CHAPTER 3
RESEARCH PROCEDURES

3.1. Method of the Research

This study used narrative inquiry as the research design. It is a research design that can emphasize utilizing a person's past, present, or future stories as evidence via recounting, reflecting, and negotiating about their experiences of life (Barkhuizen & Wette, 2008). According to Webster et al. (2007), narrative inquiry provides researchers with a rich framework that investigates the human experiences of the world depicted through their stories. Furthermore, narrative inquiry suits this study best since the researchers wanted to elaborate on the phenomenon of what the pre-service teachers' expectations and realities faced during the International Internship Program (IIP) are.

3.2. Focus of the Research

This research focused on narrating the Indonesian pre-service teachers' experience during the International Internship Program (IIP) in Thailand. Therefore, this study deeply investigated the expectations of Indonesian pre-service teachers before they conducted the program and the reality they faced during the program.

3.3. Setting and Participants

The participants of this study were Rafa, Puput, Ara, Nala, and Ufi (pseudonym), six pre-service teachers of the English Education Department who have no teaching experience and formerly joined the international internship program in Thailand. Puput and Ufi conducted this program from June - July 2022. In the meantime, Rafa, Ara, and Nala conducted this program from August – September 2022. Each of the five pre-service teachers taught English in different schools in Southern Thailand. Details of the participants of this research are presented in the table below.

Table 3. 1 Participants Details

Name	Gender	Age	Level of School Taught
Rafa	*Male*	*21*	*Anuban, Prathom 1-6, and Matthayom 1-3*

Puput	*Female*	*22*	*Matthayom 1-6*
Ara	*Female*	*21*	*Anuban, Prathom 1-6, and Matthayom 1-6*
Nala	*Female*	*21*	*Matthayom 1-6*
Ufi	*Female*	*21*	*Matthayom 1-6*

Anuban level in Thai schools is equal to kindergarten in Indonesia, and the *Prathom* level is equal to elementary school. In addition, *Matthayom* level equals grades 1-3 in junior high school and 1-3 in senior high school in Indonesia.

3.4. Technique of Collecting the Data

The researcher collected the data through narrative writing. According to Barkhuizen and Wette (2008), the narrative frame is an instrument that could help teachers structure their experiences in narrative form and facilitate data collection and data analysis of narratives from relatively large numbers of participants. The construction of the narrative frame consisted of two parts, including the brainstorming section and the narrative frame itself (Swenson & Visgatis, 2010). L1 (Bahasa Indonesia) was used in the narrative frame in order to gain deeper and richer information about the topic. The narrative frame was shared and collected through personal chat on WhatsApp. Because the data from the narrative frame still needed to be improved, the researcher interviewed to obtain secondary data. This interview aimed to get richer data from participants. The researcher conducted interviews based on the data from the narrative frame, which still needed more explanation from the participants. It was also conducted through WhatsApp using chat and voice notes features.

3.5. Technique of Analyzing the Data

The thematic analysis proposed by Braun & Clarke (2006) was chosen as the data analysis method for this research. According to Braun & Clarke (2006), thematic analysis is a method to identify, recognize, and report the themes within the data, and it can describe the data in rich detail. Thematic analysis has flexibility as the main advantage. Thematic analysis has some characteristics that are beneficial for researchers, including flexibility, focus on

themes, clear and systematic process, and emphasis on reflexivity. Based on the explanation above, the researcher used thematic analysis since it is appropriate and could facilitate the researcher in explaining and describing the findings and easily seeing the required data from respondents' answers as the theme. The steps of thematic analysis, according to Braun & Clarke (2012), are as follows.

1. Familiarizing with the data

In this step, the researcher read and re-read the narrative frames written by the participants to familiarize the data.

2. Generating the initial codes

The researcher identified the data by giving signs to the data into the codes that are related to the aim of the study. The researcher highlighted the potential data to answer the research questions using the coloring method. Here is the example of the narrative frame and interview transcript along with the initial codes generated from the data.

Table 3. 2 Generating Initial Codes from the Narrative Frame

Narrative Frame	Initial Codes
Nala	Expecting different environment
Saya membayangkan keadaan lingkungan dan masyarakat di sana akan berbeda jauh dengan di Indonesia sehingga saya harus benar-benar mempersiapkan diri khususnya mental dan pengetahuan dalam menghadapi perbedaan bahasa, kultur, dan lainnya. Di dalam bayangan saya, respon masyarakat di lingkungan sekolah (murid, guru, dan staf sekolah) terhadap saya sebagai *Pre-Service*	Expecting hospitality

Teacher (PST) dari Indonesia akan baik dan kooperatif.	
Rafa Berdasarkan pada apa yang saya pelajari dari beberapa mata kuliah yang telah diampu pada semester-semester sebelumnya, saya membayangkan kegiatan belajar-mengajar di sana akan berfokus pada kegiatan menyenangkan di kelas untuk anak-anak, sehingga saya juga menyiapkan strategi/rencana pembelajaran yang sekiranya cocok untuk dilaksanakan di kelas, yaitu dengan kegiatan yang menuntut anak-anak itu berperan aktif dalam kegiatan di kelas dan tidak hanya berkesan berjalan secara monoton terpaku pada materi, karena menurut saya hal terpenting dalam pelajaran ialah bagaimana pelajaran tersebut dalam dipahami dan dicerna secara baik dan menyenangkan supaya dapat menempel pada anak-anak. Selain itu, saya juga berharap setelah kegiatan ini selesai, kemampuan mengajar dan hal-hal personal lainnya dalam diri saya seperti bagaimana berinteraksi dengan murid-murid dan	Preparing the student-centered learning strategy Expecting teaching skill improvement Expecting social skill improvement

sebagainya akan mengalami peningkatan dan menjadi lebih baik.	
Ufi Respon mereka akan kehadiran saya sangat positif, karena mereka dapat merespon dengan baik apa yang saya sampaikan meskipun kami terhalang kendala Bahasa. Selain itu, saya juga menemukan perbedaan kebiasaan (budaya) mereka dengan apa yang biasa saya temui di Indonesia, di antaranya, peserta didik tidak mencium tangan guru ketika berpapasan, tetapi menyatukan kedua tangan mereka, mereka juga melakukan penghormatan pada bendera juga doa sebelum belajar bersama-sama setiap pagi di lapangan sekolah sekaligus presensi dan mengecek kerapihan peserta didik. Satu hal yang paling saya sukai dari kebiasaan mereka adalah mereka melakukan pengecekan kerapihan setiap hari, sehingga para peserta didik lebih teratur dan terpantau. Hal menarik lainnya tentang lingkungan sekolah di sini adalah terdapat dua mayoritas agama baik dari sisi peserta didik maupun sisi	Hospitality Language barrier Differences between Indonesian and Thai school culture Two different religion The use of worksheets as a complementary teaching material

guru. Selain itu, mayoritas guru di sekolah ini juga menyediakan lembar kerja siswa untuk pembelajaran sehari-hari disbanding hanya bergantung pada buku paket, dengan alasan banyak peserta didik yang kurang paham dengan penjelasan dan materi yang terdapat dalam buku paket.	
Puput Secara umum, kemampuan Bahasa Inggris siswa di sana terbilang masih kurang, karena menurut penuturan guru Bahasa Inggris di sana, siswa di sana masih kurang minat dengan Bahasa Inggris dan kesulitan untuk mempelajari Bahasa Inggris karena sangat berbeda dengan bahasa sehari-hari yaitu Bahasa Thailand. Oleh sebab itu, mengajar Bahasa Inggris di sana menurut saya sedikit lebih sulit karena kemampuan siswa tidak sebanding dengan level/tingkat kelas mereka. Siswa terlihat kebingungan namun beberapa ada yang bersemangat ketika mata pelajaran Bahasa Inggris dimulai.	Low English proficiency Students' enthusiasm
Ara	Hospitality

Hal-hal lain tentang kegiatan belajar-mengajar di sekolah ini yaitu siswa sangat interaktif diluar maupun didalam kelas, ketika saya mencoba untuk mengenal lebih dekat, mereka dengan senang hati mencoba berkomunikasi dengan saya walaupun menggunakan alat penerjemah. Namun dengan itu sangat membantu dalam berkomunikasi sehingga saling belajar satu sama lain mengenai Bahasa Inggris dan Bahasa Thailand.	The use of a translating tool

Table 3. 3 Generating Initial Codes from the Interview

Interview Transcript	Initial Codes
Ara	Expecting hospitality
Oke, jadi yang menurut aku bakal gak jauh beda itu tentang welcome atau keramahan gitu sih, Nit. Soalnya kan, kaya, aku tipe orang yang apa ya, kalau ke orang baru itu aku mau kesan aku itu baik gitu. Aku berusaha buat senyum gitu ramah ataupun terbuka lah kalau mereka mau tanya tanya ke aku ataupun aku yang terbuka ke mereka gitu kan	

Nala	Low English proficiency
Soalnya setelah aku observasi, kemampuan Bahasa Inggris anak anak di sana tuh cenderung lebih rendah ya di sekolah yang aku ngajar ya, cenderung lebih rendah gitu dibanding anak anak di Indonesia, di Indonesia yang pernah aku ngajar gitu. Jadi untuk basic English aja mereka tuh masih banyak banget mayoritas yang belum paham, jadi kayak eee aku tanya misalkan "How are you today?" gitu mereka tuh masih kebanyakan nengok-nengok, aku tanya, "Are you ready?" masih banyak yang nengok-nengok, yang jawab tuh paling satu dua tiga orang. Jadi sulitnya tuh karena kemampuan mereka yang rendah, otomatis aku harus cari materi yang bener bener basic banget sedangkan mereka tuh udah SMP SMA.	
Puput	Low English proficiency
Kalau ekspektasi saya karena Bahasa Inggris merupakan bahasa internasional, saya pikir masyarakat dan siswa sudah cukup menguasai Bahasa Inggris, namun pada realitanya ternyata masih kurang kemampuan masyarakat	

dan siswa untuk berbicara Bahasa Inggris di sana.	
Ufi Untuk bayangannya sendiri saya kira di sana itu lingkungannya lingkungan modern karena dalam bayangan saya ya Thailand itu negara yang lebih maju dari Indonesia jadi setidaknya lingkungannya lebih modern, terus warganya juga eee jago lah ya berbahasa Inggris dibandingkan dengan kita, terus juga agamanya lingkungannya itu mayoritas bakal non-muslim karena setahu saya mayoritas agama di Thailand itu kan Buddha ya. Tapi setelah datang, ternyata itu kebalikan dari apa yang saya bayangkan gitu, jadi lingkungannya ternyata saya ditempatkan di lingkungan yang tidak begitu modern,	Expecting a modern environment Expecting a good skill of English Expecting Buddha as the majority religion Living in the ancient environment
Rafa Baik, kalau bisa disebut kesamaan iya ada beberapa hal yang sama, yang lebih condong kepada bagaimana kehidupan di komunitas masyarakat sana berlangsung sehari-hari. Ini mungkin tidak dipungkiri karena masih adanya	Islamic environment

kesamaan latar belakang masyarakat khusus di daerah kemarin ditempatkan, dimana kawasan Thailand Selatan kemarin itu masih berbatasan langsung dengan wilayah Melayu seperti halnya dengan kita Indonesia, terutama karena disana sama memiliki masyarakat mayoritas muslim. Jadi persamaan yang jelas itu tentu saja dari mayoritas aktivitas keseharian, tata krama yang berlaku, apalagi kalau menyangkut pengajaran islami tradisional yang bisa dibilang sangat masih identik dengan yg terjadi di Indonesia.	

79 initial codes represented different aspects shown in the data. Here is the list of initial codes and their frequency.

Table 3. 4 List of Initial Codes and Their Frequency

Initial Codes	Frequency
Expecting different environment	2
Expecting hospitality	5
Expecting language barrier	2
Preparing Total Physical Response (TPR) and Audio-Visual Method (AVM) as the learning strategies	1
Expecting teaching skill improvement	5
Expecting speaking skill improvement	2
Expecting social skill improvement	3

Initial Codes	Frequency
Hospitality	6
Students' enthusiasm	5
Solidarity	1
Islamic curriculum	1
Low English proficiency	9
Teaching challenge	2
Teaching vocabulary	1
Teaching pronunciation	1
Teaching speaking	1
The use of TPR and AVM	1
The use of laptop	2
Suggest extending time for the program	1
Suggesting a pre-activity training	4
Preparing the student-centered learning strategy	1
The role of tutor	9
Teaching skill improvement	5
Discipline	2
School events	3
The use of student-centered learning	1
The use of teaching tools	1
Self-confidence improvement	5
Social skill improvement	3
Expecting language differences	2
Expecting grammar as the main focus study	1
Preparing teaching grammar strategy	1
Expecting problem solving skill improvement	1
Expecting time management skill improvement	1
Similarity between Indonesian and Thai environment	2
Language barrier	5
Differences between Indonesian and Thai school culture	4

Initial Codes	Frequency
Two different religion	2
The use of worksheet as a complementary teaching material	1
The use of ice breaking	1
The use of grammar translation method	1
The use of AVM	1
Moving class	1
The use of monitor	1
The use of speaker	2
Expecting clumsiness	1
Preparing learning material with picture	1
Respect each other	1
Dormitory school	2
Preparing learning material depends on students' English level	1
The use of CLT	1
The use of YouTube video	1
Attract students' attention	1
Communicating skill improvement	1
Expecting self-confidence improvement	1
Preparing game-based learning	1
Students' English proficiency	1
Teaching basic English	1
The use of game-based learning	1
The use of translating tool	3
Using Malay as the communication tool	4
Islamic environment	2
School uniform as the representative of Thai and Malay acculturation	1
Using different accent of English	1

Initial Codes	Frequency
Expecting basic skill of English	4
Expecting a free way of dressing	1
Islamic way of dressing	2
Expecting a good skill of English	1
Expecting a modern environment	1
Expecting Buddhist as the majority religion	1
Living in the ancient environment	1
Expecting the use of grammar translation method	1
Problem solving skill improvement	1
Time management skill improvement	1
Speaking skill improvement	1
The use of TPR	1
Expecting communicating skill improvement	1
Extracurricular activity	1
English is not an important subject to be learned at school	1
Total	**157**

3. Searching for themes

In this step, the researcher combined the relevant codes into a single theme based on their similarities.

Table 3. 5 Grouping the Highlighted Data

Themes	Sub-themes	Initial Codes
		Expecting different environment
		Solidarity
Social experience	Thai culture and environment	Expecting language barrier
		Discipline
		School events
		Expecting language differences
		Language barrier

Themes	Sub-themes	Initial Codes
		Differences between Indonesian and Thai school culture
		Two different religions
		Respect each other
		Using Malay as a communication tool
		Islamic environment
		School uniform as the representative of Thai and Malay acculturation
		Using different accents of English
		Expecting a free way of dressing
		Islamic way of dressing
		Expecting a modern environment
		Expecting Buddhists as the majority religion
		Living in the ancient environment
		Extracurricular activity
		Similarity between Indonesian and Thai environments
		Dormitory school
	Society's response towards the pre-service teacher	Expecting hospitality
		Expecting clumsiness
		Hospitality
		Students' enthusiasm
Teaching experience	English proficiency	The use of a translating tool
		Low English proficiency
		Students' English proficiency
		Expecting basic skills in English
		Expecting a good skill of English

Themes	Sub-themes	Initial Codes
		Preparing Total Physical Response (TPR) and Audio-Visual Media (AVM) as the learning strategies
		Islamic Curriculum
		Teaching challenge
		Teaching vocabulary
		Teaching pronunciation
		Teaching speaking
		The use of TPR and AVM
		The use of a laptop
		Preparing the student-centered learning strategy
		The role of the tutor
	Teaching and learning process	The use of student-centered learning
		The use of teaching tools
		Expecting grammar as the main focus of study
		Preparing teaching grammar strategy
		The use of worksheets as a complementary teaching material
		The use of ice-breaking
		The use of the Grammar Translation Method (GMT)
		The use of AVM
		Moving class
		The use of a monitor
		The use of a speaker
		Preparing learning material with picture
		Preparing learning material depends on students' English level

Themes	Sub-themes	Initial Codes
		The use of Communicative Language Teaching
		The use of YouTube video
		Attract students' attention
		Preparing Game-Based Learning (GBL)
		Teaching basic English
		The use of GBL
		Expecting the use of GTM
		The use of TPR
		English is not an important subject to be learned at school
Personal development	The increase in personal skill	Suggest extending the time for the program
		Suggesting a pre-activity training
		Expecting teaching skill improvement
		Expecting speaking skill improvement
		Expecting social skill improvement
		Teaching skill improvement
		Self-confidence improvement
		Social skill improvement
		Expecting communication skill improvement
		Expecting problem-solving skill improvement
		Expecting time management skill improvement
		Communicating skill improvement
		Expecting self-confidence improvement
		Problem-solving skill improvement
		Time management skill improvement

Themes	Sub-themes	Initial Codes
		Speaking skill improvement

4. Reviewing potential themes

   The researcher checked the usefulness, boundaries, sufficiency, and coherence of the themes in order to review and assess their quality.

Table 3. 6 Reviewing Data

Social Experience			
Cultural Experience		**Society's Response to the PST**	
Expectations	**Realities**	**Expectations**	**Realities**
Different environments between Indonesia and Thailand	Similar environment between Indonesia and Thailand	Hospitality	Hospitality
Freeway of dressing up	Islamic way of dressing up		
Buddhism is the majority religion.	Islamic majority region		
Language barrier	Language barrier		

Teaching Experience			
English Proficiency		**Teaching Strategies**	
Expectations	**Realities**	**Expectations**	**Realities**
Knowing basic English	Low English proficiency	Using TPR and AVM	Using TPR and AVM

		Using student-centered learning	Using student-centered learning
		Learning materials with picture	Using CLT
		Using game-based learning	Using game-based learning
			The use of technology

Personal Development			
Professional		**Personal**	
Expectation	**Reality**	**Expectation**	**Reality**
Teaching skill	Teaching skill	Social skill	Social skill
Speaking skill	Speaking skill	Communicating skill	Communicating skill
		Problem-solving	Problem-solving
		Time management skill	Time management skill
		Self-confidence	Self-confidence

5. Defining and naming the themes

The researcher concluded that three themes could answer the research question. Those themes are detailed below.

Table 3. 7 Themes

Themes	**Sub-themes**

Pre-Service Teachers' Social Experience of International Internship Program	Cultural Experience
	Society's Attitude Towards the Pre-Service Teachers
Pre-Service Teachers' Teaching Experience of International Internship Program	Students' English Proficiency
	Teaching Strategies
Pre-Service Teachers' Development after International Internship Program	Professional Development
	Personal Development

6. Producing the report

The researcher reported the findings of this study in the next chapter by comparing and contrasting the results with those of related previous studies.

3.6. Steps of the Research

The researcher did several steps in this study as follows:

3.6.1 Identifying and Defining Phenomenon

The first step that the researcher took was to look for the phenomenon that occurred in the English Education Department, specifically during the School-Based Internship program held in the 7th semester.

3.6.2 Exploring Relevant Study, Find the Gap of Research, and Formulating the Research Question

After discovering the phenomenon, the researcher explored relevant studies to find the gap in previous studies. Then, formulated the research questions and defined the focus of the research.

3.6.3 Determining Research Design

The researcher considered the appropriate research design to be used in this research based on the research issue, research questions, and the aim of the research. Therefore, the researcher will use a descriptive case study research design.

3.6.4 The Writing Process of the Research Proposal

3.6.5 Reviewing Relevant Literature

It is the process of choosing, reading, and reviewing references like journals or books to support the research.

3.6.6   Selecting Research Subject

The subjects of the research were selected from the English Education Department, which conducted the International Teaching Practicum in Thailand.

3.6.7   Choosing and Formulating Appropriate Research Techniques

The next step is determining the research instrument. After the research subject was selected, the researcher used appropriate instruments to collect the data and data analysis techniques to answer the research question. A semi-structured interview is used as a research instrument to collect the data.

3.6.8   Choosing Participants and Collecting Data

To start the research, the researcher will choose and contact five chosen participants from the 8th semester who have joined the International Teaching Practicum in Thailand. After that, the researcher will give them the narrative frame to guide them in narrating their experience of the International Internship Program.

3.6.9   Analyzing Data

After obtaining the data, the researcher will analyze the data in a descriptive qualitative method using thematic analysis, which is suitable for the data collected from the interview that has been transcribed using the orthography system as the most used method to transcribe what the words are said.

3.6.10 Presenting Findings and Conclusion

The last step of the research is presenting the results or findings and concluding the research and discussion.

3.7. Time and Place of the Research

The research took place in the English Education Department, Faculty of Educational Sciences and Teachers Training, Siliwangi University, located

at Jalan Siliwangi 24, Kahuripan, Kecamatan Tawang, Tasikmalaya City, West Java.

Table 3. 8 Research Schedule

Activities	Jan	Feb	Mar	Jun	Oct	Aug	Sep	Oct	Nov	Dec
	2023						2024			
Research proposal writing	■	■	■							
Research proposal examination		■	■							
Data collection				■	■					
Data analysis						■	■			
Report								■	■	
Thesis examination										■