CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Methodology

The research design used in this study was autobiographical narrative inquiry. According to Creswell (2012) autobiography is in which the subject of the study is also the person who writes the narrative. As cited in Peatfield (2015), Brady (1990) contended that autobiography plays a vital role in adult learning in referring to autobiography as "a second reading of human experience" (p. 45). Narrative inquiry itself according to Barkhuizen et al. (2014) is a methodology which stories are implicated as data or as a means of presenting finding. As stated by Polkinghorne (1988), narrative inquiry is a way understanding of human experience through stories that, in turn, help us better understand the human phenomena and the human existence (cited in Kim, 2016). Indeed, narrative inquiry endeavors to understand how people think through events, what they value, and what meaning they derive from their experiences (Riley & Hawe, 2005). In this case, I have experienced my teaching practicum also I have my personal teaching diary as a means to explore the development of my language teaching awareness. The self-awareness I gained was roamed further in my teaching diary. Thus, I chose narrative inquiry as my research design.

3.2 Setting and Participants

The study took place at a junior high school in Tasikmalya City during the two-month periods of teaching practicum. The teaching practicum started

from August 26, 2019 until November 2, 2019. The participant in this study is I, as a researcher and an undergraduate student of English Education Department in a university in Indonesia who had conducted a teaching practicum. My experience in gaining my own self-awareness through dairy writing while I was studying in English Education department somehow helped me academically brings me as the participant. Thus, it is interesting to investigate the self-awareness that I have gained. To strengthen the data, there were 31 other participants, 1 supervisor teacher whom I had been supervised by to be interviewed and 30 second grade students of junior high school whom I had taught to fill the questionnaires.

3.3 Data Collection Technique

In conducting the study, I collected the data and documented in the form of personal diaries which was written every day after teaching during two months teaching practicum period. I wrote what happened in the class and describe what I felt and thought towards the situation and my teaching, I also described what my behaviors were towards every circumstances. In addition the diary was being framed to keep the data on its track as well as to avoid the miss leading on the writing (see enclosure 2). The use of narrative frame therefore to provide a skeleton to scaffold writing thus it has a function as a guidance for the writing (Barkhuizen & Wette, 2008). On the other hand, the approach of diary study applied as "an account of a second language experience as recorded in a first person journal" (Widodo, 2013, p.16). Furthermore, to keep the objectivity and credibility of the data, semi-

structured interview was conducted with the in-service teacher who had supervised the researcher and open-ended questionnaire for 30 second grade students of junior high school whom the researcher had taught. The open-ended questionnaires and the interview were utilized as a cross check tool of what had been done in the class and what had been written on the dairy by the researcher which later on were being processed to the re-stroying step, in which in the process the results of the interview and the open-ended questionaires being interpreted together by the researcher and the whole participants as to confirm the veracity in participants utternaces (For the interview and the questionnaire see enclosure 3 and 4). I considered an open-ended questionnaire for the students to avoid the nervousness when presenting a direct response. Therefore, the students were able to express their answers forthrightly.

3.4 Data Analysis Technique

Since the collected data were not only from strories but also from interview and open-ended questionaires, thus the researcher analyzed the data using thematic analysis (Braun, & Clarke, 2006). These are the following stages:

3.4.1 Familiarizing the data: In this first phase of thematic analysis I read all the data from my diaries in order to find the meaning and patterns or themes that occurred within the data. I re-read the data to make me familiar and comprehend it well.

The Teaching diary
Date : 3rd September 2019 Participant : The researcher Codes : **yellow** (feel), **green** (think), **blue** (behave)
Self- awareness on teaching When I think about my own teaching, I realize that the most important thing I do that I need to prepare well, and remember the step of my own teaching, because sometimes I am just being indifferent like I know what to do but it end up like doing whatever I want in class, but the it was not right, the lesson plan must be my guidance so I need to do my lesson plan very well as well   What I really enjoy doing in my classroom is that I love teaching the students until they know something that they didn't know before, even one word, cause I feel like I couldn't leave the class if the students have no Idea what's going on or what materials are these, I want my student to gain something from my class, in everything, not only the materials but probably to raise their spirituality the awareness of kindness. In short I love to guide them to be a better student I think my students believe that helping other is better than working alone in group Today there are some aspects of my teaching situation that I find very challenging. For Example, that I need to speak out loud and that's really exhausting, probably next time I need to find a way to get their attention better, especially when the class is really active.

Table 3.1 Passage of the language teaching diary

3.4.2 Generating initial codes: The second phase, I highlighted the codes by coloring the data that identified as the codes that related to the purpose of this study.

Indicators	Week	Excerpt	Theme
Feel	**First week** 26th-31st August 2019	-I was feeling confused at the beginning, we don't really know what to do, it was our first day at school, but then I was glad cause eventually there were the stuffs who guide us what to do, they even pretty welcome to us and gave us some support that we really need, I was grateful for that. I was **lazy** at first that I have to teach -Today I also came to the class with my supervisor teacher to observe how he taught and sometimes I helped him as well, I was not feeling nervous at all, probably because this was not my first time teaching in the classroom	- The feeling of confusion to put the theory into practice. -No nervousness

Table 3.2 Highlighted codes

3.4.3 Searching for the themes: I grouped the potential codes which belong

to the potential themes in order to make it easier to analyze.

Think		Feel	
Classroom management	4	Confusion putting theory into practice	7
Preparation for language teaching	4	Responsibility as a language teacher	5
The attempt to understand the students' characteristic	4	Confidence of teaching	3
Make an interesting supportive learning environment	5	Joy of language teaching	19
Character building	8	frightens of making students uncomfortable	3
Students' English proficiency	2	Exhaustion of the class activity	3
How a teacher should dress properly	1	Boorishness of the class activity	2
Complexity being a teacher	1	Disappointment of the students' response	1
How the teacher should be like	4	Feeling of need to promote character building	7
Teaching methodology	2	Feeling of hardship encountering the language teaching challenges	16

Behave		Realization	
Building a good communication	3	The value of teaching	2
		Building the awareness for both student and teacher	1
Analyzing students' English proficiency	3	The importance of character building	1
Trying different method of teaching	2	The meaning of teaching	2
Doing the encouragement and motivation	2	Students' mood fluctuation	4
Making a back-up plane as preparation	1	Student and teacher relationship	1
Considering students' mood	5	Improving class activity	1
Making self-concept as a language teacher to be a role model to the students	8	Using language carefully	2

Behave		Realization	
Giving guidance to the students	1	The usage of technology	1
Modifying and improving class activity	5	The importance of following school policy	2
		The importance of encouraging the students	1
		The meaning as a teacher	7
		The importance of making good preparation	3
Making sure the students learned well	2		
Showing care and attention	7		
Following the school policy	1		
Making class activity strategy as preparation	7		
Considering the curriculum	1		
Contemplating the language teaching activity	2		
Being honest with the students about teacher's expectancy	2		

Table 3.3 Grouping the codes

3.4.4 Reviewing the themes: In this phase, I reviewed the following themes to ensure which were the most appropriate ones.

The dynamic feeling	The adaptive thought	The ability to adjust behavior	Realization towards the pedagogical implication and beliefs

Table 3.4 Reviewing the themes

3.4.5 Naming the themes: In this phase I defined the nature of each individual theme and the relationship between them to analyze the data. Furthermore, I named the data and wrote a detailed analysis of each theme.

3.4.6 Producing the report: I reported what had been invented from this study, including the final analysis in a way that can convince the validity of the analysis to the reader.

3.5 Research Schedule

Table 3.5 Research Schedule

No	Description	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	Jun 2020
1	Research proposal writing	▓	▓						
2	Research proposal examination			▓					
3	Data collection				▓				
4	Data analysis					▓	▓		
5	Report							▓	
6	Thesis Examination								▓