CHAPTER III

RESEARCH PROCEDURES

A. Research Design

The method used in this research is descriptive case study. Yin (2003) stated that this type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (As cited in Baxter and Jack, 2010). Descriptive case study enables the researchers to examine the experiences of participants within a specific context in detail. Furthermore, descriptive case study allows the researcher to investigate the case or cases conforming to the abovementioned definition by addressing the "how" or "why" questions concerning the phenomenon of interest. This method is chosen because the researcher investigated pre-service teacher perception using video-based self-observation during their teaching practicum, may or may not, contributing in their pedagogical knowledge.

B. Setting and Participants

The research was conducted in Tasikmalaya, Jawa Barat, Indonesia. The participants involved in this research are female and a male student ages ranging between 22-23 years old majoring in English Education that followed the annual program in the Faculty of Education and Training named Pengenalan Lapangan Persekolahan (PLP) as one of the degree requirements.

The participants are chosen because during their 2 months of teaching practicum, the participants recorded their teaching activities in the classroom and using the video-taped to make an observation of their own teaching, so they can improve their teaching performance by identifying the strengths and weaknesses in the classroom.

C. Data Collection

The data were collected using an interview session, which is formed in a semi structured interview. This type of interview requires a relational focus, including active engagement and curiosity (DeJonckheere and Vaughn, 2019). The interview allows the researcher to explore the perceptions of the participant and enable probing for more information and clarification of answers. The whole interview was recorded using a recording application on my smartphone. In addition, to avoid misunderstanding, the interview is done by using L1.

D. Data Analysis

The data from the interview was analyzed by using thematic analysis that aims to identify, analyze, organize, describe, and report themes found within the data set (Braun & Clarke, 2006). Thematic analysis involved six stages as follow:

1. Familiarizing

Regardless of who collected the data, it is vital for the researcher to immerse herself with the data to familiarize themselves with the depth

and breadth of the content (Braun & Clarke, 2006) .The aim of this phase is to make researcher familiar with their data set's content and start to notice things that might be relevant to their research question.

Table 3.1 Familiarizing the data

Profile	Data Item
R	Let's start the interview, thank you for your willingness to do this interview and taking part as my participant in this research. So, the first question, there are many types of reflection that can be used, among those reflections such as reflective diary or portfolio, why you choose video-based self-observation?
P1	Because it is more flexible, so we can see where we went wrong repeatedly without any limitations

2. Generating Initial Codes

This phase allows the researcher to simplify and focus on specific characteristics of the data. During coding, researchers identify important sections of text and attach labels to index them as they relate to a theme or issue in the data.

Table 3.2. Generating Initial Codes

P	Data Item	Initial Code
R	How about the scheme itself? I	

	mean can you explain the process from recording until become a reflection?	
P1	First of all, I recorded my teaching using mobile phone then I watched it and see my strengths and weaknesses, then write a note, so I can fix it and make sure it wouldn't be repeated next time	Tool for recording classroom footage Increasing self-awareness

3. Searching for Themes

This phase involves sorting and collecting all the potentially relevant coded data extracts into themes (Braun & Clarke, 2006). In this phase, researcher's analysis begins to take shape when they switch from code to theme.

Table 3.3. Searching for themes

Promote Critical Reflection
The process
Tools for recording-classroom footage
The challenge
Reflection support
Guided reflection
Self-recorded video quantity

Increasing self-awareness

Fostering reflective-mindset

Simulating Criticality

Teacher Content Knowledge

Teacher knowledge

Expanding understanding of the material

Classroom Management

Knowledge of the student

Teaching Method

Student's understanding

Improving teaching style

Method of Teaching

Determined effective teaching method

Curriculum Development

Learning Goals

Curriculum Development

Time Allocation

4. Reviewing Potential Themes

During this phase, the researcher re-read the coded data extracts for each theme to consider whether they appear to form a coherence pattern. It allows the researcher to select the themes that need to be refined and preserve the themes that capture the most important and relevant elements of the data and in relation to the research question.

Table 3.4. Reviewing themes

Reviewing Themes
Critical Reflection
Teacher Content Knowledge
Teaching Method
Curriculum Development

5. Defining and Naming Themes

During the fifth phase, the researcher determined what aspect of the data each theme captures and identify what is of interest about them and why (Braun & Clarke, 2006). As (Braun & Clarke, 2006) also suggested that theme name need to be punchy and immediately give the reader a sense of what the theme is about.

Table 3.5. Defining and naming themes

Themes
Critical Reflection

Content Knowledge

Teaching Method

Curriculum Development

6. Producing the Report

The final phase begins once the researcher has fully established the themes and is ready to begin the final analysis and write-up of the report (Braun & Clarke, 2006)

E. Research Schedule

Table 3.6. Research schedule

No	Steps	Jan 2020	Jan-Jul 2020	Aug 2020	Sep-Oct 2020	Nov-Jan 2020	Jul 2021
1	Research Topic Approval	■					
2	Writing Proper Research Proposal		■				
3	Proposal Approval		■				
4	Seminar Proposal Examination			■			
5	Conducting Research				■		
6	Analyzing Data				■		
7	Writing Research Report					■	
8	Final Thesis Examination						■