CHAPTER 3

RESEARCH PROCEDURE

3.1. Method of the Research

Autobiographical narrative inquiry designed to collect the data narratively and thematically from the researcher's point of view as the participant. This self-written data explored deeper of a researcher's experience about the topic and offered insights into the researcher's private world. This design helped the researcher collect data without reducing pieces of the data which could make the research more detailed and compound. Researcher's experiences were crucial in understanding the phenomenon of inquiry since the experiences and intimate connection to the phenomenon necessarily lead to his/her interest in and puzzlement about the topic (Creswell, 2013). In this study, thematic analysis was to sharpen the exploration of the study.

3.2. Focus of the Research

This research focused on how a pre-service teacher was being challenged on assessment practice in the abrupt online teaching. Assessment was the core of this data to analyze what is the story of assessment challenges and how to overcome them.

3.3. Setting and Participant

The setting for this research was taken during my teaching practicum program at one of the senior High Schools in Indonesia. Pre-service teachers from different majors were required to teach within four weeks through online class. In my group, I have a teacher mentor and one supervisor from a lecturer in the University. I had to finish at least two lesson plans with four times teaching.

In the online teaching situation, I had to make videos of teaching or do a virtual conference. There were three types of a learning system that I could choose; first, self-directed asynchronous where pre-service teachers upload videos of the teaching-learning process before real-time learning; second,

asynchronous collaboration is after uploading a teaching video then discussing it, or carrying out the main activity through other social media interactively; third, virtual synchronous using virtual conferencing where teaching and learning activities are real-time processes.

During teaching practice, lesson planning was a vital assessment in grading pre-service teacher knowledge and professional performance which contained: topic, methods, objectives, techniques, teaching material, sample of activity, and assessment. The teaching practicum was started on 26 October 2020 until 26 November 2020, the duration of practicum was six hours/day. The assessment took place in one of a Platform called *Google Classroom* in which the teacher gave a score from 1-100 and feedback through the comment section for each student's work. The whole process was mostly done in the platform starting from attendance checking, giving instruction, collecting assignments, and assessing students.

I was the participant of this study who was a pre-service teacher and college student doing my teaching practices as an English language teacher in the Senior High School through online class. During teaching practices, I was given the responsibility to teach five classes in total ranging from XI SCIENCE 3, XI SCIENCE 4, XI SCIENCE 5, XI SOCIAL 1, XI SOCIAL 2 on every Thursday.

3.4. Technique of Collecting the Data

The study was conducted during the teaching practicum program on 26 October 2020 until 26 November 2020. After the study has been approved by school's stakeholders to obtain the data, the researcher or participant who was a pre-service teacher doing her teaching practice in an online teaching environment has written a diary along the time. The diary was intended to put all the puzzle of her experiences on assessing students during online teaching. An ongoing diary was used to record all the assessment activity including what happened and how

to overcome the situation. There is no standardized format of the diary in order to make the researcher freely expose the situation and detail information of her experience. The word "diary" refers to the fact that information is recorded on a daily basis. Sometimes even several times a day, or at a very minimum every few days (Klug, et al., 2017). There are 12 diaries written during teaching practice which will be elaborated into the collection of data narratively. The multiple sources of data collected for the stimulation of my memory and the critical discussion with third parties to minimized subjectivity as a methodological limitation and increased the rigor of analysis.

3.5. Technique of Analyzing the Data

To analyse the data, I used narrative analysis by Labov (1972). There were two phases, first phase I used a fully formed narrative including abstract, orientation, complicating action, evaluation, resolution, and coda. In the process of retelling the stories, I narrated every event, story of my experience by connecting the place and time in a meaningful way. The second phase, I used a cross-case analysis technique (Creswell, 1998) to manage the complexities of the stories into manageable themes and sub-themes, to find the similarities and differences among the stories, and to relate the findings to the existing literature of the related studies.

3.5.1. Abstract

This part is the substance of the narrative being summarized. I told the current event to start the story by answering "what is happening?".

Table 1. Abstract

Name of Form	Description
Abstract	Early in 2020 we never thought to have an online situation until a pandemic came to Indonesia in March. It was an abrupt situation that everyone could not control the fast spreading of this virus. Every school must be closed, every student and stakeholder of the school must stay at home. It was an obligation directly from the government to stop any offline activity and change it online instead. Due to the situation, the university is also closed and activity must be done online.

3.5.2. Orientation

In this part, I presented the background of the information, such as time, setting, participants, and circumstances. Orientation will provide the audience with enough information so that they can interpret the story.

Table 2. Orientation

Name of Form	Description
	In the education faculty, every year we hold an internship program for the students as a teacher-candidate and to test their knowledge of teaching practices in a real situation. Due to the online situation, the internship program was officially prepared by faculty and worked together with schools in the city. To avoid the spreading of virus and still conducting the program, an online platform namely Google Classroom is used during the practices. The platform has helped teacher and student on teaching-learning activity in daily use. Teacher mentor and my lecturer have guided me on lesson planning and assessment as well, but there are some things that I should overcome by myself.
	My first topic was about formal verbal invitation. I already prepared the lesson plan that included learning objectives, method of learning, techniques, materials, steps of activity, and assessment. For the source of material was from my video of explanation that I uploaded to *Youtube* so that my students can watch and learn just like I give them explanation on white board but from their homes. The activities were from beginning (greeting and instruction), during (watching video and do the task), and closing (checking and uploading assignment). In assessment practice, there were three big points as a technique namely attitudes, knowledge, and skills, these are that I should be more concerned of. Then I also had prepared the instrument of assessment as the specification with 100% total if the students done all the criteria

3.5.3. Complicating action

In this part, I told the story's main part in which the events are described. I presented problems such as conflicts, inconsistencies, etc. that need to be evaluated.

Table 3. Complicating Action

Name of Form	Description
Complicating Action	I had a lot of things to do for even handling one class. I had to monitor their learning by checking the situation during activity through the *Whatsapp* group. Nonetheless, after giving an example of activity, there must be one or two students who are still asking me about it personally. I tried my best to make the instruction understandable and practically easy for them but in an online class misunderstanding things cannot be denied.
	Here is my diary on the first day of assessment practice.
	Some students did not finish the task based on the instruction such as the format of uploading should be in a file/document not in a picture. It was hard to even see the text so I have to ask him to reupload the file/document instead. Another problem also happened in giving instruction, some students did not even understand what and how they were going to do the task even though I already mentioned the steps of activity in Bahasa Indonesia. Therefore, I need to give them examples of how to do it from the beginning until uploading the task in a very detailed way. -15/10/20
	Another problem also happened in giving instruction, some students did not even understand what and how they were going to do the task even though I already mentioned the steps of activity in Bahasa Indonesia. Therefore, I need to give them examples of how to do it from the beginning until uploading the task in a very detailed way. -15/10/20

3.5.4. Evaluation

After the conflict, I presented an evaluation to show the point within a story. This part is also to be the findings of the story, what I have done to overcome the problem of experience and what lesson has taught me about.

Table 4. Evaluation

Name of Form	Description
Evaluation	As I said, any problem can occur during online teaching-learning and students have many reasons and causes as to why they behave this way. *Most of the causes were limited technology, internet, not checking the virtual classroom even though they already know the schedule. -22/10/20* Students were not engaged with virtual class, what they know is to complete assignments without thinking about the goals and what they will do to achieve good grades. That is why we need to assess their attitude as well. *Students are misled with the perception of only doing assignments, even other teachers complain that half of the students who complete assignments are already good enough for them. -22/10/20* The students are what we should be focused on not only about giving tasks and checking their attendance, but their will of learning. Feedback and appreciation are essential for their motivation.

3.5.5. Resolution

I presented conclusion as to indicate that the story has come to a close or a final action has occurred.

Table 5. Resolution

Name of Form	Description
Resolution	At the end of practice, what I have been waiting for since the first meeting with my students was asking them about my teaching performance. Thus, as the same as a welcome survey, I gave them a goodbye survey that included teaching performance (opinion and suggestion) and testimonials of learning. This survey will be my reflection and as a farewell-phrase.

3.5.6. Coda

After all the story has come to an end, coda is to return the story to the present. Basically, it is what I have learned from the experience that has affected my life now and the future.

Table 6. Coda

Name of Form	Description
Coda	From the compliment and suggestion that they have given to me, it was a big opportunity and great experience to be able to teach them during the internship program. I have learned a lot from my students and hopefully they learn something from me as well. Motivation that I gave through quotes and feedback giving hopefully can raise their awareness to keep learning even in this abrupt situation, and I think that is the most important thing to do beside teaching, motivate them and give inspiration.

3.6. Steps of the Research

In order to get organized, these steps were needed for the research under study starting by:

a) Exploring problems and developing a detailed understanding of a phenomenon

b) Conducting a literature review

c) Stating the objectives and research questions in general and broadly based on the experience of research participants

d) Collecting data based on information from a number of individuals so that the views of research participants are obtained

e) Analyzing the data to determine the description of the data by using text analysis and interpreting the larger meaning of the findings

f) Writing reports using flexible, structured and evaluative criteria, and include elements of reflexivity, subjectivity and bias from the researcher

3.7. Time and Place of the Research

Placement of this research was carried out at one of the Senior High Schools in Indonesia through virtual classroom or online. The researcher obtained the data not from school directly but using a virtual classroom namely *Google Classroom*. The school has permitted the virtual classroom as one of the platforms to teach for students. The time implementation of research is in the following table:

Table 8. Time of the Research

No	Steps	Oct-20	Nov-20	Des-20	Jan-21	Feb-21	Mar-21	Mei-21	Jun-21	Jul-21	Aug-21
1.	Teaching practicum	■									
2.	Diary writing	■	■								
3.	Tentative writing			■	■						
4.	Research proposal writing				■	■	■	■			
5.	Research Proposal examination							■	■		
6.	Thesis writing								■	■	■