

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

A case study was chosen as the research design. Yin (2018) argued that this case study is an empirical method that investigates recent phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not always be clearly distinguishable in real-world situations. Moreover, this method not limited to be uses as the strategy for collecting the data alone or even as a feature of research design alone, however it contains an all-encompassing mode of case investigation, with its own logic of design, data collection techniques, and specific approaches to data analysis (Yin, 2009). Besides, the method of case study is also used to support the research related to phenomena experienced by the student-teacher for instance when having peer feedback during the teaching practicum program. In this case, the researcher investigated the benefits of doing a reflection through peer feedback that was experienced by a student-teacher during the teaching practicum program.

3.2 Setting and Participant

The setting of this study was conducted during a teaching practicum program in one of the Junior High Schools in Tasikmalaya for a one-month. During the teaching practicum, the student-teachers who were involved in the program were given oral peer feedback after their teaching practicum for 6 times in the first-grade students with a one-month teaching range. During the program, the peer came into the class to see the researcher's teaching performance. After learning was completed, the peer provided the feedback and they discussed the feedback. The feedback was talking about the teaching preparation, presentation, and explanation in delivering the material and also the classroom management.

The researcher, an undergraduate student majoring in English Education Department, took the role as both researcher and participant of

this study. The reason underlying why the researcher was chosen as the participant is because the researcher has meaningful experiences where the researcher has during the teaching-learning process which was interesting to be explored.

3.3 Data Collection

The main data sources of this study were collected from the researcher's reflections which were written during the practicum. The reflections were collected twice a week at the end of her class. The reflections consisted of what she felt about the peer feedback, what she thought about peer feedback, and what action she could take for future improvement, especially in the aspect of teaching. Data is used to help the researcher to answer the research question specifically in investigating the benefits of the process of reflection through peer feedback experienced by student-teachers during the teaching practicum.

Table 3.1 The reflection on Feedback Framework (Cottrell. 2003)

Reflection on Feedback
<p>What do I feel about this feedback?</p> <p>.....</p> <p>.....</p>
<p>What do I think about this feedback?</p> <p>.....</p> <p>.....</p>
<p>Based on this feedback what action could I take to improve my work for the next teaching class?</p> <p>.....</p> <p>.....</p>

3.4 Data Analysis

The data were analyzed qualitatively using thematic analysis by Braun & Clarke (2012). The researcher used thematic analysis because thematic analysis “offers a way into qualitative research that teaches the mechanics of coding and analyzing qualitative data systematically, which can then be linked to broader theoretical or conceptual issues” (Braun & Clarke, 2012, p. 58). There are the following steps to analyze the data:

3.4.1 Familiarizing the data

The researcher read the reflection that is written based on the audio recording of oral peer feedback.

3.4.2 Generating initial codes

In this step, the researcher identified and highlighted the data which is related to the research question and aims of this research. This step made the researcher easier in analyzing the data in the next step. To distinguish the reflection process, the researcher coded every data item by bolding them. Furthermore, the researcher also colored the codes which possibly have the same theme. The process of analysis in the next step becomes easier.

Table 3.2 Generating Initial Codes

Reflection	Initial Codes
<p>What do I feel about this feedback? I feel that this feedback is useful because it will help me to improve my teaching performance in the class. This is my second day of teaching and of course I realized that I was still feeling nervous even though I introduced myself at the first meeting. At this meeting, I delivered material about time. I also began to explain my ability and the material that I had prepared before. However, I still feel nervous and awkward when interacting with students in the class. This feeling indeed affects the learning process that I give in class. I got feedback from my peer which said my voice was not clear or unclear until the students in the back made me realize that this was what made the students talk with each other.</p>	<p>Lack of Teacher Confident</p> <p>Teaching method and planning</p> <p>Lack of Teacher Confident</p> <p>low teaching voice</p>

There are 10 initial codes that represent different aspects reflected by the participant through peer feedback. The frequency of each code varied from one emergence as the lowest to 28 emergences as the highest. Here is the list of initial codes and their frequencies of each reflection process.

Table 3.3 List of Initial Codes

Teaching method & planning	28
Lack of teacher Confident	2
Teaching Voice	7
Motivation of feedback	9
Less effective class	7
Negative Students behavior	10
Positive Students behavior	9
Teacher Confident	5
More effective Class	6
Critical thinking ability	4

3.4.3 Searching for themes

In this step, the researcher grouped the code which possibly has the same theme. Then, the themes were also colored differently to ease the process of including the codes into the appropriate themes.

Table 3.4 Grouping the Highlighted Data

Themes	Codes
Monitoring the Personality of Student-teacher	Lack of Teacher Confident Teacher Confident Teaching Voice
Betterment Classroom management	Less effective class More effective Class Negative Students behavior Positive Students behavior
Promoting Professional Development	Critical Thinking Ability Teaching method & Planning

