CHAPTER III

RESEARCH PROCEDURE

A. Research Method

A descriptive case study was the best approach to investigate belief and interrelationship between pedagogical beliefs and professional practices (Yi and Davis, 2007 as cited in Li and Wash, 2011). This study is focusing on a bounded belief in the teaching system, comprising an individual or entity and the settings in which they act. With the case study, the researcher explored issues in context (Hood, 2009) and the complexity of the relationship between belief and practice.

B. Setting and Participants

The study was conducted in one of the state universities in Tasikmalaya, West Java. The selected participants were three female student teachers of English Education Department who are in their final year. They are 22 years old who have no teaching experience. They were placed in one of the public junior high schools in Tasikmalaya. They taught basic English lesson in 7th and 8th grades.

The participants were chosen due to their engagement in teaching practicum within two months. They were in the same school which is one of the favorite schools in Tasikmalaya.

C. Data Collection Technique

The empirical data was collected using a semi-structured interview, because this kind of interview has the flexibility to investigate some aspects in-depth and, where necessary, to let the respondent lead in much the same way as in an open interview.

The question for the interview was covered by the interviewer and she will allow developing the questions (Richards, 2009). The interview was in *Bahasa Indonesia* in order to get richer and deeper information about participants' thoughts of their belief in teaching.

The data of the interview was recorded using cell phone recording to cover the whole contextual data and to do careful micro-interaction and thematic analyses. Then, it was listened, transcribed, formed, connected with an interpretive intent, reconstructed and built for credibility.

D. Data Analysis

The data of the interview was transcribed and reviewed. The researcher classified the data using thematic analysis. It was chosen due to the flexibility which was not tied to a particular theory (Maguire & Delahunt, 2017). In line with the complexity of the theory of belief and practice that has probability in showing a different result of data based on some contexts and events.

1. Familiarizing the data

In this phase, the researcher gets immersed and familiar with all the data of interviews through repeated reading, taking notes or marking ideas for coding.

2. Generating initial codes

This phase involves production of initial codes from the data manually. The researchers highlighted the potential codes which answer the research question and reflected the pre-service teachers' beliefs. Here are the initial codes generated from the data and the frequency of each codes.

Table 1. List of initial codes

Initial codes	Total
Value : roles of teacher	14
Attitude : closeness	9
Method: student centered	7
Attitude: using different method depends on students' characteristics	6
Attitude: encourage students to be active and speak	5

3. Searching for theme

This phase focuses on sorting the long list codes into potential themes, and collating all the relevant coded data within the identified themes. The researcher grouping the previous initial codes based on the similarities.

Table 2. Grouping the initial codes

The role of teacher is not only as teachers	Value: the roles of teachers Attitude: closeness

Students have to actively participate in the classroom	Method: student centered Attitude: encourage the students to be active and speak
Students' characteristic and competence influence the method of teaching	Attitude: using different method depends on students' characteristics

4. Reviewing themes

The devised set of candidate themes are reviewed, the researcher examined the themes whether the themes are not really themes or they might collapse into each other.

5. Defining and naming themes

The researcher identifies the core of what each theme is about and determining what aspect of the data each theme captures.

6. Producing the report

The concise, coherent, logical, non-repetitive, and interesting codes within the themes are written up into reports that provide sufficient evidence of the themes.

E. **Research Schedule**

Table 3. Research Schedule

No	Description	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar-July 2020	Aug 2020	Sept 2020 -Jan 2021
1	Research proposal writing	███	███	███				

2	Research proposal examination				▓			
3	Data collection					▓	▓	▓
4	Data analysis						▓	▓
5	Report							▓
6	Thesis Examination							