

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Method

This study was conducted with a qualitative approach. Therefore, the design used for this study is a descriptive case study, which is suitable for the study's purpose because a descriptive case study includes detailed analysis, a focus on process and development, and in-depth data gathered from participants. . As stated by Denzin and Lincoln (2011), the descriptive case study usually requires drawing on document review methods, participant observation, and in-depth interviews to understand people's experiences, perspectives, and worldviews in a particular set of circumstances. The researcher investigated how pre-service English teachers' teaching practicum supports their self-awareness during pre-service teaching activity. Moreover, this research used interviews with the participants.

3.2 Focus of the Research

In this study, the researcher focused on how pre-service English teachers' teaching practicum supports their self-awareness. The focus of self-awareness includes recognizing one's emotions and their effects, accurate self-assessment, knowing one's strengths and limits, and self-confidence sureness about one's self-worth and capabilities (Goleman, 1998). This research focused on Goleman's theory to find the appropriate result. This theory is adopted because it reflects the research requirement for self-awareness component that will be studied. In this theory, three aspects of self-awareness are mentioned: emotional self-awareness, accurate self-assessment, and self-confidence

3.3 Setting and Participants

In this study, the main objective is to examine how pre-service English teachers' teaching practicum experience contributes to their self-awareness development. The researcher conducted the research at a public university in Tasikmalaya, West Java, Indonesia. The researchers chose this university as

the research site because it provides teaching practicum opportunities for student-teachers in their seventh semester, with the teaching practicum lasting for two months.

In this particular research, three pre-service English teachers were chosen as participants. The participants were selected based on their completion of a form outlining activities supporting their self-awareness during the teaching practicum. The form helped identify participants who actively engage in practices that contribute to the development of self-awareness during their teaching practicum. The participants are pre-service English teachers who did teaching practicum in different junior high schools. The participants fall within the age range of their early twenties, consisting of one male and two female pre-service teachers. The public university located in Tasikmalaya has its own policy for teaching practicum, the teaching practicum was divided into two activities: teaching practicum I, which introduced English pre-service teachers to the school's culture, system, and educational setting, and teaching practicum II, which involved actual classroom experience, including developing lesson plans, teaching practicum, and learning reports. The researcher chose the participants because the person had experience. Thus, all the participants had already passed and experienced the teaching practicum in the seventh semester.

3.4 Data Collection

This research used a semi-structured interview. A semi-structured interview is a popular data collection method because it has proven adaptable and versatile. Its structure's rigidity can vary depending on the study purpose and research questions (Kelly, 2010). The researchers used a semi-structured interview to ensure that the responses would address the research questions posed in this study. The researchers asked those invited to participate in the interview for their thoughts and opinions. Before conducting the interview, the researcher developed a structured list of questions based on the research objectives, focusing on the main focus, which are emotional awareness,

self-assessment, and self-confidence in teaching practicum. The researcher ensured these questions were open-ended to encourage detailed responses and allow for deeper insights from the participants' experiences. Next, the researcher texted each respondent to arrange a convenient interview schedule. For in-person interviews, the researcher chooses an online platform. To avoid technical issues, the researcher conducted a brief test run with each respondent to confirm audio and video functionality and ensure the participants felt comfortable using the platform. This preparation was crucial for creating a smooth online experience, minimizing interruptions, and allowing respondents to share their experiences in a supportive virtual environment. During interviews, the researcher pays close attention and carefully notes what the informant says. The researchers used pre-service English teachers as the primary data source and will interview the respondents. The questions delved deeply into the teaching practicum process. They discussed various points, such as peer review, discussion with the supervisors, observation, and the role of journaling in supporting teacher self-awareness during teaching practicum. The researchers compiled questions to address the phenomenon occurring during the teaching practicum. Then, the researcher recorded a conversation between the interviewer and the interviewee. The interview guidelines adapted Goleman's theory (1998) of three competencies of self-awareness: emotional self-awareness, accurate self-assessment, and self-confidence.

3.5 Data Analysis

The researcher used Thematic Analysis to analyze the data. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun & Clarke, 2006). It is a method for describing data but involves interpretation in selecting codes and constructing themes (Michelle & Lara, 2020). The researcher used thematic analysis because of its accessibility and its flexibility. The six phases of the approach to thematic analysis are as follows (Braun & Clarke, 2006). This concept involves:

1) Familiarizing the data

In this step, the researcher reads and re-reads the interview transcripts and listens to participants' audio recordings. This step familiarizes the researcher with the data set's content and helps the researcher start noticing aspects that might be relevant to the research question.

2) Generating initial code

In this phase, the researcher started analyzing the data through coding. Codes identify and label a data feature that may be important to the research question.

Table 3.1 Generating Initial Codes

Time	Utterances	Initial Codes
00:01:32- 00:01:49	P1: Because this is my first teaching practicum experience, I have the opportunity to practice in the classroom. What was that feeling like at first? I think I felt a little nervous.	Nervousness
00:02:03- 00:02:32	P1: When dealing with these thoughts, I can try to socialize and talking with students. I try to communicate with each other; do they understand what I'm conveying? When I communicate with them, the atmosphere becomes more relaxed. So I can handle this type of situation.	Communicating with students
00:03:18- 00:03:32	P1: The influence of emotions felt is, first, positive and negative; the negative feeling is when I feel more monitored, I become nervous right? For example, I know what I want to say but then forget	More focused

	it. For example, if it's good, I can focus more because I am afraid of making a mistake; I just have to focus that way.	
00:05:43-	P1: For its own advantage, for example,	Choosing
00:06:09	when practicing, choosing a way or method so that I am not nervous when facing students, such as choosing a method so that we can communicate directly.	appropriate method
00:06:44-	P2: To get rid of negative emotions, I try	Teaching
00:06:56	to prepare as much as possible for what I want to say. It is more about preparing the same way we do in class. Typically, it involves reading the teaching materials..	Materials Preparation
00:07:02-	P2: I generally ask my friends. So, for	Peer Feedback
00:07:21	example, if I was lacking something when teaching, there are something that I can improve, my friends usually offered me feedback like that.	
00:08:04-	P2: The university provided us with a	Filling in the
00:08:30	website where we could self-reflect. So we normally write down what activities we did that day and publish them on the university website.	Digital logbook
00:11:28-	P2: the relation with our mentor. Because	Mentor's help
00:11:42	if, the mentor is really helpful, we feel safe, just like that.	

Note. As shown in Table 3.1, the researcher highlighted the critical extract, uses various colours, and gives initial codes. After creating initial codes, the

researcher totals them and displays them in a table, as seen in Table 3.2 below.

Table 3.2 Initial Codes and Their Frequency

Initial Codes	Frequency
Student's feedback	10
Nervousness	9
Teaching materials preparation	8
Using various teaching method	7
Communicating with students	6
Peer feedback	5
Mentor's feedback	5
Happiness	3
Filling in the digital logbook	3
Evaluating teaching performance	3
Peer supports	3
Mentor supports	3
Classroom Reflection	3
Afraid of making mistakes	3
Enjoyment	2
Engagement	2
A Feeling of relaxation	2
Hesitation	1
Time management	1
Experience from environment	1
Praying	1
More focus	1
Gratitude	1
Insecurity	1
Humour	1

Positive affirmation	1
Reading Teaching Materials	1

Note. In Table 3.2, Each initial code derived from interview transcription and its occurrence frequency is presented progressively, from most to least.

3) Searching for theme

In this step, the researcher focused on the research shifts from codes to themes. The most important thing at this point is to start examining the connections between themes and how they will cooperate to provide more comprehensive data about this research.

Table 3.3 Process of Searching Potential Themes

No	Initial codes	Sub-theme	Theme
1	Happiness	Pre-service	Pre-service
2	Enjoyment	English	English
3	Engagement	Teachers'	teachers'
4	Relaxation	positive	emotional
5	Gratitude	emotions	awareness
6	Humor		during teaching
7	More focus	Pre-service	practicum
8	Insecurity	English	
9	Nervousness	Teachers'	
10	Afraid of making a mistake	negative	
11	Hesitation	emotion during teaching practicum	

Asking for
feedback from
others

12	Students' feedback		Self-assessment
13	Mentor's feedback		strategies of
14	Peer feedback	Self-Reflection	pre-service English-teachers during
15	Filling in the digital logbook		Teaching
16	Classroom Reflection		Practicum
17	Evaluating teaching performance		
18	Praying	Teaching	Pre-service
19	Reading teaching materials	Preparation	English teacher
20	Using various teaching methods		Self-Confidence during teaching
21	Experience from environment		practicum
22	Time management		
23	Teaching materials preparation		
24		Environmental	
25	Positive affirmation	Support	
	Mentor's support		
	Peer support		

Note. Table 3.3 presented how the researcher grouped each code into a relevant group of code as a sub-theme and categorized each sub-theme into a suitable theme.

4) Reviewing theme

In this phase, the researcher examines the emerging themes found during the ongoing research and the overall dataset to ensure that the themes are helpful and accurate data representations.

5) Defining a theme

In this step, the researcher has to name and define each theme. The researcher must articulate what makes each issue unique and special while figuring out how it helps the researcher understand the data.

Table 3.4 Defining and Naming Sub-Themes and Themes

Theme	Sub-theme	Definition
Pre-service English Teachers' Emotional Awareness	Pre-service English Teachers' positive emotions Pre-service English Teachers' negative emotions	How Pre-service English teachers manage their emotional awareness during teaching practicum.
Pre-service English teachers' self-assessment strategies	Asking for feedback from others Self-reflection	How Pre-service English teachers assess their self during teaching practicum
Pre-service English teachers' Self-Confidence	Teaching Preparation Environmental Support	How Pre-service English teachers develop their self-confidence during teaching practicum

6) Producing report

In this step, the researcher writes the report from the analyzed data. The findings section usually addresses each theme in turn. The findings describe how often the themes come up and their meaning, including examples from the data as evidence. Finally, the conclusion explains the main takeaways and how the analysis has answered the research question.

The theory used to analyze self-awareness is Goleman's (1998), which covers emotional self-awareness, accurate self-assessment, and self-confidence. Based on the data that the researcher gained from the participants here are the theme: Pre-service English Teachers' Emotional Awareness, Pre-service English teachers' self-assessment strategies and Pre-service English teachers' Self-Confidence.

3.6 Steps of the Research

Table 3.5 Steps of the Research

	Steps	Description
3.6.1	Identifying the problem	In the first step, the researcher searches for a phenomenon that can be used for research.
3.6.2	Reviewing literature	To support the research idea, the researcher analyzed various papers from dissertations, journals, articles, and other sources to expand the expertise.
3.6.3	Objective and research question	The purpose of this research is that the researcher wants to find out the pre-service English teachers' self-awareness during teaching practicum.
3.6.4	Collecting the data	In this step, the researcher chose an interview with a guideline based on Daniel Goleman's self-awareness theory to collect data from the participants. The participants were asked about their experiences and feelings during the teaching practicum.
3.6.5	Analyzing the data	In this step, thematic analysis was used to support the researcher in analyzing the data collected from the participants. Begin by familiarizing yourself with the data and progressing towards preparing the report.
3.6.6	Writing the report	After completing the research, the analyzed data was interpreted and reported as the study's final result.

3.7 Time and Place of the Research

Table 3.6. Research Schedule

No	Activity	Jun 2022	Aug 2022	Sept 2023	Nov 2023	Jan 2024	Mar 2024	Aug 2024	Oct 2024
1	Research topic and approval	■							
2	Writing a research proposal		■						
3	Proposal approval			■					
4	Proposal Examination				■				
5	Collecting data					■			
6	Analyzing data						■		
7	Writing a research report							■	
8	<i>Telaah Komprehen sif</i>								■
9	Final thesis examination								■

