

CHAPTER III

RESEARCH PROCEDURE

This chapter explains about research procedures consist of research method, setting and participants, data collection, data analysis, and research schedule.

A. Research Methodology

The research design used in this present study will be a reflective practice. In line with Osterman and Kottkamp (20014, p.2), “reflective practice is viewed as a means by which practitioners can develop a greater level of self-awareness about the nature and impact of their performance.” They also said that reflective practice brings opportunities for professional growth and development, also can be used as experiential learning. Osterman and Kottkamp and Experiential learning theorist including Dewey, Lewin and Piaget, believe that the most effective learning are begins with experience and specifically problematic experience, those are likely to lead to behavioral changes. Therefore, this study will look at my reflective and my experience as the pre-service teacher who implementing BL environment. As a result, I choose reflective practice as my research design.

B. Setting and Participant

This recent study involved me as the participant. I as the student at sixth semester took school based internship, and experienced teaching senior high school in Tasikmalaya as the pre-service teacher. By virtue of my interest into technology and looking up to social media phenomenon, I implemented BL

environment in my classroom during 3 months of School Based Internship with approval by my teacher mentor.

C. Techniques of Collecting the Data

The data collection of this recent study are my writing diary during the pre-service teacher that consist of 12 pages about my teaching experience, I also use photovoice (Wang & Burris, 1997) as the stimulus to re-call and reflect all the experienced of mine. The photos portrayed chronological event, it could be in the classroom or in online platform (screen capture), and will be analyzed framing stories in term SHOWeD questions (Wang, Yi, Tao & Carvano, 1998).

Photovoice Template Analysis	
Photovoice Analysis:	
SHOWeD Analysis	
Photographs :	
Photographer :	
Analyzer :	
PHOTO	
S - "What is SEEN here?"	<input type="text"/>
H - "What is really HAPPENING?"	<input type="text"/>
O - "How does it relate to OUR lives?"	<input type="text"/>
W - "WHY are things this way?"	<input type="text"/>
E - "How could this image EDUCATE people?"	<input type="text"/>
D - "What can I DO about it?"	<input type="text"/>

Figure 3.1 Photovoice Template Analysis

Before collecting the data from my teacher mentor and my students, they were asked to read and sign the consent form, so that I could analyze the data. All data were confidentially due to research ethics.

D. Techniques of Analyzing the Data

The researcher analyzed the data from my personal narrative using thematic analysis (Braun, Clarke & Terry, 2014). These are the following stages:

1. Familiarizing the data

In this step, I read my diary for 5 times to make familiar and understand it well.

DIARY	
Wednesday, September 26, 2018.	
<p>My schedule to teach in classroom is every Wednesday, and today is my turn. I already prepared everything well for teach my students now, from lesson plan until the trick to attract my students' attention. Before the teaching process begun, I start it with the game, such as guessing words, this game is purposed to attract students' attention and to raise their spirit up, and I hope after this game, they'll be more focus to the materials which I'll explain today. I did it, Alhamdulillah. Students gave me their attention, and the atmosphere on the classroom today are so good, there was a good interaction between me and students.</p>	

Figure 3.2 Sample of My Diary

2. Generating initial codes

After re-read the data, then I create the sign in codes occurring in the data wich related to the purpose of current study (Pre-service teacher's experience in implementing BL) by coloring the codes. The codes are observing, negative response, positive response, self-complain discussion and suggestion, self-reflection, self-confident and self-autonomy.

Coding Table of Diary		
Diary	Data Item	Initial Code
1 st Diary	After I observed, I conclude that my teacher mentor is not implemented blended learning yet	Observing
	In the middle of our discussing one of the student send a message out of topic.	Negative Response
	I feel so uncomfortable with all these saying	Self-complain

3.3 Figure Sample of Coding

3. Searching for themes

In this part, I characterize the codes that has possibly the same theme, in order to make it easier to analyze. Negative attitude and positive attitude codes were grouped because it relate to each other. Discussion and suggestion, self-reflection, self-confident, self-autonomy and observing were grouped because it relate to each other.

Responses	20	Self-development	26
Negative response	10	Discussion and suggestion	9
Positive response	10	Self-reflection	6
		Self-confident	4
		Self-autonomy	7

Figure 3.4 Searching of Themes

4. Reviewing potential themes

After the codes are grouped, I reviewed the themes to unsure wheter the themes were the most appropriate. I split the codes and made it as 2 themes. They are self-evaluation, responses,

Responses		Self-evaluation	
Negative	10	Discussion and suggestion	9
Positive	10	Self-reflection	6

Figure 3.5 Reviewing Themes

5. Defining and naming theme

The themes were named related with the current study and its be a representation of each sub-themes. Those became the findings in this study. The final themes are self-evaluation and student's responses.

6. Producing the report

I reported what had been gained from this study. This consists the themes appeared in exploring pre-service teacher's experience during implementing blended language learning environment.

E. Research Schedule

Table 3.1. Research Schedule

No	Activities	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Oct. 2019	Jan. 2020
1.	Submission of The Research	■						
2.	Research Approval	■						
3.	Chapter 1		■					
4.	Chapter 2		■	■				
5.	Chapter 3			■	■			
6.	Seminar Proposal Examination					■		
7.	Conducting the Research						■	
8.	Chapter 4						■	
9.	Chapter 5							■
10.	Final Thesis Examination							■

