CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research method used in this research is a descriptive case study. Yin (2003) stated that a descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it happened cited in (Baxter, Pamela, and jack, 2008). The researcher implemented this method to investigate the pre-service teachers' reflections during their teaching practicum program and focuses on the aspects of their reflections.

3.2 Focus of the Research

The study focuses on the aspects of teaching from the pre-service teachers reflected in their teaching practicum program.

3.3 Setting and Participants

This study was conducted at a university in Tasikmalaya, West Java, specifically in which the teachers' training faculty students conducted a teaching practicum program. Teaching practicum is available in the 7th semester of the English Education Department, Faculty of Educational Sciences and Teacher's Training, in October 2020. During the teaching practicum, they have written reflective journals after their teaching practices.

The study involves four English pre-service teachers, three females, and one male. Their age ranges from 21 to 22 years old. The teaching practicum is carried out online. Participants must make learning videos containing pre-service teachers who explain the material to their students. After that, the video is shared with the students via YouTube or learning platforms such as E-learning to learn. Lastly, 2 pre-service teachers and the students carry out the teaching process on Zoom, and 2 of the pre-service teachers do questions and answer sessions on WhatsApp groups. At Zoom, the pre-service teachers meeting with their students include a question and answer session about the material and about the pre-service teachers' explanation on learning videos. Also, about the 2 pre-service teachers, they do not

do the question and answer session on Zoom but only interact on WhatsApp's group without direct interaction with students such as via Zoom meeting.

The researcher chose the participants from different places of teaching practicum in Tasikmalaya. Different practicum places certainly have different experiences in teaching. They also have experience reflecting on their teaching practices during the teaching practicum program.

3.4 Technique of Collecting the Data

The researcher collected the data through reflective journals written by participants. The participants wrote reflective journals after their teaching. 2 participants use templates adopted from Elder and Paul, 1994; Valli, 1997; Minott, 2008 and 2 participants do not use a specific template in writing their reflective journals. There are 4 reflective journals that have been analyzed by 4 pre-service teachers. In their reflective journal, they wrote what they had prepared, such as learning material, learning plans, teaching method, choosing teaching media, what had happened, what was lacking from their teaching, and what should be improved so that the next meeting would be better.

3.5 Technique of Analyzing the Data

The researcher used thematic analysis to analyze the data qualitatively from written reflection (Braun & Clarke, 2006). These are the six-phase approach to thematic analysis:

3.5.1 Familiarizing with the data

The researcher familiarized the data by reading all reflective journals written by participants.

3.5.2 Generating initial codes

The researcher identified the data into codes related to the research's aim by giving signs. It makes it easy for the researcher to analyze the data in the next phase.

Name of Reflection	Reflection	Codes
Real Teaching	Honestly, I have not prepared the materials, tools, and learning videos properly because the lesson plans submitted were received just last night.	Teaching plan/teaching planning

	Consequently, everything feels chaotic before learning time begins. I try to get things ready before 8.40 am. There are some key events that I remember from that day. First,	Time management
	I made the material slides, quizzes, impression columns, and videos to upload on e-learning. Alhamdulillah, everything can be handled well, but the learning video cannot be finished on time.	
	At that time, I felt disappointed in myself for not being able to provide the best learning for my students. Then, I told the students about today's learning activities. Unfortunately, the students of this class were less active at that time. This made me confused about what to do. Finally, only introductions can be made.	Classroom Control
	For my class, the most positive teaching moments were trying to find suitable online teaching methods. I realized it was still my problem because it was the first time I had taught students using online media.	Teaching method
	However, here, I was required to find a solution to any problems I faced. For my students, I tried to get close to them first. We did not know each other. Better for me to get closer with my students first to have a good relationship between teacher and student.	Student-teacher's relationship
	I remember when I wanted to make sure that all the students were ready or not, some of them said that the others were still sleeping. Yaa, online learning was quite challenging for me. I need to ensure that most students are ready to learn.	Teaching media
	With online learning, students are not enthusiastic about participating in learning activities. They just followed suit. On the other hand, they have many tasks that they have to complete. From	Classroom Control

	these thoughts, sometimes, I need to position myself in their position.	
	For tomorrow, professionally, I have to really position myself to be a teacher. I have to try to be an educator, trainer, and motivator for my students. My students are not robots who should always learn and do the task; they need motivation from the teacher as well. Personally, I focused on establishing closeness with the students in this class first by contacting them personally.	Teacher role

Table 3.1 Searching Initial Codes

Initial Codes	Frequency
Teacher's reflections on their teaching plan/teaching planning	2
Teacher's reflections on their time management	4
Teachers' reflections on their classroom control	5
Teachers' reflections on their teaching method	1
Teachers' reflections on their student-teachers relationship	3
Teachers' reflections on their teaching media	5
Teachers' reflections on their teaching material	3
Teachers' reflections on their teacher's feeling	2
Teachers' reflections on their teacher role	2

Table 3.2 List of Initial Codes and Their Frequency

3.5.3   Searching for themes

The researcher grouped the codes according to their similarities, as determined by the previous stage. The researcher grouped these codes based on the component of great teaching. Coe et al. (2014) conducted a study on the six components of great teaching: content knowledge, instruction quality, classroom climate, classroom management, teachers' beliefs, and professional behavior.

Code	Sub-theme	Theme
Teaching Material	Content knowledge	**Reflection on quality of instruction**
Teaching Media, Teaching Method, Teaching Planning, Teachers' role	Quality of instruction	
Students'-teachers relationship, Teachers, feeling	Classroom climate	**Reflection on classroom climate**
Classroom control, time management	Classroom management	**Reflection classroom management**

Table 3.3 Grouping the Highlighted Data

3.5.4   Reviewing potential themes

The researcher reviewed the results that were grouped and checked previously, such as usefulness and coherence.

3.5.5   Defining and naming themes

The researcher concludes that three emerge to represent the aspect that pre-service teachers reflected on doing reflective practice in their teaching practicum. Those themes are the aspect of great teaching (1) Reflection on quality of instruction, (2) Reflection on classroom climate and (3) Reflection on classroom management.

3.5.6   Producing the report

The researcher reported the finding of this study in the next chapter.

3.6 Time and Place of the Research

This research was carried out in the English Education Department at a university in Tasikmalaya from January 2021 until December 2022.

Table 3.4 Research Time

No	Description	Feb 2021	Mar 2021	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022	Sep 2022	Des 2022
1	Research Proposal Writing	■	■	■	■	■	■	■														
2	Research Proposal Examination								■													
3	Data Collection									■												
4	Data Analysis										■	■										
5	Report															■	■	■	■	■		
6	Comprehensive Examination																				■	
7	Thesis Examination																					■