

CHAPTER III

RESEARCH PROCEDURE

This chapter highlights the procedures during conducting this research which compiles: the design of the study, setting and participants; procedures method of data collection and analysis; and research schedule.

3.1 Research Design

The present study was conducted qualitatively by employing the method of the descriptive case study. Yin (2017) contended that a descriptive case study can be used to describe an intervention or phenomenon and the real-life context in which it occurred. Therefore, this study suits best in a frame of descriptive case study design since the researcher wants to report in-detailed depictions upon a phenomenon of how pre-service teachers describe their professional identity after they completed their teaching practicum.

3.2 Setting and Participants

The setting of this study was a teaching practicum program held by one of the universities in Tasikmalaya. This program was held for 7th-semester undergraduate students who registered in educational sciences and teachers' training faculty. During this time, the participants will had a chance to try some practice and experience as a teacher for 3 months. They were separated into different schools by the committee from their department. Furthermore, every single person was given their own teacher educator from the school where they teach and a supervisor from their department as their mentor. Looking at the rules made by the committee, undergraduate students who take this program must

create 5 lesson plans and teach maximum of 2 classes. Thus, at the end of this program, they will be examined by their mentor.

The participants of the study were the students in the 7th-semester of teacher education in one of the universities in Tasikmalaya and all had passed their teaching practicum. The participants will take the different schools of their teaching practicum to gain detailed information. Two participants, Attar and Annisa (male and female, pseudonyms), were recruited in this study. Both came from a humble family background. Attar grew up in Tasikmalaya, West Java and speaks Sundanese and holds Sundanese culture in his familial environment. Different from Annisa, she grows up in Bekasi, West Java and speaks Bahasa Indonesia. Even Bekasi had been known as one of the Sundanese cultures, by this now Bekasi more likely hold Betawi culture. Thus, at the first time she came to Tasikmalaya, she cannot speak Sundanese. Now time by time, she little bit can speak this language. As a conclusion, both have different cultural backgrounds as the consideration. Moreover, they were teaching in different school. Attar taught in Junior High school and Annisa taught in vocational high school. It will give more detailed information for this study. The consideration for looking at the historical background of participants is because they do teaching practicum at school in Tasikmalaya where local vernacular serves. Therefore, it affected identity construction seeing from a sociocultural perspective.

3.3 Data Collection

The data in this study were collected through face to face semi-structured interview, enabling the researcher to obtain abundant, in-depth and detailed responses to questions as recommended by Kvale (2005). A semi-structured interview was conducted with a fairly open framework, which allows for focused conversational, two-way communication. The interview was audio-recorded using the smartphone application (recorder). Moreover, the interview was conducted in *Bahasa Indonesia* with the intention of getting richer and deeper information about the participants' thoughts.

3.4 Data Analysis

Qualitative data are subjective to interpretative analysis. Then, the analysis process is appropriate with the researcher's beliefs, values, and attitudes. According to Wodak (1999) as cited in Widodo (2017), there is no absolute interpretation of data as dynamic texts; interpretations are always open, dynamic, and fluid. Despite this, analytical tools are needed to minimize the arbitrariness of interpretation. For this reason, Gee's (2011) critical discourse analysis deploys to unpack pre-service teachers' professional identity. For selective data analysis, all the data were selected and coded using Miles and Hubberman (2014). A reduction process of data analysis was also required to organize and review relevant data representing what was actually being examined.

3.5 Research schedule

Table 2. Research Schedule

No	Description	Nov 2019- Jan 2020	Feb 2020	Mar-Jun 2020	Jul-Aug 2020	Sep 2020
1	Research proposal writing	■				
2	Research proposal examination		■			
3	Data collection			■		
4	Data analysis			■		
5	Report				■	
6	Thesis Examination					■