

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a qualitative research design with a case study approach for an in-depth exploration of the transformation in pre-service teachers' self-efficacy within the specific context of their Teaching Practicum Program experience. According to Yin (2018), descriptive case studies aim to provide a thorough description of a phenomenon in a real-world setting, especially when it is difficult to distinguish between the phenomenon and its surroundings. This approach is intended to provide a deep, holistic understanding of the participants' journeys, meaning the results are context-specific and not generalizable to the broader population of teacher candidates in Indonesia.

3.2 Research Setting and Participant or Research Object

This study involves two 22-year-old student teachers from the seventh semester of the English Education department. These participants were selected using purposive sampling (Creswell, 2017) because they had successfully completed the entire one-semester *FKIP EDU* program and achieve high grade. This completion criterion was essential as it allowed them to reflect holistically on their self-efficacy development from the beginning to the end of the program, including how their beliefs evolved through successes, failures, and feedback over time, rather than providing a mere snapshot from the middle of the experience. and they are willing to help this research by filling out the online questionnaire regarding their self-efficacy during the *FKIP EDU* period. Their teaching practicum *FKIP EDU*, in the 2024/2025 academic year program, was conducted at a junior high school in Tasikmalaya. The participants actively engaged in their teaching practicum at the designated junior high school in Tasikmalaya and were willing to discuss their experiences related to their teaching self-efficacy. These criteria were established to ensure

the participants could provide rich and relevant data to address the research question.

Participants were given a thorough explanation of what, why, and how this research was conducted, including ethical considerations. It was explained that filling out and signing the consent form constituted a formal agreement to participate voluntarily. During the research process, participants were guaranteed anonymity and confidentiality. To maintain confidentiality, participants were assigned pseudonyms, namely P1 and P2. Moreover, the interview schedule was arranged in advance to suit the participants' availability.

3.3 Data Collection

The data collection method for this research was semi-structured interviews (Creswell, 2014). This approach was selected to provide flexibility, which, as Dörnyei (2007) notes, permitted the researcher to guide the dialogue while still allowing participants freedom to elaborate on their personal experiences and perspectives. To facilitate candid expression and mitigate potential misinterpretations, interviews were administered in the participants' native language, Bahasa Indonesia. All sessions were conducted in-person and, with prior participant consent, were audio-recorded to ensure data fidelity for subsequent analysis. This strategy was designed to yield a comprehensive understanding of the self-efficacy among pre-service teachers during their practicum “*FKIP EDU*” at the junior high school in Tasikmalaya.

3.4 Data Analysis

This study employed thematic analysis to analyse qualitative data obtained from semi-structured interviews with two pre-service English teachers who participated in the Teaching Practicum Program “*FKIP EDU*”. Thematic analysis is a method for identifying, analyzing, and interpreting patterns (themes) within qualitative data (Braun & Clarke, 2006). Due to its flexibility, thematic analysis allows the researcher to produce rich and detailed descriptions of the data. The thematic analysis in this study follows six sequential phases as outlined by Braun and Clarke (2006).

1. Familiarizing Data

In this phase, the researcher transcribed the audio-recorded interviews into written form and thoroughly engaged with the data by repeatedly reading the transcripts to obtain a comprehensive understanding. During this stage, the researcher also began making preliminary notes and reflecting on possible meanings and emerging patterns.

2. Generating Initial Codes

At this stage, the researcher systematically identified interesting and relevant features the data and assigned concise codes that captured the essence of each segment. The coding process was flexible and iterative, allowing constant reflection and modification as the researcher's understanding deepened.

Table 1. Sample of Generating Initial Codes

Extracts	Codes
Then, during my first time entering the classroom, it felt like there was a different kind of pressure that made my voice unclear, and after that, the students became noisy on their own. I thought this was 180 degrees different from before.	Challenges in the classroom
I came to realize that sometimes what students need is not a smart teacher, but a teacher who is willing to listen.	Shift in indicators success
I came to realize that instructional success is not defined by my delivery style.	Awareness of limitations

but rather by the students' actual mastery of the content.	
I perceived that my mentor teacher had a calm character.	Observing the mentor teacher's
A student wrote on a piece of paper, "Ma'am, when you explain, your tone is high, as if you are angry".	Written feedback from students
I thought that I was less capable of explaining and was slightly affected emotionally because it was an honest criticism. Therefore, I realized that my speaking tempo was too fast.	Reflective response through feedback
I take a breath and try to be calmer, not directly reactive in responding. I feel more controlled and feel that I am worthy of being a teacher	Emotional regulation: Response control

Table 2. List of Initial Codes and Their Frequency

No.	Initial Codes	Total
1	Awareness of limitations	14
2	Indicators of success	13
3	Reflective response through feedback	7
4	Observing the mentor teacher's	6
5	Shift in indicators of success	5
6	Strengthen of self-beliefs	4
7	Direct feedback from the others	3
8	Feeling the nervousness	3

9	Reframing the nervousness	2
10	Emotional regulation response control	2
11	Physiological condition	2
12	Written feedback from students	1

3. Searching for the themes

The researcher organized the initial codes into potential themes consistent with Bandura's (1977) framework by identifying meaningful patterns across the dataset. This process involved grouping related codes based on their similarities and relevance to the research questions.

Table 3. Initial Codes and Potential Themes

Initial codes	Potential themes
Indicators of success Shift in indicators success Awareness of limits Challenges in the classroom	Navigating teaching experiences
Observing the mentor teacher's	Practice from mentors
Direct feedback from the others Written feedback from students Reflective response through feedback Strengthen of self-beliefs	Processing feedback
Physiological conditions Emotional regulation response control Feeling nervousness Reframing nervousness	Regulating emotional response

4. Reviewing Themes

In this step, the researcher reviewed, refined, and developed the themes by checking whether they accurately reflected both the coded data and the entire dataset. This stage ensured that the themes were coherent, distinct, and meaningfully captured the participants' perspectives.

5. Defining and Naming Themes

Each theme was clearly defined and named to reflect its core essence. The researcher wrote detailed analytic descriptions to explain what each theme revealed about the data and how it contributed to answering the research questions.

Table 4. Themes and Definition

Themes	Definition
Direct experiences of success	This theme refers to self-efficacy gained from hands-on classroom practice, where pre-service teachers navigate challenges in the classroom and develop an awareness of limitation regarding their teaching gaps. This process leads to a shift in indicators of success as they move from focusing on personal performance to student comprehension.
Learning through observation	This theme refers to the process of professional development through the imitation and analysis of a

	mentor teacher. It focuses on how a teacher identifies their own competency gaps by observing a mentor's patience, creativity, and calmness.
Feedback from the others	This theme covers the mechanism of processing evaluative information received from multiple stakeholders, including mentors, university supervisors, and students. It emphasizes the teacher's reflective response to direct and written feedback to improve their teaching practice.
Physiological and managing emotional states	This theme relates to self-awareness regarding bodily reactions and emotional regulation during teaching. It involves the ability to recognize physiological conditions (such as nervousness and adrenaline) and employ response control or reframing techniques to manage these emotional states effectively.

6. Production the Report

In the final phase, the researcher organized the themes into a coherent narrative supported by relevant data extracts to present the study's findings in a clear and systematic manner.

3.5 Research Schedule

The research schedule refers to the timeframe for carrying out the research activities. The schedule outlines the sequence and duration of each research stage, presented in the form of a table to provide a clear overview of the implementation process.

Table 5. Research Schedule

Description	Nov /2025	Dec /2025	Jan /2026	Feb /2026	March /2026	April /2026	May /2026	June /2026
Research Proposal writing								
Research Proposal examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								