CHAPTER III

RESEARCH PROCEDURE

A. Research Design

This current study involves collaboration process between the researcher and one pre-service teacher. The participant engaged in the data collection process such conducting the interview regarding to the teaching practicum. The researcher used case study as the research design. Case study research is particularly suitable for description, explanation and exploratory research or, as Yin (2009) suggests, case studies explain, describe, illustrate and enlighten. Therefore, case study is the most appropriate research design for this study. Creswell (2007: 73) describes a case as 'a bounded system' (for one case) or 'multiple bounded systems' (for more than one). It means that the researcher makes very clear statements in the research objectives about the focus and the extent of the research. In this research, the researcher obtained the specific data through one pre-service teacher.

B. Setting and Participant

This research data (interview) was taken after the process of teaching practicum toward one pre-service teacher who taught at one public school located in Tasikmalaya, West Java, Indonesia because of two considerations: (1) the university located in Tasikmalaya. So, for the teaching practicum the

pre-service teacher is located at the city where he/she studies, and (2) the researcher is a student in this university.

Participant involved in this study was an undergraduate student age 21 from English education department. She was in the seventh semester who was taking the teaching practicum during 3 (three) months at SMAN 8 Tasikmalaya.

C. Procedure

Here are the research procedures to gain specific information to investigate how pre-service teacher self-confidence affects their teaching performance:

Stages of Collecting the Data

Stages	Details
Stage 1 : Reading Reflective Journals	Reading the reflective journals of teaching practicum from one pre-service teacher and understanding the data.
Stage 2 : Conducting Interview	Conducting interview using voice recording to the pre-service teacher after reading and understanding the reflective journal to gain specific data.
Stage 3 : Analyzing Data	Analyzing the interview result by using thematic analysis.
Stage 4 : Interpreting Data	Interpreting all the data related to the concept of self-confidence.

D. Data Collection

The empirical data was collected using two instruments. First, the data was taken from reflective journals of teaching practicum from the pre-service teacher. Reflective journal is used here because self-confidence is an internal psychological quality that is hard to measure externally. In addition, the pre-service teacher's perception of their teaching practicum is deemed to be worthy of consideration. Thus, the pre-service teacher was asked to record their thoughts about their teaching practicum experiences weekly for 12 weeks. Some studies have reported contributions of reflection to teaching and teacher development, such as higher self-confidence (Finkel & Fletcher, 2002), deeper understanding of the complexity of teaching (Ogberg & McCutcheon, 1987), more effective self-evaluation (Francis, 1995; Genc, 2010; Jung, 2012), improved performance (Tillema, 2006), and stronger reasoning (Abednia, Hovassapian, Teimournezhad, & Ghanbari, 2013). Efficacy beliefs and self-confidence can also improve through teacher reflection facilitated by guided practices (Yeh, 2006), learning community behaviours (Kennedy & Smith, 2013), microteaching (Donnelly & Fitzmaurice, 2011), mentoring, peer coaching, and self-study (Sibbald, 2008).

The second, it used semi-structured interview to develop a keen understanding of the topic. According to Bernard (1988), is used when you

will not get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data. The interview conducted using voice recorder to generate more contextual data, to gather richer data, and to do careful micro-interaction and thematic analyses (DuFon 2002; Fetterman 2010). Then, it was listened, shaped, communicated with an interpretive intent, reconstructed and built for the credibility (see Widodo, 2014).

E. Data Analysis

The data was taken from the reflective journals of the pre-service teacher during teaching practicum, then the selected data was created into questions for interview. The interview was conducted through voice recording then it was transcribed and all data were analyzed using Braun and Clarke's (2006) thematic analysis. Thematic analysis as an independent qualitative descriptive approach is mainly described as "a method for identifying, analyzing and reporting patterns within data" (Braun & Clarke, 2006: 79). It has also been introduced as a qualitative descriptive method that provides core skills to researchers for conducting many other forms of qualitative analysis. The aim of thematic analysis is to analytically examining narrative materials from life stories by breaking the text into relatively small units of content and submitting them to descriptive treatment (Sparker, 2005). A common pitfall is to use the main interview questions as

the themes (Clarke & Braun, 2013). Braun & Clarke (2006) provide a six-phase guide which is a very useful framework for conducting this kind of analysis, there are: a. Familiarizing with the Data b. Generating initial codes c. Searching for themes d. Reviewing themes e. Defining themes f. Producing the report. Step by step of conducting thematic analysis will be described below:

1. **Familiarizing with the Data**

Figure 3.1 Data Transcription

Name (Pseudonym)	Data Transcription	Codes
Interviewer	Ya, Selamat sore…..	
Interviewee	Sore…..	
Interviewer	Bisa tolong di perkenalkan dulu nama lengkapnya siapa dan dari jurusan apa dan sekarang semester berapa?	
Interviewee	Nama saya Resha, jurusan Pendidikan Bahasa Inggris dan sekarang itu semester 8	
Interviewer	Oke semester 8 berarti waktu itu semester kemarin semester 7 yang melaksanakan kegiatan PLP ya?	
Interviewee	Iya bener….	
Interviewer	Kalo boleh tau waktu itu PLP nya dimana?	
Interviewee	Di SMAN 8 Tasikmalaya	

2. Generating Initial Codes

After being familiar with the data, the data coding begins. Phrases, sentences, and paragraph from the data were labeled by the meaningful topic. The process of coding continued until each interview transcript has been coded. The process ended with a list of generated codes.

Figure 3.2 Coloring the important point

Category	Interviewee
1. Apa yang anda rasakan dan pikirkan ketika pelaksanaan PLP akan dilakukan?	Kalo PLP itu bakalan susah
2. Perasaan gugup seperti apa yang anda rasakan saat anda mengajar tetapi di saksikan oleh guru pamong?	Saya itu ngerasa takut salah gitu.
3. Perasaan takut membuat kesalahan seperti apa yang anda rasakan saat mengajar di depan guru pamong?	Takut salah grammar nya kalo ngomong, terus takut yang saya jelaskan itu ga bener.

3. Searching for Themes

Once the transcripts have been coded, the list of codes began to be clustered together that have similar meaning or have a relationship to one another. After the codes have been clustered together, I started to label the cluster based on the meaning or relationship among the codes.

Figure 3.3 Grouping the Codes

Category	Interviewee	Code
1. Apa yang anda rasakan dan pikirkan ketika pelaksanaan PLP akan dilakukan?	Kalo PLP itu bakalan ==susah==	Challenges during teaching practicum
2. Perasaan gugup seperti apa yang anda rasakan saat anda mengajar tetapi di saksikan oleh guru pamong?	Saya itu ngerasa ==takut salah== gitu.	Lack of confidence
3. Perasaan takut membuat kesalahan seperti apa yang anda rasakan saat mengajar di depan guru pamong?	==Takut salah== grammar nya kalo ngomong, terus ==takut== yang saya jelaskan itu ga bener.	Lack of confidence

4. Reviewing Themes

At this part, I took the themes and begin to review the themes against the data. This part is to make sure the themes capture the meaningful aspects from the data without missing any important parts.

Figure 3.4 Reviewing the Themes

Code	Theme
Challenges during TP because of MT	Mentor Teacher's Presence in Lowering Pre-service Teacher's Confidence
Lack of confidence because of MT	
Mental down because of MT	
Feeling unhappy because of MT	
Feeling uncomfortable because of MT	
Positive Feedback from MT	Pre-service Teacher's Interaction in Increasing Confidence
Discussing with friends	

5. Defining and Naming Themes

      At this process, I defined the theme according to the meaning of the content. After that, I started to provide a comprehensive name for the theme that describes the meaning or the relationship of the themes.

6. Producing the Report

      After naming and defining the themes, I started to write up the final report. Then, the report presented the findings and the interpretation of the data.

F. Research Schedule

Table 1. Research Schedule

No.	Activities	Sept.-Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	Mei. 2019	Jun. 2019	Jul. 2019
1.	Research Topic Approval	■							
2.	Writing Proper Research Proposal	■							
3.	Proposal Approval	■							
4.	Seminar Proposal Examination		■						
5.	Conducting the Research			■					
6.	Analyzing Data					■			
7.	Writing Research Report							■	
8.	Final Thesis Examination								■