

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

The research design used in this research was a descriptive case study by Yin (2009). According to Yin (2009), case study is a research method that allows the investigator to retain the holistic and meaningful characteristics of real-life events. In line, Harrison et al. (2017) stated that case study is an effective methodology to investigate and discern complex problems in real life. The researcher chose descriptive case study as the method of the research because this research focuses on investigating the contributions of reflective practice that occurs in the micro-teaching course based on the experience of the English student teachers.

#### **3.2 Focus of the Research**

This research focused on the experiences of the English student teachers regarding the reflective practice they engaged in the Micro-teaching course. Moreover, this research explored the contributions of doing reflective practice of their micro-teaching practices in the Micro-teaching course. The core of the contributions focused on the positive contributions or benefits of doing the reflective practice in the Micro-teaching course.

#### **3.3 Setting and Participants**

The researcher conducted this research in one of the public universities that is located in Tasikmalaya, West Java, Indonesia specifically in Micro-Teaching course. Micro-Teaching was selected because in this course, the micro-teaching and the reflective practice were carried out.

In the Micro-Teaching course, the English student teachers did the teaching practices twice, namely peer teaching and real teaching. In peer teaching, they were given 20 minutes to deliver their lessons to the classmates who acted as simulated students, observed by other classmates and the lecturers. At the end of this session, the English student teachers made a reflection of their teaching performances by re-

watched their teaching performance videos. They also wrote the reflections based on the feedback from the classmates and the lecturers. Further, in real teaching, the English student teachers went to the school to teach. They were given 45 minutes to deliver their lessons to the real students in the real classroom setting. At the end of this session, they made a reflection of their performances by re-watched their teaching performance videos. Both peer teaching and real teaching used Smyth's model of reflection called DICR (describing, informing, confronting, reconstructing) to ease the English pre-service teachers in writing their reflections.

Moreover, the participants were two English Education students with several criteria. First, they have taken the Micro-teaching course and experienced micro-teaching. Second, they are willing to participate in this research. Third, they have complete data needed in this research (reflective journal of peer teaching and real teaching). In selecting the participants and making agreements with the participants, the researcher gave concern forms to the participants as their approval to participate in this research.

### **3.4 Techniques of Collecting the Data**

Reflective journals and semi-structured interviews were used by the researcher as the instrument to obtain the data. The researcher used the semi-structured interview because in the semi-structured interviews, the researcher had the flexibility to ask more enhanced questions than the drafted one based on the response of the subject (Adhabi & Anozie, 2017). The interview guidelines were adapted from Saban and Coklar (2013). Further, the result of the interviews was transcribed in order to highlight the statement that focuses on the research question of the study to ensure the reliability of the data. The interview process was conducted via WhatsApp voice call and recorded by the researcher.

Furthermore, the researcher did triangulation by conducting the second interview. The purpose of triangulation is to test the consistency of findings obtained through the English student teachers' reflective journals and the first interview session so it can enhance the credibility of this research.

### 3.5 Technique of Analysing the Data

The researcher analysed the reflective journals and interview results qualitatively using thematic analysis by Braun and Clarke (2006). The researcher chose thematic analysis as the technique of analysing the data because it is systematic and it also eases the researchers to associate how often themes appear with the overall data. These are the phases of thematic analysis:

#### 3.5.1 Familiarizing with the data

In this phase, the researcher tried to comprehend the data by reading the reflective journals and interview data that had already been transcribed several times.

#### 3.5.2 Generating initial codes

In the second phase, the researcher identified and highlighted the important data by using the colouring method. This step makes the researcher easier in analysing the data in the next phase. The following are examples of the reflection and interview transcription.

Table 3.1 Searching Initial Codes

Reflection	Interview Transcription	Codes
I felt nervous and I was afraid of not doing well.	P: Iya, di real teaching sebenarnya saya masih merasakan ada kekhawatiran,	Fear
But I have to believe in my ability and I must be confidence.	namun lebih minim kekhawatirannya dan sudah lebih percaya diri karena sebelum melakukan real teaching kan saya sudah belajar dari penampilan sebelumnya, yaitu peer teaching.	Self-sufficiency
As I learned from my last reflection regarding the unclear and unfair assessment I gave to the students in the peer teaching, this time I have prepared well the clear and appropriate assessment rubric for the students.	P: Saya mencatat semua masukan yang saya terima di peer teaching, selain itu saya juga membaca kembali reflection yang sudah saya buat di peer teaching sebagai gambaran atau evaluasi agar	Well-prepared teaching
I felt satisfied because I think I was performing better than before.		Better teaching performance
		Consciousness
		Future plan
		Knowledge expansion

To be honest, I look a little bit exhausted in dealing with students who have different characters and responses during the teaching and learning process.	saya bisa tampil lebih baik di real teacing.
I think I must learn how to deal with unexpected situation that I might encounter while teaching.	P: Saya merasa penampilan mengajar saya yang kedua lebih tertata atau lebih rapi ya daripada penampilan yang pertama.
	P: Feedback yang saya terima dari teman sekelas maupun dosen membuat saya tahu apa saja kekurangan saya dan apa saja yang harus saya perbaiki untuk kedepannya.
	P: Maka dari itu, saya rasa saya harus lebih bisa mengontrol gestur yang saya lakukan ketika sedang mengajar.
	P: Saya juga mendapatkan pemahaman baru juga sih dalam mengajar.

Table 3.2 List of Initial Codes

Initial Codes	Total	Sources
Fear	10	Reflective journal and obtained data from interview
Self-sufficiency	10	Reflective journal and obtained data from interview
Well-planned teaching	9	Reflective journal and obtained data from interview
Better teaching performance	4	Reflective journal and obtained data from interview
Consciousness	17	Reflective journal and obtained data from interview
Future plan	12	Reflective journal and obtained data from interview
Knowledge expansion	1	Reflective journal and obtained data from interview

### 3.5.3 Searching for themes

In this phase, the researcher grouped the highlighted data from the previous step based on their similarities. The researcher excluded one code such as knowledge expansion since the code was not saturated.

Table 3.3 Grouping the Highlighted Data

Class	Codes
Class 1	Consciousness, Future plan
Class 2	Fear, Self-sufficiency
Class 3	Well-planned teaching, Better teaching performance

#### 3.5.4 Reviewing potential themes

In this phase, the researcher looked back at the data that have been grouped. The researcher reviewed the data to find out whether they formed a coherent pattern or not.

#### 3.5.5 Defining and naming the themes

The researcher concluded that there are three emergent themes which represented the contributions of doing reflective practice in micro-teaching practices. Those themes are (1) Student Teachers' Self-Awareness in Micro-teaching Practices, (2) Student Teachers' Self-Efficacy in Micro-teaching Practices, and (3) Student Teachers' Classroom Management in Micro-teaching Practices.

Table 3.4 Defining and Naming the Theme

Themes	Codes
Student Teachers' Self-Awareness in Micro-Teaching Practices	Consciousness, Future plan
Student Teachers' Self-Efficacy in Micro-Teaching Practices	Fear, Self-sufficiency
Student Teachers' Classroom Management in Micro-Teaching Practices	Well-planned teaching, Better teaching performance

#### 3.5.6 Producing the report

The researcher reported what is gained from this study.

### **3.6 Step of the Research**

The steps of the research are:

1. Identifying the research problem
2. Finding the existing research and the sources related to the research problem from journals or articles
3. Determining the topic to be researched
4. Compiling a research proposal and conducting proposal guidance with supervisor
5. Examining the research proposal in front of the supervisor and examiner
6. Selecting the participants and making agreements with the participants. In this step, the researcher will give the consent form for participants as their approval to participate in this research
7. Educating the participants about the aspects that will be explored in the interview section
8. Collecting the data using semi-structured interview
9. Analysing the interview result
10. Writing the findings of the research

### **3.7 Time and Place of the Research**

The research was conducted in January 2021 to January 2022 at the English Education Department, Faculty of Educational Sciences and Teachers' Training in one of the public universities located in Tasikmalaya, West Java, Indonesia.

Table 3.5 Research Schedule

No.	Activity	Jan- April 2021	May 2021	June 2021	July 2021	August 2021	September 2021	October 2021	November 2021	December 2021	January 2022
1.	Research Proposal Writing										
2.	Research Proposal Examination										
3.	Data Collection										
4.	Data Analysis										
5.	Report										
6.	Thesis Examination										