

CHAPTER III

RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. This chapter outlines seven parts of the research procedure, namely research method, research focus, setting and participant, data collection technique, data analysis technique, research steps, place and time of research. More details are described below.

A. Method of the Research

In this study, the research design was a qualitative descriptive case study. According to Yin (2018), a case study was an empirical investigation examining a case to answer how and why questions about the phenomenon of interest, especially when the boundaries and contexts were not evident. In this study, the research design used was a qualitative descriptive case study. Besides, Creswell (2018) stated that a case study developed an in-depth analysis of a case, activity or process. Therefore, it was appropriate for this study, which attempted to understand how per-service teachers' emotions influenced their teaching practicum performance during the FKIP EDU teaching practicum program.

B. Focus of the Research

The focus of this research was to investigate and describe the emotions of pre-service teachers could shapes and influences their perceptions, resilience, and adaptability in teaching during their teaching practicum.

C. Setting and Participants

This research was conducted in one of the universities in Tasikmalaya, West Java. The research participants consisted of five sixth-semester students from the English Education Department (EED) who had taken part in FKIP EDU Teaching Practicum in the 2023/2024 academic year. The research participants incorporate five sixth-semester students from the English Education Department (EED) who

taken part in FKIP EDU Teaching Practicum within the 2023/2024 academic year. For the purpose of maintaining the participants' privacy, their names were changed to Participant 1, Participant 2, Participant 3, Participant 4, and Participant 5. Participants were chosen according to certain characteristics that included their emotional sensitivity, which supported to their overall performance as teachers. The researcher used a criteria-based survey to select 5 participants from 60-70 FKIP EDU program students. The selection criteria were developed using established frameworks from Abe and Izard's (1999) "The developmental functions of emotions" and Schutte et al.'s (1998) research on emotional intelligence measurement. Selected participants demonstrated high scores in emotional awareness, resilience, and professional growth motivation, ensuring their suitability for this study. Furthermore, these participants had demonstrated emotions development, whether explicitly expressed or implied, during their teaching practicum experience. Dealing with the issues, intensive explanation on what, why and how this study was examining was shared with the participants. They were taught to complete and sign the consent form, thus agreeing to take part in the collection of the data. Guaranteed of the confidentiality and anonymity in the research, they also were told they could withdraw from the study at any point.

D. Data Collection

A critical source in the case study is interview (Yin, 2018). For this reason, the researcher used interviews to collect data, and interviews were conducted using in-depth interviews. In-depth interviews are a widely utilized qualitative method that allows participants to share their personal experiences in detail while enabling the researcher to test for deeper insights (Rutledge & Hogg, 2020). The main purpose of conducting in-depth interviews is to obtain comprehensive narratives from participants about their emotional experiences amid the teaching practicum. Given the emotional complexity of teaching, the interview method is particularly suited to capturing the subjective nature of participants' responses to real-world classroom challenges. Through open-ended questions, the interviews will allow pre-service teachers to reflect on their emotions such as stress, enthusiasm, and

anxiety, and how these have affected their teaching methods, classroom interactions, and personal interactions with mentor teachers.

Several steps was taken in conducting an interview: preparing, setting it up, interacting correctly during the interview, and finally organizing the data afterward (Heigham & Croker, 2009). When the researcher conducted the interviews, the researcher used Indonesian. Using Indonesian makes communication easier and avoids missed understanding for both the researcher and participants. In the case of Participant 1, Participant 2, Participant 3, Participant 4, and Participant 5, the researcher conducted an interview using the Zoom platform to save time. Therefore, the researcher needed help to meet the participants in real life. The participants' sounds and videos were recorded when the researcher was interviewing Zoom. The interview was also finished after all the researcher's questions were responded to.

E. Data Analysis

Following the interviews, the data was transcribed verbatim and analyzed using thematic analysis (Braun & Clarke, 2008). Braun and Clarke (2008) stated that thematic analysis is a tool for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. It serves to organize, describe, and report themes found within a data set. It is useful and effective due to an essentialist or realist method, which reports experiences, meanings and the reality of participants. Several steps are taken in conducting thematic analysis, namely familiarizing with the data, generating initial code, searching for the theme, reviewing the theme, defining and naming the theme, and producing the report. This involved coding the data to identify recurring themes related to emotional experiences, emotional regulation, and emotional dimensions. The flexibility of thematic analysis complements the in-depth nature of the interview data, allowing for the identification of key emotions patterns that shape pre-service teachers' teaching performance. There are six stages in the process of thematic analysis, which include:

1. Familiarizing the data

During this phase, the researcher became acquainted with the data by carefully reviewing the interview transcripts multiple times.

2. Generating Initial Codes

During this phase, the researcher initiated the organization of the data by assigning symbols or markers that aligned with the objectives of the study. The researcher utilized a coloring technique to distinguish various aspects identified by the participants, which resulted in the creation of initial codes.

Table 1. Generating Initial Codes

Extracts	Initial codes
<i>Anxiety, gugup, cemas, terus banyak hal yang ditakutkan terjadi tapi kita tidak tahu cara mengantisipasinya seperti apa gitu.</i>	Anxiety Impact on Planning
<i>Oke kalau untuk emosi negatif yang tadi mungkin yang rasa gugup itu kalau menurut saya itu merupakan emosi negative kalau untuk emosi positifnya apa ya mungkin mungkin rasa antusias mungkin ya karena aku dah menyapin materi udah bisa gitu jadi akhirnya ngajar orang lain mungkin rasa antusias untuk menjadi guru mungkin kalau emosi positifnya mungkin...</i>	Stress Effect on Material Organization
<i>...takut gitu kalau siswa nggak paham sama penjelasan aku atau malah nggak focus tapi justru karena hal itu aku jadi lebih semangat buat nyiapin materi dan nyari cara biar mereka nggak bosan mungkin gitu.</i>	Planning Adjustments from Emotional Experience

karena harus menghadapi siswa dengan karakter-karakter yang belum disiplin ya jadi kayak kesal ketika menghadapi siswa yang dengan karakter-karakternya sendiri gitu. Ya, namanya juga SMP gitu ya...	Student-Teacher Emotional Dynamic
Kalo itu sih ngaruhnya pas ngajar atau pas ngejelasin itu ada rasa frustrasi karena siswa sulit memahami materi meskipun ada dijelaskan dengan berbagai cara jadi kekitanya juga jadi rasa frustrasi terus dicampur juga sama rasa lelah mungkin akibat jadwal ngajar yang padat atau energi yang terkuras...	Emotional Impact on Class Control

The researcher identified 12 initial codes, each representing different aspects highlighted in the participants' interview transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a comprehensive framework for further analysis and interpretation of the participants' experiences and insights.

Table 2. Calculating initial codes

NO.	Initial Codes	Total
1.	Anxiety Impact on Planning	12
2.	Stress Effect on Material Organization	11
3.	Planning Adjustments from Emotional Experience	8
4.	Emotion-Based Teaching Methods	9
5.	Adaptation of Teaching Approach	8
6.	Frustration Impact on Method	7
7.	Self-Awareness in Teaching	10
8.	Emphaty and Self-Regulation	9
9.	Social Connectivity	10

10.	Emotional Impact on Class Control	9
11.	Student-Teacher Emotional Dynamic	14
12.	Management of Classroom Atmosphere	8

3. Searching for themes

The third phase involves analyzing interconnected codes to form main themes. During this phase, the researcher consolidates relevant codes into cohesive themes that align with the research questions. The process entails selecting data transcripts and identifying something notable or intriguing in the data related to the research questions.

Table 3. Searching for themes

Initial Codes	Potential Themes
Anxiety Impact on Planning	Emotional Influence on Lesson Planning
Stress Effect on Material Organization	
Planning Adjustments from Emotional Experience	
Emotion-Based Teaching Methods	Emotional Encouragement in Teaching Strategy
Adaptation of Teaching Approach	
Frustration Impact on Method	
Emotional Impact on Class Control	Emotions in Classroom Management
Student-Teacher Emotional Dynamic	
Self-Awareness in Teaching	Emotional Intelligence in Teaching Context
Empathy and Self-Regulation	
Social Connectivity	

4. Reviewing themes

The fourth step involves reviewing the themes by assessing how well they correspond to the coded extracts and the overall dataset. During this phase, the researcher revisits the previously identified themes from the previous phase. The researcher carefully evaluates the themes to determine their appropriateness for this study. If any themes are deemed unsuitable, the researcher either rejects them or modifies them until the most suitable and acceptable themes are established.

5. Defining and Naming Themes

The fifth step involves creating appropriate names and definitions for each theme and delving into the data within each theme to identify their underlying core. The researcher analyses and interprets each identified theme as an answer to the research question that was initially posed.

Table 4. *Defining and Naming Themes*

No.	Themes
1	Emotional Influence on Lesson Planning
2	Emotional Encouragement in Teaching Strategy
3	Emotions in Classroom Management
4	Emotional Intelligence in Teaching Context

6. Producing the Report

The final step is to create a written report on the research findings regarding pre-service teachers' emotions during their teaching practicum in *FKIP EDU*. The report typically includes an overview of the research question, a description of the methodology employed, a presentation of the central

themes and their supporting evidence, and an interpretation of the findings. The report aims to provide a clear and coherent account of the research outcomes based on the identified themes.

F. Research Steps

Step	Description
1	The researcher tried to find new things that need to be researched and have benefits for teaching English in the future.
2	The researcher identified and described research phenomenon and issue.
3	The researchers conducted a review of several previous studies related to the selected phenomena, either through books or journal articles to complement the research.
4	The researcher chose and decided the topic to be researched.
5	The researcher began compiling the research proposal, starting with the background of the study, literature review, and research method.
6	The researcher examined a research proposal in front of supervisors and examiners.
7	The researcher collected data from the participants by using in-depth interviews.
8	The researcher transcribed the interview transcription and analyzed the data using thematic analysis.
9	The researcher reported the result of the thesis
10	The researcher examined the thesis in front of the supervisors and examiners.

G. Time and Place of the Research

This research conducted at a universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research conducted in the period from November 2024.

Table 5. Research Timeline

Activities	Month													
	Agt 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Jul 2025	Agt 2025	Sep 2025
Research Proposal Writing														
Research Proposal Examination														
Data Collection														
Data Analysis														