CHAPTER 3
RESEARCH METHODOLOGY

This chapter provides a thorough explanation of the research methodology. It includes research design, research setting and participant, data collection, data analysis, and research schedule.

A. Research Design

This study used a qualitative approach. Nassaji (2020) defined qualitative research as any naturalistic type of research that works with non-numerical data. Instead of striving to explain and control variables, it aims to comprehend and investigate. It is contextual and interpretive, emphasizing processes or patterns of development rather than research products or outcomes. The research method in this study was the case study. It describes a contemporary phenomenon deeply and within its real-life context (Yin, 2018). The techniques in the case study are descriptive, exploratory, and retrospective. Meanwhile, this study used an exploratory technique. This technique was chosen because it is used to study a phenomenon or identify new research questions that can be explored in further research more broadly (Priya, 2021).

B. Research Setting and Participants

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Furthermore, the participants in this study were three student-teachers, all of whom were female and between 20 and 21 years old, having completed their teaching practices. They were students majoring in English Education at the university, currently in their sixth semester, and were also conducting teaching practices as part of a school-based internship. The writer chose them because test results showed that they are introverted individuals. The personality test used was adapted from the Myers-Briggs Type Indicator (MBTI). The MBTI test was conducted on (https://16personalities.com). This personality test was selected because it has great accessibility and provides detailed results.

Additionally, this MBTI test was from Neris Analytics Limited. The test was available in 35 languages, including Indonesian.

Preliminary research was conducted. They said that teaching practice is challenging and makes them feel awkward, especially in the first weeks. They need time to adapt and recognize the students' characters and needs, manage the limited energy, and prepare to teach properly. When they are exhausted from many interactions, they usually have time to rest. The research was conducted in April 2025, during which the participants were selected and data were collected. Furthermore, the research was conducted while the participants were still engaged in teaching practices as part of a school-based internship.

In addition, to fulfilling the ethical rules, the writer provided a detailed explanation of the research aim and the process by which this research will be conducted to the participants. They signed a consent form as an agreement to participate in this study. To ensure their anonymity, pseudonyms were used, and the writer let the participants know that any personal data would not be shared.

C. Data Collection

To collect the data for this research, the researcher used semi-structured interviews. Jamshed (2014) stated that this method involves an in-depth conversation that must be answered by participants through predetermined open-ended questions.

While structured interviews have a limited and formal set of questions, semi-structured interviews are flexible, allowing new questions to be asked during the interview as a consequence of what the interviewee says (Ruslin et al., 2022). Through this method, the researcher will gain data regarding the experiences of introverted student-teachers during teaching practices.

After the participants signed the consent form, the interview was conducted in person for each participant. To conduct a semi-structured interview, the writer created a guideline, which consists of a list of questions. The questions were developed based on Eysencks' theory (1976) regarding aspects of introvert personality, including activity, sociability, carefulness, control, expressiveness,

reflectiveness, and responsibility. Additionally, the aspects of classroom management by Korpershoek et al. (2016) were also used in the development, which consists of teachers' behaviour-focused approach, teacher-student relationship, students' behaviour, and students' social-emotional development. The Zoom Meeting was used as the medium for this study's interviews.

Table 3.1 The Aspects of Introvert Personality by Eysenck (1976) and the Aspects of Classroom Management by Korpershoek et al. (2016)

a.	Introversion	1. **Activity** The way for introverted student-teachers to conduct conducive teaching activities that are suitable for their personality.
		2. **Sociability** The way to communicate with the students.
		3. **Carefulness** The planning strategy to conduct effective teaching activities with fewer mistakes.
		4. **Control** The way to keep calm and focused when teaching.
		5. **Expressiveness** The strategies to deliver the lessons interactively and flexibly.
		6. **Reflectiveness** The impact of reflection on improving teaching skills.
b.	**Classroom Management**	1. **Teacher's behaviour** The impact of personality and language skills on teaching strategies.
		2. **Students' behaviour** Strategies in managing and motivating students' behaviour.
		3. **Teacher-student relationship** The strategy to build communication between student-teachers and the students.
		4. **Students' social-emotional development**

		The strategy to develop students' social awareness as a form of emotional intelligence.

Initially, the researcher explained the objectives of the interview about the research topic. To avoid language barriers and miscommunications, the interview was conducted in the Indonesian language. The interview lasted approximately 20-25 minutes. However, when any further necessary questions arose, the researcher followed up with the participants via messages. The interview consisted of the following stages based on the concept of designing and conducting semi-structured interviews by Adams (2015).

1) Select the respondents and arrange the interviews

The researcher selected participants based on criteria for the interview. After the time and place had been determined, a consent form was given to each participant to be signed as confirmation of the agreement. The researcher also prepared backup plans in case any obstacles arose during the interview process.

2) Draft the questions and interview guidelines

The researcher developed an interview guideline with a list of questions related to the research topic. The indicator for interview questions was adapted from aspects of introvert personality by Eysenck (1976) and aspects of classroom management bt Korpershoek et al. (2016). To prevent miscommunications, in a clear and straightforward manner, making them easy to understand.

3) Start the interview

The interview was conducted online with participants via Zoom Meeting. The interview process was recorded as data that will be analyzed.

4) Polish the interview techniques

With a thorough understanding of the interview questions, the researcher gave a conversational approach during the interview process, with a neutral and comfortable setting for the participants. When there was something unclear, the researcher asked the participants to elaborate, and also gave the expanded questions to gain in-depth data.

5) Analyze and report the semi-structured interviews

After the interview was conducted, the researcher transcribed and translated the data to be analyzed using thematic analysis from Braun and Clarke (2022). The report of the interview used to answer research questions.

D. Data Analysis

The collected data was analyzed using thematic analysis. It is a method to identify, analyze, and interpret the patterns of meaning ('themes') in qualitative data (Braun & Clarke, 2022). This concept was found by Braun and Clarke with the steps as follows:

1) Familiarize the data

During the familiarization phase, the researcher gained a thorough understanding of the dataset's content. In practical terms, this involved reviewing the data several times over (worked with audio data transcripts, listened to the recordings at least once), and taking (short) notes on any analytical thoughts or insights about each data item and the dataset overall.

2) Generate initial codes

The researcher applied brief, analytically significant descriptions (code labels) to segments of data that appeared interesting, relevant, or important for the answer to the research question. With coding designed to capture individual meanings or concepts, the focus was precise and in-depth. The samples of initial codes are shown in the following table.

Table 3.2 Generate Initial Codes of the Data

Indeed, I have introvert personality, less able to spontaneously discuss the material in class. So there must be preparations such as making modules, then making lesson plans, must be done long before the class takes place.	Preparing the modules
For example, when the students are not conducive, I go out first to take a breath, then come back in. I also see how the students are first. Because, for example, if they get angry, I'm afraid their energy will dissipate quickly.	Physical breaks
It's fun, but I can't really initiate a conversation, so when someone asks a question first, the conversation can flow and be more intense.	Difficult to talk spontaneously

The game strategy is the most effective way to make students active in class. So before delivering the material, I usually do warm-up games and reviews. So basically before the material, after the material there must be games, such as world wall or something that is done together in front of the class, using powerpoint.	Using games

The further quoted transcripts with initial codes are shown in the enclosures. However, the initial codes, along with their total frequencies, are listed in the following table.

Table 3.3 List of Initial Codes

No	Initial codes	Total
1.	Preparing the modules	4
2.	Difficult to talk spontaneously	2
3.	Feeling nervous	2
4.	Communicating selectively	2
5.	Physical breaks	4
6.	Analyzing students' needs	4
7.	Using games	7
8.	Motivating students with rewards	2
9.	Giving cautions	4
10.	Reflection activity	3
11.	Teaching language skills through contextual strategies.	3
12.	Facilitating group work for discussions	3
13.	Inadequate oral presentations	2
14.	Encountered challenges in dealing with students' behaviour	

3) Combine the codes into themes

This phase aimed to identify common patterns of meaning across the dataset. The researcher grouped codes that appeared to share a common core idea or concept, and that might provide meaningful 'answers' to the research question.

Table 3.4 Codes and Potential Themes

No.	Initial codes	Potential themes
1.	Feeling nervous	Encountering a Psychological Barrier in Teaching
2.	Physical breaks	Applying a Technique to Manage Emotional Conditions
3.	Difficult to talk spontaneously	Experiences in communications

4.	Communicating selectively	
5.	Facilitating group work for discussions	
6.	Inadequate oral presentations	
7.	Encountered challenges in dealing with students' behaviour	
8.	Analyzing students' needs	
9.	Reflection activity	Experiences in teaching process
10.	Preparing the modules	
11.	Giving cautions	
12.	Using games	
13.	Motivating students with rewards	
14.	Teaching language skills through contextual strategies	

4) Review and develop the themes

This stage aimed to assess the compatibility of the temporal themes with the data and the researcher's overall analysis by reviewing the complete dataset. Development and review involved the certainty that the themes made sense in relation to the existing codes and the overall data.

Table 3.5 Review and Develop the Themes

No	Themes	Sub-themes	Codes
1.	Experiences in psychological aspects	Encountering a Psychological Barrier in Teaching	1. Feeling nervous
		Applying a Technique to Manage Emotional Conditions	1. Physical breaks
2.	Experiences in communication	-	1. Difficult to talk spontaneusly 2. Communicating selectively 3. Facilitating group work for discussions
3.	Experiences in teaching process	-	1. Inadequate oral presentations 2. Reflection activity

	3. Encountering challenges in dealing with students' behaviour
	4. Giving cautions
	5. Analyzing students' needs
	6. Prepare the modules
	7. Using games
	8. Motivating students with rewards
	9. Teaching language skills through contextual strategies

5) Define and name the themes

The primary tasks in this phase involve writing a concise definition for each theme. The researcher also determined a concise and informative name for each theme.

Table 3.6 Themes and Definitions

Themes	Definitions
Experiences in psychological aspects	Psychological experiences of introverted student-teachers in teaching practices, including the psychological barrier and the emotional management strategy.
Experiences in communication	Introverted student-teachers' teaching experience in communicating with students, including difficulty to talk spontaneously, communicating selectively, and facilitating group work for discussions.
Experiences in teaching process	Introverted student-teachers' experiences in teaching process, such as inadequate oral presentations, reflection activity, encountered challenges in dealing with students' behaviour, giving cautions, analyzing students' needs, prepare the modules, using games, motivating students with rewards, and teaching language skills through contextual strategies.

6) Produce the report

In this last step, the researcher crafted a clear analytical narrative and data extracts, to provide the reader with a coherent and convincing explanation of the data set that answered the research question. The final writing also involved the introduction, methods, and conclusion sections of the research report.

E.   Research Schedules

This research was conducted from October 2024 to July 2025, as shown in table 1. It started from research proposal writing until the thesis examination.

Table 3.7 Research Schedules

Description	Oct-Nov 2024	Dec 2024	Apr 2025	May 2025	June 2025	July 2025
Research Proposal writing	■					
Research Proposal Examination		■				
Data Collection			■			
Data Analysis			■			
Report				■		
Thesis Result Seminar						■
Thesis Examination						■

Then, this research was conducted at a university in Tasikmalaya, Indonesia, which provided the experiences of introverted student-teachers in teaching practices, as the researcher has been explained. This schedule is flexible and can be adjusted to developments that occur during the research process.