CHAPTER 3
RESEARCH PROCEDURES

3.1 Research Design

A case study was chosen as a design of this study. A case study is used to investigate a phenomenon in depth (Yin, 2018). This is in line with the phenomenon of this study, pre-service ESP teacher's identity construction during teaching practicum program, in which there is a limited number of studies regarding this issue. Also, the findings of this study are not limited by certain theories and explore broadly the teacher identity construction.

3.2 Setting and Participant

As one of the students who has joined teaching practicum program in vocational high school in Tasikmalaya, Bibin (*pseudonym)* was chosen as the participant of this study. He is a 22-year-old male student of a state university in Tasikmalaya majoring English education department. He was chosen as the participant due to the accessibility and routinely wrote a reflection while he conducted a teaching practicum program. The consideration of obtaining data from a single participant was due to the limited number of student teachers who took teaching practicum in vocational high school. From 105 student teachers taking teaching practicum in the academic year 2018/2019, only 15 students who conduct in vocational high school, only a few of them are making a reflection and only him who is willing to be a participant. During the teaching practicum program, he taught English subjects in a vocational high school in Tasikmalaya.

3.3 Data Collection Technique

The data was collected through a semi-structured interview, the interviewer needs to let the participant lead in much the same way as in an open interview, therefore, the interviewer should allow sufficient flexibility to obtain some aspects in depth (Heigham and Croker, 2009). The data was collected from four interviews with two offline interviews (July 5 & 7,

2020) and two online interviews (July 6, 2020, & June 7, 2021). Offline interviews were conducted face-to-face and recorded using a cell phone in the form of audio recordings, while online interviews used voice notes available on the WhatsApp platform. Moreover, the interview session was carried out in Indonesian. Then, the data were transcribed and analysed.

3.4 Data Analysis Technique

The data from the interview was qualitatively analyzed using thematic analysis. Braun & Clarke (2006) defined it as a method for identifying, analyzing, and reporting patterns (themes) within data. Braun & Clarke (2006) also stated that "thematic analysis provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data" (p.5). These are the following steps:

3.4.1 Familiarizing the data

The researcher transcribed the data from the interview. Then, the researcher read and re-read the transcript to be familiar with the data.

DATA TRANSCRIPTION

Data Identity
Interviewer   : Researcher (I)
Interviewee   : Participant (P)
Sessions   : First Interview Sessions (5 September, 2020, face to face interviews)

I	Assalamualaikum Warahmatullahi Wabarakatuh.
P	Waalaikumussalam Warahmatullahi Wabarakatuh
I	umm... Sebelumnya perkenalkan nama saya Reza Fauzi Ahmad dari Pendidikan Bahasa Inggris UNSIL umm... saya akan menjelaskan sedikit tentang fokus penelitian Saya di sini yaitu tentang identitas apa yang terbentuk oleh guru ESP selama PLP, okay umm... jadi ada 4 poin yang menjadi acuannya yaitu ada nature identity, institutional identity, discourse identity, dan affinity identity. Oke lanjut ke lanjut saja ke pertanyaan yang pertama. Apakah ada kondisi tertentu yang anda miliki dari lahir yang mempengaruhi kepada tindakan saat mengajar di dalam kelas?
P	umm gimana ya kalau umm... dari lahir gitu sebenarnya nggak kelihatan sih ya umm... apa saya bakal umm... atau mempunyai kemampuan sebagai guru gitu ya atau sebagai pengajar nggak kelihatan sih cuma memang dari kecil itu saya umm... sifatnya itu memang hiperaktif gitu jadi suka mengobrol gitu kan dengan orang lain terus untuk umm... sharing lebih lebih senang lagi gitu, nah umm... saat menjadi guru itu mungkin umm... apa ya lebih-lebih kena pas saat pertama kali saat mengajar itu saat kapan ya, mungkin saat KKN ya untuk pertama kali kalau gak salah atau ngga salah kalau gak salah di matkul gitu jadi ya RMT yang Reflective Micro Teaching ya nah itu mungkin yang umm... pertama kali saya itu mengajar gitu dan memang sih umm... kalau di dilihat gitu ya kalau pas RMT itu memang mengesalkan gitu ya saat mengajar itu karena anak-anaknya itu pada nakal gitu kan, tapi yang pas kerasa pisan mah itu pas PLP mungkin ya pas PLP saat mengajar di PLP itu ada kesenangan sendiri gitu ya saat mengajar anak-anak gitu mulai umm... merasakan apa yah kenyamanan lah untuk mengajar gitu meskipun baru PLP tapi saya senang gitu saat mengajar umm... dimana saya itu mentransfer ilmu gitu ya kepada anak-anak gimana saya itu saat mendidik umm... si anak-anak tersebut dan bagaimana umm... saat saya berbagi umm... pengalaman gitu ya atau memotivasi mereka gitu untuk menjadi umm... pribadi yang baik gitu, nah paling itu untuk umm... apa pertama terciptanya umm... apa ya rasa ingin mengajar gitu lah mungkin kalau dari saya, jadi bukan dari lahir sih
I	jadi maksudnya itu kondisi tertentu yang anda miliki dari lahir itu berarti tentang hiperaktifnya itu ya dari memang dari kecil sudah hiperaktif jadi ketika anda masuk ke mengajar di menjadi guru PLP, jadi anda tidak mempersalah tidak mempermasalahkan umm... hal itu jadi umm... sepertinya anda seperti apa ya enjoy aja gitu ketika melaksanakan PLP itu
P	ya enjoy, heem enjoy soalnya kan disana saya berkomunikasi dengan anak-anak gitu sedangkan kan saya umm... suka sudah suka gitu ya sudah suka berkomunikasi dari kecil gitu jadi ya emang oh ya mungkin itu mungkin ya dari komunikasinya mungkin itu yang umm... apa membuat asik lah mengajar yang terbawa dari saat lahir mungkin itu

Figure 3.1 Familiarizing the data

3.4.2 Generating initial codes

The researcher highlighted the data which is related to the aims of this research. This step made the researcher easier in analyzing the data in the next step.

Data	Initial Coding
I positioned myself as a pre-service teacher of course, not as a teacher,	Self-positioning
Since I was child, I was hyperactive, so I like to talk with other people and I am even happier to share	Talkative
If it's with other majors, at least sharing about the situation and condition of one of the classes,	Community Interaction
And there is also a sense of humor	Humorous

Table 3.1 Generating initial codes

3.4.3 Searching for themes

The researcher grouped the data that have been highlighted in order to make it easy to analyse.

The Nature Identity of ESP Student Teacher	19
Talkative	4
Sense of Enjoyment	2
Cognitive Awareness	2
Humorous	11
The Institutional Identity of ESP Student Teacher	18
Self-positioning	18
The Affinity Identity of ESP Student Teacher	9
Community Interaction	9

Table 3.2 Searching for themes

3.4.4 Reviewing themes

The researcher read all data for each theme in order to know the appropriateness.

Theme	Codes	
Being an Open-Minded and Friendly Teacher	• Talkative • Humorous	15
Positioning Himself both as Student and Teacher	• Self-Positioning	18
Involving in Community Interaction	• Community Interaction	9

Table 3.3 Reviewing themes

3.4.5 Defining and naming the themes

The researcher defined what the theme is for each data that has been highlighted and further it will be interpreted using four ways to view identity from Gee's theory.

Theme 1	**Being an Open-Minded and Friendly Teacher**
Theme 2	**Positioning Himself both as Student and Teacher**
Theme 3	**Involving in Community Interaction**

Table 3.4 Defining and naming the themes

3.4.6 Producing the report

The researcher reported what has been gain from this study.

3.5 Research Schedule

No	Description	Dec 2019	Jan 2020	Feb 2020	Sept 2020	Nov 2020	July 2021	Aug 2021
1	Research proposal writing	███	███					
2	Research proposal examination			███				
3	Data collection				███			
4	Data analysis				███			
5	Report					███	███	
6	Comprehensive review					███	███	
7	Thesis examination							███

Table 3.5 Research Schedule