus Mengajar* program, which started on August, 14th 2023 to December, 2nd 2023 at one of the

primary schools located in Taraju sub-district, Tasikmalaya Regency, West Java, Indonesia. Based on basic education data listed on the Ministry of Education, Culture, Research and Technology website, the school has an accreditation rating of B and is still implementing the 2013 curriculum. The school has a total of 172 students with 6 study groups, seven teachers, and one principal. Since there is no English language learning in that school and there are no institutions for learning English in the vicinity of the school, which means that the students in the village do not have the opportunity to learn English formally. I conducted this study because of two considerations: (1) I experienced teaching English during the *Kampus Mengajar* program; (2) I consistently kept my teaching English experience during the *Kampus Mengajar* program in my weekly notes. Therefore, as an English student-teacher, I was chosen to participate in this study to investigate how my teaching English experiences developed my teacher's professionalism.

I am a fourth-year student majoring in English Education at one of the universities in Tasikmalaya. In the first three years, I studied a series of language proficiency courses (phonetics and phonology, survival English, intensive reading, intensive listening, and grammar written discourse, etc.) and English teacher education courses (teaching English to young learners, lesson plan, language assessment, micro-teaching, etc.). In the seventh semester, I joined the *Kampus Mengajar* program for about four months. In the *Kampus Mengajar* program I gained teaching English experiences in the English Zone program. This program was established as a means of learning English for sixth-grade students at one of the primary schools located in the Taraju sub-district, Tasikmalaya Regency, West Java, Indonesia. This is my first teaching English experience at a school that does not have English learning facilities, such as teaching modules and English educators. During the teaching process, I reflected on my teaching experiences before and after conducting teaching activities on my weekly notes. Those experiences help me build my professionalism as a prospective teacher. Therefore, knowing how my teaching experiences build my professionalism, I chose to participate in this study.

