

CHAPTER 3

RESEARCH METHODS

This chapter offers comprehensive details about the research design and the procedures conducted throughout the research endeavor. It is organized into seven distinct sections. The first section addresses the research method, explaining the design and methodology used by the researcher. The second section outlines the study's focus, ensuring the subsequent discussion remains aligned with the research's core objectives and maintains its contextual scope. The third section details the research setting and participant information, including the study's location and the participant selection process. Additionally, this section describes how eligible participants were identified and recruited. The fourth section outlines the data collection technique, detailing the instruments and methodology used to gather the necessary data. The fifth section examines the data analysis technique, explaining the post-data collection processes and the methodologies used for data analysis. The sixth section details the sequential research steps undertaken in this study. Lastly, the final section presents information about the temporal and geographical aspects of the research, incorporating graphical representations of the research timeline.

3.1 Research Methods

This study was conducted qualitatively using the descriptive case study method. Yin (2017) argued that a descriptive case study effectively describes an intervention or phenomenon and its real-life context. Thus, this study is well-suited to a descriptive case study design, as the researcher aims to provide detailed depictions of how pre-service teachers describe their professional identity after completing their teaching practicum.

3.2 Focus of the Research

The research focuses on exploring and unveiling the professional identity of student English teachers within the context of teaching English as a Foreign Language (EFL). The study aims to investigate how these Student teachers construct their professional identity as they prepare to become English language

educators. As a case study, the research will examine specific individual or group student English teachers to gain detailed insights into their experiences, beliefs, and attitudes regarding their roles and identities as EFL teachers. The research may involve conducting interviews to understand the factors influencing their professional identity development and the potential implications for their future teaching practices in an EFL context.

3.3 Setting and Participants

The setting of this study was English education students, especially those who had passed a teaching practicum program held by one of the universities in Tasikmalaya. This program is for 7th semester undergraduate students who registered in the educational sciences and teachers' training faculty. The participants could practice and experience teaching for one month during this time. They were assigned to different schools by the committee from their department. Each participant was given their teacher educator from the school where they taught and a supervisor from their department as their mentor. According to the rules made by the committee, undergraduate students in this program must create four lesson plans and teach a maximum of three classes. At the end of this program, they were examined by their mentor.

The participants were students from a university in Tasikmalaya who had passed their teaching practicum. The participants undertook their teaching practicum at different schools to provide detailed information. In addition to their teaching practicum, the study also explored their overall experiences and journey throughout their time in the English Education Department, including coursework, interactions with peers and mentors, and other formative aspects of their education. Two participants, P1 and P2 (Female pseudonyms), were recruited for this study. P1 comes from a humble family background and is known for her academic brightness. Initially, P1 did not aspire to become a teacher; however, circumstances led her to embrace a career in teaching. Currently, P1 is an English teacher at an elementary school, where she is developing her professional identity. Her journey from unwillingness to commitment in the teaching profession show her adaptability and evolving self-perception as an educator. The contrast between her initial career

aspirations and her current role offers a unique perspective on how professional identity can be shaped by external factors and personal growth.

P2, in contrast, has a bright academic record and has been recognized with numerous medals for her achievements. She is highly active and continues to excel even in her 7th semester, where she is engaged in the Kampus Mengajar program while simultaneously conducting her research. P2's proactive approach to her education and her participation in extracurricular activities, such as Kampus Mengajar, reflect a strong sense of professional identity that is closely aligned with her academic excellence and commitment to community service. Her ability to balance rigorous academic demands with practical teaching experiences highlights the dynamic nature of professional identity development in high-achieving students.

The distinct backgrounds and teaching environments of P1 and P2 provide a comprehensive understanding of how professional identity is constructed among English student teachers in EFL education. P1's journey reflects the impact of personal circumstances and the evolving perception of teaching as a profession, while P2 exemplifies the role of academic achievement and active engagement in shaping a strong professional identity. By examining these two contrasting cases, this study aims to uncover the nuanced processes through which English student teachers navigate their academic and professional paths, ultimately constructing their professional identities in diverse educational settings.

To address ethical concerns, participants in this study were provided with detailed explanations regarding the purpose, methods, and procedures involved. It was explicitly communicated that their participation was entirely voluntary and that they had the right to withdraw at any time without consequence. In order to protect their privacy, confidentiality, and anonymity, participant's identities were replaced with pseudonyms. Additionally, interview schedules were pre arranged with the participant to ensure convenience and accommodate their availability

3.4 Data Collection

The data for this study gathered through face-to-face semi-structured interviews, it allowed for detailed and in-depth responses, as advised by Kvale

(2005). The interviews were designed with a reasonably open framework, promoting focused, conversational, and two-way communication. To capture the conversations accurately, the interviews were audio-recorded using a smartphone application and conducted in Bahasa, Indonesia, to ensure a richer and more comprehensive understanding of the participants' thoughts.

The interview was addressed to the participants from one university in Tasikmalaya. The researcher developed twenty key questions derived from social identity Theory by Henri Tajfel (1999), James Paul Gee's (2000), and Pennington and Richard (2016) theory of identity provide a framework for understanding how individuals construct their identities through social practices and interactions and focusing on how English as a Foreign Language (EFL) teachers develop and negotiate their professional identities. Twelve indicators were used to trigger the research concept. Furthermore, the questions were flexible and open-ended to obtain more information and gain a deeper understanding of English Student Teacher Professional Identity Construction in EFL education. Additionally, to ensure the credibility and validity of the findings, this study employed triangulation through the member checking. To enhance the reliability of the data, member checking was conducted by inviting participants to review their interview transcripts and the preliminary findings. This process ensured that the interpretations accurately reflected the participants' perspectives and experiences.

The Deep Reflection Interview 4R framework from Bain, Ballantyne, Packer, and Mills (1999) was utilized to enhance the depth of reflection in the study. This framework is designed to help individuals deeply reflect on their experiences, often for professional development purposes. The 4Rs are:

1. Reporting: Describing the experience or event.
2. Relating: Connecting the experience to previous experiences or knowledge.
3. Reasoning: Analyzing the experience, considering various perspectives, and understanding the underlying causes or factors.
4. Reconstructing: Considering how the experience will influence future actions, decisions, or behaviors.

This framework encourages a thorough examination of experiences, fostering learning and improvement, and is particularly useful in teacher education and other professional development settings where reflective practice is crucial for growth. The data collected from the interviews was transcribed to ensure accuracy and relevance. This transcription process involved identifying and highlighting statements that were directly pertinent to the research questions of the study. By transcribing the data, the researchers could effectively analyze and interpret the participant's responses about the specific objectives of the study.

3.5 Data Analysis

This research employed thematic analysis proposed by Braun and Clarke (2006). This particular approach to analyzing qualitative data involves identifying and analyzing patterns or themes within the data, allowing for a comprehensive exploration of the research topic. It aims to organize and provide a detailed description of the dataset in the most straightforward manner possible (Braun & Clarke, 2006). However, it also allows for the interpretation of various aspects related to the research topic, expanding beyond mere description. This approach is particularly suitable for novice researchers who may have limited experience with more complex qualitative research methods. One notable advantage of thematic analysis is its flexibility in terms of theoretical frameworks. Unlike other analysis methods that are closely tied to specific theories, thematic analysis can be applied to any theory chosen by the researcher. Thematic analysis offers the flexibility to provide a rich, detailed, and nuanced description of the data. It allows for the exploration of complex themes and patterns, providing a comprehensive understanding of the research topic. In performing the data analysis, the researcher uses Quirkos Apps to facilitate the thematic coding process. Quirkos is a qualitative data analysis software designed to assist in organizing and visualizing data through thematic coding. It allows researchers to categorize and sort data efficiently, supporting the identification of themes and patterns within the dataset. By using Quirkos, the researcher can interactively manage codes, visualize relationships between themes, and streamline the analysis process. This tool aids in the

meticulous examination of data, ensuring that themes are well-defined and accurately represent the qualitative insights gathered from the research.

The thematic analysis involves six steps to examine the data:

1. Becoming familiar with the data

In the first stage, the researcher familiarized the data by reading and re-reading interview transcripts related to Unveiling the professional identity construction of English Student Teacher in FEEL education. The data is presented in the form of audio recording and the researcher has completely transcribed the audio. The researcher also read and re-read several times to get to know the data more deeply.

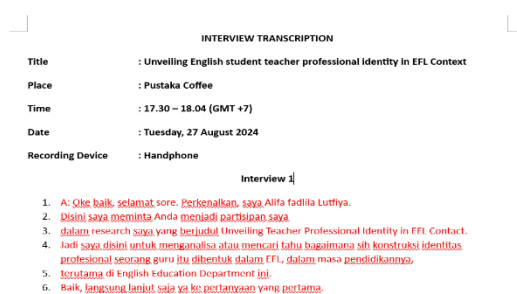


Figure 3.1 Interview Transcription

2. Generating initial codes

At the second stage, the researcher began to compile data by marking interview transcripts according to the research objectives. Researcher used a coloring method to distinguish each aspect addressed by participants, which then produced initial codes. However, these codes still contain various information that needs to be simplified to find the theme.

Making code to highlight the essential data using colour for the scale scores of questionnaires and arranging it. By giving indications that are pertinent to the study goals, the researcher starts to gather data in this step. To differentiate between each feature that participants displayed, researcher employed a coloring technique that resulted in preliminary codes also using a quirkos app. The codes still need to be simplified in order to identify the theme because they contain a range of information. The data was then connected in accordance with the study objectives, and the data was categorized using the

original codes to demonstrate the English student teachers' professional identity construction in EFL education.

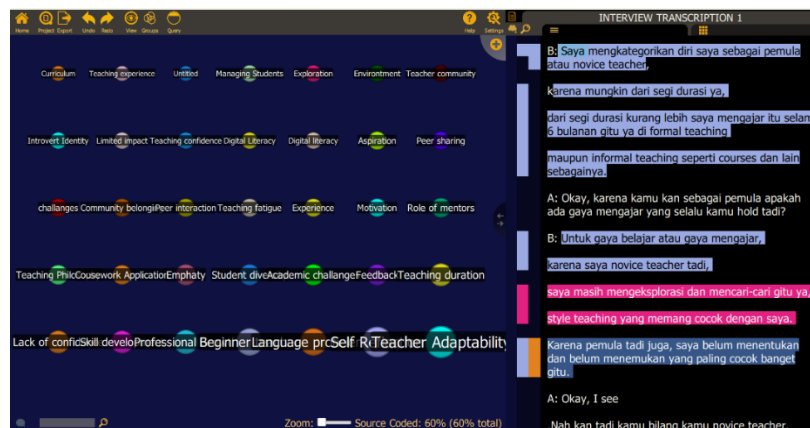


Figure 3.2 Using the Quirkos for coding the dat

Table 3. 1 Generating Initial Code

Initial Codes		
Teaching duration	Skill development	Experience
Managing Students	Self-Reflection	Teaching Philosophy
Empathy	Challenges	Professional Growth
Beginner teacher	Environment	Limited impact
Exploration	Community belonging	Feedback
Aspiration	Teacher community	Motivation
Peer sharing	Role of Mentors	Teaching Confidence
Lack of Confidence	Peer interaction	Coursework Application
Teacher adaptability	Teaching fatigue	

Table 3. 2 The Initial Codes

Codes	Frequency	Codes	Frequency
Teaching duration	6	Community belonging	7
Managing Students	3	Teacher community	2

Empathy	3	Role of Mentors	13
Beginner Teacher	10	Peer interaction	3
Exploration	2	Teaching fatigue	4
Aspiration	4	Language proficiency	12
Peer Sharing	6	Experience	4
Lack of Confidence	8	Teaching Philosophy	13
Teacher Adaptability	17	Professional Growth	16
Student Diversity	10	Feedback	7
Skill development	10	Motivation	4
Self-Reflection	24	Coursework Application	11
Challenges	10	Teaching confidence	3
Environment	2	Limited Impact	2
		Problem Solving	2

3. Searching for themes

The researcher explored the data to identify potential themes or patterns that emerge from the initial codes. This involves organizing the codes into broader categories or themes.

Table 3. 3 Searching for Theme

Potential Themes	Initial Codes
Adapting to Teaching Challenges	Teacher Adaptability Problem Solving Challenges

Responding to Diverse Learners	Managing Students Student Diversity Empathy Environment
Exploring and Refining Teaching Styles	Exploring teaching styles and skills Teaching philosophy Self-Reflection
Sustaining Professional Growth	Professional Growth Experience Aspiration
Balancing Workload and Fatigue	Teaching Duration Teaching Fatigue Motivation Beginner Teacher
Enhancing Language Proficiency	Language Proficiency Building Confidence in teaching practices
Managing Classroom Dynamics	Classroom management Managing students Empathy
Fostering a supportive environment	Community Belonging Teacher Community Role of Mentors
Strengthening skills through Practice	Skill Development Coursework Application Teaching Confidence Feedback Limited Feedback

4. Reviewing themes

The researcher revisited the themes identified in the previous stage. Additionally, the researcher reflected on the coherence of each theme in

conveying the underlying data and initiated the process of defining the essence of each theme and their interrelations.

Table 3. 4 Reviewing Themes

Themes	Sub Themes	Potential Themes
Social Categorization	Teacher Adaptability	Adapting to Teaching challenges Responding to diverse Learner
	Teaching style and Teaching Skill	Exploring and Refining teaching style Strengthening skills through Practice
	Language Proficiency	Enhancing Language Proficiency
Social Comparison	Classroom Management	Managing classroom Dynamics Fostering a supportive environment
Social Identification	Teaching Duration	Sustaining Professional Growth Balancing Workload and Fatigue

5. Defining themes

The researcher defines and names the identified themes to reflect the content and meaning they represent within the dataset.

Table 3. 5 Defining and Naming Themes

Themes	Definition
Social Categorization	the process in which English student teachers define

	themselves as part of a specific group—in this case, as professional educators. By categorizing themselves based on their adaptability to the teaching environment and mastery of teaching styles and skills, they align their professional identity with that of experienced teachers. This categorization helps them recognize where they belong within the broader teaching community.
Social Comparison	This process involves comparing one's own teaching experience, language proficiency, and classroom management abilities with those of peers, mentors, or more experienced teachers. Through social comparison, English student teachers assess their strengths and weaknesses, which influences their sense of competence and professional standing. The process helps them evaluate their progress and understand where they stand in the teaching profession.
Social Identification	Refers to the internalization of one's role as an English student teacher. Through this process, teachers begin to see themselves as educators and form a sense of belonging within the teaching profession. This identification is shaped by their teaching duration and experience, which help them transition from beginner teachers to professionals. Social identification defines how they perceive their role and responsibilities in the educational setting.

6. Producing The Report

The researcher presents the findings of the thematic analysis, providing a clear and coherent account of the identified themes and their interpretation in relation to the research questions.

By following these six steps, researchers could effectively analyze and interpret the data, uncovering meaningful themes and generating insights relevant to the research objectives

3.1 Research of Steps

Completing this research involved several methodical steps to ensure a comprehensive understanding of the issues related with English student teachers' professional identity. The steps are as follows:

1. Investigating Issues and Gaining a Thorough Grasp of the Situation: This initial step involved a deep dive into the challenges and dynamics of English students' teacher professional identity to develop a clear understanding of the phenomenon under study.
2. Conducting a Literature Review: A comprehensive review of existing literature was conducted to contextualize the research within the broader academic field and identify gaps that this study aimed to address.
3. Stating the Aims and Study Question: Based on the experiences of the research participant, the aims and research questions were broadly defined to guide the investigation.
4. Collecting Data: Data was gathered from an interview with the selected participant, to capture diverse perspectives and enrich the study's findings.
5. Analyzing the Data Using Thematic Analysis: Text analysis was employed using Braun & Clarke's (2006) Thematic Analysis. This involved identifying, analyzing, and reporting patterns (themes) within the data to interpret the broader significance of the findings.
6. Reporting Research Findings: Once the data was analyzed, the researcher compiled the results into a comprehensive report. This report included highlighting key themes and patterns identified during the analysis.
7. Including Reflexivity, Subjectivity, and Bias Components: The research report incorporated elements of reflexivity, acknowledging the researcher's subjectivity and potential biases. This was achieved using flexible, structured, and evaluative criteria to ensure the rigor and credibility of the research.

3.2 Research Schedule

This study was carried out at one university in Tasikmalaya, West Java, Indonesia. Meanwhile, this research was carried out between August and September of 2024.

Table 3. 6 Times of Research

Month											
Des	Jan	Feb	March	April	Jun	July	August	Sept	Oct	November	

Activities	2023	2024
Research Tentative Writing		
Research Tentative Approval		
Research Proposal Writing		
Research Proposal Examination		
Data Collection		
Data Analysis		
<i>Telaah Komprehensif</i> Examination		
Final Thesis Examination		