CHAPTER 3
RESEARCH PROCEDURES

3.1　Method of the Research

The research design of my study utilized narrative inquiry. It was deployed since narrative structures generate recursive chain events directed at a particular goal (Labov, 2006). It was an approach that examines the completeness of an experience situated within the life and reality of the experiencer. It used storytelling to communicate an individual's experience to a large audience (Connelly & Clandinin, 2006). In brief, Barkhuizen, Benson, and Chik (2014) concluded that the main point of narrative inquiry lies in an emphasis on how individuals used stories to make sense of their experiences in areas of inquiry where it was essential to consider phenomena from the viewpoint of those who experienced those stories.

3.2　Focus of the Research

In this study, I focused on how I constructed my professional identity during online teaching practices.

3.3　Setting and Participants

This study investigated my emotions in constructing my professional identity during about one and a half months of online teaching practices in one of the senior high schools in Tasikmalaya, West Java, Indonesia. I conducted this study because of two considerations: (1) I consistently kept my reflection related to my emotions experienced during online teaching practices (2) I implemented the online teaching practices this year. Therefore, as a researcher and an English pre-service teacher, I participated in this study to explore how I constructed my professional identity during online teaching practices.

I was a fourth-year student of a university in Tasikmalaya, majoring in the English Education Department. The four-year program aimed to prepare qualified language teachers for teaching with a combination of coursework and teaching practices. In the first three years of the program, I was exposed to a series of language proficiency courses (e.g., Intensive Reading and Intensive Listening) and language teacher education courses (e.g., Methodology in English Language

Teaching, Instructional Design, and Language Assessment). In 2020, particularly in my 7th semester, I was assigned to field school for about six weeks of teaching practices. The teaching practices program prepared me to be a professional English teacher in my future career. However, online field school challenged me in constructing my professional identity during these online teaching practices. In this condition, I could not meet the school mentor directly to assist me in being an experienced English teacher. The school mentor from the field school was appointed as a mentor for me as an English pre-service teacher, who was responsible for guiding, supporting, and evaluating my learning during the online teaching practices. Consequently, I met her twice, only in the opening and closing of the program.

During the online teaching practices program, I taught two online classes recommended by the school mentor. I used *E-Learning Madrasah* (http://elearning.manegeri1kotatasikmalaya.sch.id/) combined with *WhatsApp* as the platform of online teaching practices. Hence, my online teaching practices was collaborative asynchronous classes. This *E-Learning Madrasah* was used as the main platform of online teaching practices. It provided some features of online learning as following below:

a. *Forum Madrasah* (for informing or announcing the school activity to all teachers)

b. *Timeline Kelas* (for informing the class activities or details of what activities the students would do during the online learning process)

c. *Video Conference* (for virtual meetings with all students of certain classes)

d. *Standar Kompetensi* (there were several core competencies and basic competencies that must be achieved by students in the learning process, both in knowledge and skills)

e. *Kriteria Ketuntasan Minimal* (for identifying the minimum completeness criteria of students in learning achievement)

f. *Rencana Pembelajaran* (for writing a lesson plan that would be carried out in one meeting)

g.   *Bahan Ajar* (for uploading teaching materials in different formats, such as videos, power point, word, pdf, etc.)

h.   *Data Peserta Didik Tergabung* (for listing the students of the certain class)

i.   *Absensi Kelas* (for filling out the attendance list)

j.   *Jurnal Guru* (for recording every incident that occurs to students in the classroom during the learning process)

k.   *Computer Based Test* (for daily tests or student exams where the results of the exam could be viewed and recorded automatically)

l.   *Penilaian Pengetahuan* (for assessing students' cognitive)

m.   *Penilaian Keterampilan* (for assessing students' skills)

n.   *Penilaian Akhir Semester* (for processing the students' grades either manually or automatically)

o.   *Rekap Nilai* (for recapping students' scores from the daily assessment)

p.   *Monitoring Peserta Didik* (for supervising or monitoring student activities in detail)

q.   *Kalender Akademik* (the academic calendar is used as a reference in determining the start and end time of learning in one semester)

Unfortunately, the students and I were unable optimally to use this online learning platform. The lack of interaction between the students and I during the teaching-learning process tended to be teacher-centred. Hence, the online teaching process was not effective and efficient. In addition, not all students had decent internet access; thus, this platform could also have an error that hindered the learning process, either in uploading teaching materials, assignment, etc. Consequently, I permitted the school mentor to use *WhatsApp* as an extra online teaching platform to have a better online teaching process. This extra platform was used not only to communicate with the students but also to make the online teaching practices more interactive.

Ultimately, during the program, I reflected on the emotions I experienced after conducting online teaching practices and several program activities (e.g., preparing the lesson plan, doing administration matters, etc.). Therefore, knowing

how I constructed my professional identity during online teaching practices was the reason why I participated in this study.

3.4   Techniques of Collecting Data

The transfer documents, reflective journals, were collected to aid analysis and partially corroborate my stories. I collected 5 reflective journals after conducting online teaching practices and 19 reflective journals after several program activities. The purpose of this journal was to reflect on my own experiences of teaching and to learn to teach (Barkhuizen et al., 2014). Here, I kept reflective journals adopted from Elder and Paul (1994), Valli (1997), and Minott (2008) reflection template. This reflection template tended to answer the questions: (1) *'What happened?',* which was for recalling the significant events of the online teaching practices, (2) *'How did I feel about the event?'*, which was for knowing the most vital impressions and the positive and negative moments of the online teaching practices, and (3) *'What did I learn from the event?'*, which was for reflecting the online teaching practice for the better ones in the future *(see enclosure 4 for more specific questions)*. Therefore, to know how I constructed my professional identity during online teaching pracices, I used these reflective journals as the source of my data.

Table 3.1. Reflective journals after conducting online teaching practices

Reflection	Date	Class and Topic
A	19th October 2020	XI Social 2 - Analytical Exposition Text
B	20th October 2020	XI Language - Analytical Exposition Text
C	27th October 2020	XI Language - Analytical Exposition Text
D	2nd November 2020	XI Social 2 - Analytical Exposition Text
E	3rd November 2020	XI Language - Analytical Exposition Text

Table 3.2. Reflective journals after several program activities

Reflection	Date		Activities
1	5th October 2020	:	Online meeting with the group
2	6th October 2020	:	Opening Ceremony

3	7th – 9th October 2020	:	Observing the school and writing the report of the school observation
4	14th October 2020	:	Conducting the first exam of online teaching practices
5	22nd October 2020	:	Preparing a lesson plan (making a learning video)
6	24th October 2020	:	Discussing administration matters and preparing a lesson plan (preparing teaching materials)
7	29th October 2020	:	Monitoring from the supervisor and tidying up the administration matters
8	4th November 2020	:	Discussing the administration matters and preparing a lesson plan (preparing teaching materials)
9	5th November 2020	:	Preparing a lesson plan (making a learning video)
10	8th November 2020	:	Preparing a lesson plan (making a learning video)
11	11th November 2020	:	Preparing all forms of administration matters, completing a lesson plan, monitoring from the supervisor, and discussing with the group
12	14th November 2020	:	Preparing assessment of learners
13	16th November 2020	:	Implementing assessment of learners and completing the second report of online teaching practices

14	17th November 2020	:	Implementing assessment of learners and taking a video for the teaching exam performance
15	18th November 2020	:	Editing the learning video, discussing with the school mentor, and preparing the teaching exam performance
16	19th November 2020	:	Conducting online teaching practices exam
17	26th November 2020	:	Preparing the closing ceremony and finishing all the administration matters
18	27th November 2020	:	Preparing the closing ceremony
19	28th November 2020	:	Closing ceremony

From these reflective journals, I used 4 reflective journals after conducting online teaching practices (i.e., reflection A, B, C and D) and 8 reflective journals after several program activities (i.e., reflection 1, 5, 6, 7, 8, 15, 16, 17) as the source of my data. In addition, to strengthen the objectivity of the data, I conducted a semi-structured interview with the school mentor. It was undertaken because the participant of this study was myself. There were some steps in completing the semi-structured interview (Adams, 2015):

a. Selecting respondents and arranging interviews

This phase focused on the issues that must be addressed while conducting the study. Here, the interview was limited to one interviewee, i.e., the school mentor. In addition, I contacted her to ask for her agreement by providing peer interviewer consent & release form *(see enclosure 1)*. After that, I communicated with her to request and schedule the time for the interview.

b. Drafting questions and the interview guide

I adopted the interview protocol framework from Castillo-Montoya (2016) that consists of four phases:

1) Ensuring interview questions align with research questions
2) Constructing an inquiry-based conversation
3) Receiving feedback on interview protocols
4) Piloting the interview protocol.

For the interview protocol, I made a list of interview questions that were useful to communicate the questions to the interviewee along with the concern form. Further, interview guidelines were sent in advance online by discussing several topics related to data results that I wanted to confirm to strengthen the objectivity of the data *(see enclosure 2)*.

c. Starting the interview

In this phase, the first thing was asking permission for this interview to be recorded. In this method, I used the *Google Meet application* to record the conversations that occurred. I asked the interviewee to talk freely. Also, I should consider the length of the interview. Afterward, it started with a question according to the question list.

d. Analysing and reporting the semi-structured interview

This stage was exploring the result. Here, I revisited the interview result for accuracy from the recording. Furthermore, the interview result was transcribed and translated.

3.5   Technique of Analysing Data

In this study, I used Labov's narrative structure to analyse both such narrativization of my life story and the interview result. Informed by the theoretical underpinning of teacher identities and emotions (e.g., Zembylas, 2003; Bloomfield, 2010), narrative analysis of the collected data was conducted to interpret and (re)construct my emotions and identities as the units of study. Here, the reflective journals were my main source of data, despite the interview result serving as the strengthening of objectivity in conducting this study. As suggested by Labov (1972), these narrative structures fallen into the following categories:

a. Abstract (the essence of the story being summed up)

I showed my intention in telling a story by summing up its relevance. Here, I collected the data from the reflective journals and portrayed the essential points. This category was identified by asking the question *'What was the narrative about?'*.

    e.g., *'**This year's teaching practices were not carried out as usual**. Usually, pre-service teachers conducted teaching practice directly to the schools, but now my friends and I did it online from our houses.'* (Reflection 1, 5th October 2020)

b. Orientation (a context to orient the reader)

I presented the background of the information, such as participants, time, setting, and circumstances. This category was ascertained through the questions *'Who was the person or persons involved in the narrative?'*, *'When did the events occur?'*, *'Where did the events occur?* And *'What were the events?'*.

    e.g., *'Today was my first day doing teaching practices in MAN 1 Kota Tasikmalaya. Honestly, **I had not prepared the materials, tools, and learning videos properly** because I received the submitted lesson plans last night. Consequently, **everything felt chaotic** before learning time began.'* (Reflection A, 19th October 2020).

c. Complicating action (the event sequence)

I framed the story's prominent part in which the events are described. Here, the issue (conflicts, inconsistencies, etc.) to be evaluated were found. This category was elicited through the question *'Then what happened?'*.

    e.g., *'In addition, with online teaching practices like this, **everything had changed to an online platform that I had not adapt** well. I prefer to interact in person rather than with online media. So, **this online teaching practice was a challenge for me** as a pre-service teacher to be professional in any situation and condition.'* (Reflection 1, 5th October 2020).

d. Evaluation (the importance and meaning of the incident, as well as the narrator's attitude)

I marked the evaluative action done by the narrator toward the issue. This category conveyed why the narrative was told in a particular way and what the narrator's aim was doing so.

e.g., *'Actually, **I was concerned** with the students, **especially about their affective and psychomotor aspects when they conducted online learning**. Hopefully, the learning process could be implemented in the school again as usual.'* (Reflection 17, 26th November 2020)

e. Result of resolution (things finally happened)

I framed the result of the resolution from the issue. This category responded to the question *'What finally happened?'*.

e.g., *'So, I wanted to give the best for them, **make them happier and more enjoyable in this online learning**. For the future, **I had to conceptualize and prepare well for all aspects of this online learning.'*** (Reflection A, 19th October 2020)

f. Coda (the perspective returning to the present)

I grasped the story world's past to the storytelling present.

e.g., *'There were always challenges faced when carrying out the process of online teaching practice activities. But **it was not an obstacle to grow and develop myself to become a professional teacher in the future**.'* (Reflection 8, 4th November 2020)

3.7 Research Schedule

To be more effective and efficient in conducting this study, I make a research schedule as following:

Table 3.3 Research Schedule

No	Activities	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021
1.	Research writing	▓						

2.	Research examination	
3.	Data collection	
4.	Data analysis	
5.	Report	
6.	Final Thesis Examination	