

CHAPTER 3

RESEARCH PROCEDURES

This chapter outlines the methodology used to conduct the study, detailing seven key components of the research procedure: the research method, research focus, setting and participants, data collection technique, data analysis technique, research steps, and research location. More details are provided below.

A. Method of the Research

This study used a qualitative methodology with a narrative inquiry design. Narrative research design focuses on the lived experiences of individuals and how they construct meaning from those experiences (Connelly & Clandinin, 1990). Furthermore, narrative inquiry has been regarded as a powerful research tool, providing insights into various identities that emerge from individuals' social practices (Barkhuizen et al., 2014). As a research approach, narrative inquiry enables an in-depth exploration of personal stories. This study is particularly suitable, as it examines the challenges pre-service teachers face in implementing CLT within a real-world educational setting. This focus is especially relevant given the limited research on pre-service teachers' struggles and adaptations in applying CLT methodologies.

B. Focus of the Research

This research focuses on exploring the challenges and causative factors that led to the unsuccessful implementation of Communicative Language Teaching during my teaching internship as a pre-service teacher.

C. Setting and Participants

This study examined my teaching internship experience conducted at one of the junior high schools in Tasikmalaya, West Java, Indonesia. As a pre-service teacher, I acted as both the teacher and the participant in this research. I reflected on my teaching experiences using narrative frames by Barkhuizen and Wette

(2008), which served as the primary data. At the time of the internship, I was a sixth-semester student majoring in English Education within the FKIP EDU program at my university. I was assigned to teach an eighth-grade class, where I was responsible for planning and delivering English lessons. During this period, I attempted to implement the CLT methodology as part of my approach to language instruction. This study explored the experiences, challenges, and reflections from my teaching and learning process in a real classroom context.

To gain a deeper understanding of my teaching experience, I selected two students with different levels of academic English competence as participants. Their perspectives were gathered through interviews and analyzed to identify how students with varying proficiency levels experienced the CLT-based instruction. Their engagement and reactions to communicative tasks provided valuable insights into my challenges while implementing CLT in a real classroom setting. Through reflection on my interactions with these students, I explored how their abilities, motivation, and learning preferences influenced their participation in CLT learning experiences.

D. Data Collection

This study employed autobiographical narrative data based on my experience as a pre-service teacher attempting to implement CLT. The primary data source was my self-reflection, structured through narrative frames by Barkhuizen and Wette (2008). Narrative frames provide semi-structured written tools designed to support reflective writing by providing sentence starters and organizational scaffolding to articulate teachers' experiences more clearly. There are four designs of narrative frames, one of which is the research methodology narrative frame, which allowed me to focus on reflecting upon the teaching strategies and challenges encountered during the implementation of CLT. Although the reflections refer to events during my teaching internship, the narrative self-reflection was written retrospectively while I was working on this study. This approach was taken because I did not maintain a daily teaching journal during teaching activities.

Research Methodology

1. I remember once in my classroom I had a very difficult time trying to...
2. The main reason for this problem was that...
3. I tried to solve the problem by...
4. It would have been very helpful if...
5. A major constraint, though, might be that...

Barkhuizen and Wette's (2008) Narrative Frames Templates

To support my narrative, I conducted semi-structured interviews with two students, one representing high levels of English academic performance and the other representing low levels. The interview questions were prepared using the CLT principles by Richards and Rodgers (2014), focusing on real-life communication, student-centred learning, cooperative learning, and meaningful interaction. This method enabled an in-depth, guided discussion to elicit students' experiences and perspectives on the implementation of CLT in the classroom. The interviews were conducted face-to-face in the library school area to ensure a comfortable environment. Both interviews were conducted within a day and audio-recorded using a phone recorder. Before the interviews, students received informed consent forms that explained the research objectives, emphasized voluntary participation, and guaranteed confidentiality.

I reviewed my lesson plans for CLT implementation using document analysis to compare my initial expectations with my classroom experiences. Bowen and Glenn (2009) defined document analysis as examining and interpreting data to extract meaning, gain understanding, and develop empirical knowledge. Therefore, integrating these data sources can provide a comprehensive and reflective picture of my journey in implementing CLT as a pre-service teacher.

E. Data Analysis

The data were analyzed using thematic analysis, a flexible method to explore various aspects of the data, which provides a structured yet comprehensive way to integrate and summarize findings (Braun & Clarke, 2019). The thematic

analysis categorizes meanings based on themes and identifies, analyzes, and reports data patterns. According to Braun and Clarke (2006), there are several processes in thematic analysis as follows:

1. Familiarizing the Data

During this phase, I tried to familiarise myself with the data by carefully reading and re-reading it to gain a deep understanding.

2. Generating Initial Codes

In this phase, I organized the data by marking key points aligned with the research objective. I used a colouring technique to highlight various aspects mentioned in self-reflection and interviews, which helped me generate and calculate the initial codes.

Table 1. Generating Initial Codes

Self-Reflection	Initial codes
However, when the time comes, only a few of them prepare for it and the rest do not do it at all and just tell me that they just can't do that.	Lack of students' motivation
They said that they didn't know much the vocabs, so they couldn't make any sentences.	Lack of students' vocabulary knowledge
Turned out, it didn't work for some students because they said group task didn't help.	Students' group work struggles
They said it was hard and nervous.	Students' speaking anxiety
I think they looked hesitate to speak because they feel afraid of making mistakes.	Students' fear of making mistakes
It would have been very helpful if I recognized the students first about their interest and needs.	Less in teaching preparation

<i>A major constraint, though, might be that I was nervous and much overthink in arranging the lesson plan.</i>	Teacher anxiety
also <i>the class is always not conducive</i> and I can't handle it.	Unsupported environment
Besides that, since <i>my teaching practicum time is limited.</i>	Limited time for teaching practice
I wish it was conducted in the first semester, <i>so I can implement CLT several times to see students' progress in learning English.</i>	Lack of teaching experience

Interview	Initial codes
Mungkin cukup kontekstual, <i>namun karena dilakukannya dikelas jadi kurang realistis.</i>	Less realistic CLT practice
Sebenarnya kalo seperti berkeompok itu merasa cukup kesal gitu ya, <i>karena kadang-kadang dapet kelompok yang kurang memberi bantuan. Kurang suka.</i>	Students' group work struggles
<i>Kurang PD maju ke depan.</i>	Lack of students' speaking confidence
<i>Nervous, malu berbicara didepan, public speaking kurang. Udah sih.</i>	Students' speaking anxiety
<i>Takut salah baca atau pengucapannya</i>	Students' fear of making mistakes
Mungkin <i>dari cara penyampaian nya ya, di selipin ada games gitu biar tidak membosankan,</i>	Lack of teaching experience
<i>Karena teman sering bully, karena dibilang sok Inggris.</i>	Unsupported environment

Betul, belum terlalu banyak kosa kata nya.	Lack of students' vocabulary knowledge
--	--

Table 2. Calculating Initial Codes

NO.	Initial Codes	Self-Reflection	Interview
1.	Lack of students' motivation	2	0
2.	Lack of students' vocabulary knowledge	1	2
3.	Lack of students' speaking confidence	0	2
4.	Students' group work struggles	1	6
5.	Students' speaking anxiety	1	3
6.	Students' fear of making mistakes	1	2
7.	Less in teaching preparation	1	0
8.	Teacher anxiety	1	0
9.	Unsupported environment	1	1
10.	Limited time for teaching practice	1	0
11.	Lack of teaching experience	2	3
12.	Less realistic CLT practice	0	1

3. Searching for Themes

I examined and identified the patterns within the initial codes in this phase. These codes were grouped and organized into potential themes that represented the key ideas and insights emerging from the data.

Table 3. Searching for Themes

Initial Codes	Potential Themes
Lack of students' motivation	Student-Related Barriers in CLT Implementation
Lack of students' vocabulary knowledge	
Lack of students' speaking confidence	
Students' group work struggles	
Students' speaking anxiety	
Students' fear of making mistakes	
Unsupported environment	Challenges in Creating a Supportive CLT Environment
Less realistic CLT practice	
Lack of teaching experience	Teacher's Struggles in Implementing CLT
Less in teaching preparation	
Limited time for teaching practice	
Teacher anxiety	

4. Reviewing Themes

In this step, I thoroughly reviewed and evaluated the data for each theme to ensure its relevance. During this process, I excluded initial codes that did not directly align with the research question, particularly those that did not reflect the challenges that caused the failure of CLT implementation. Additionally, I found that the initial set of potential themes appeared too broad and lacked the specificity to represent the difficulties revealed in the data. I refined the themes to better reflect the patterns and issues connected to the focus of the study.

Table 4. Reviewing Themes

Initial Codes	Reviewing Themes
Lack of students' motivation	Students' Challenges in Classroom Engagement and Communication
Lack of students' vocabulary knowledge	
Lack of students' speaking confidence	
Students' group work struggles	
Students' speaking anxiety	
Students' fear of making mistakes	
Unsupported environment	Environmental Barriers to CLT
Lack of teaching experience	Teacher's Unpreparedness
Less in teaching preparation	
Limited time for teaching practice	
Teacher anxiety	

5. Defining and Naming Themes

In this phase, I defined and ensured that the themes accurately represented the underlying patterns in the data. As a result, the finalized themes were categorized as the key findings of the study.

Table 5. Defining and Naming Themes

No.	Themes
1	Students' Challenges in Classroom Engagement and Communication
2	Environmental Barriers to CLT
3	Teacher's Unpreparedness

6. Producing the Report

In the final phase, I reported the findings by integrating the themes in a narrative design. Each theme was supported with excerpts from the data, highlighting the key factors that caused the unsuccessful implementation of CLT.

F. Research Steps

In conducting this research, I followed the steps of the research as follows:

Step	Description
1	Identifying the research problem. I tried to find the phenomenon based on my experience.
2	Reviewing the literature. I examined the previous studies to understand the issue and identified gaps to support my study.
3	Formulating a research question. I defined the research question to focus the direction of the study.
4	Designing a research method. I determined the qualitative methodology using narrative design, as it allowed me to explore my personal teaching experience in depth.
5	Collecting the data. I used my self-reflection using narrative frames for the primary data. To support the data, I conducted a semi-structured interview with two participants and utilized document analysis to review my lesson plan.
6	Analyzing data. I gathered and analyzed the data using Braun and Clarke's thematic analysis technique.
7	Interpreting the findings and making conclusions. After analyzing the data, I interpreted and connected it with the research literature. Then, I summarized the key findings and gave suggestions for subsequent research.
8	Reporting the research. At the end of the research, I presented this research as my thesis.

G. Time and Place of the Research

This research was conducted at one of the junior high schools in Tasikmalaya. It is located at Jl. Babakan Siliwangi No.9, Kahuripan, Kec. Tawang, Tasikmalaya, West Java.

Table 6. Research Timeline

[illegible]