

CHAPTER 3

RESEARCH METHODOLOGY

This chapter outlines the research methodology used to explore how student teachers implement the ICARE model in the EFL speaking classroom, alongside the pedagogical benefits and challenges they perceive. A qualitative research design was chosen to provide a comprehensive understanding of this pedagogical phenomenon during a teaching practicum at a junior high school. Data were collected through a triangulated approach involving semi-structured interviews and classroom observations. Furthermore, thematic analysis was employed to systematically identify, evaluate, and categorize key patterns in the data, offering a detailed and rigorous examination of the novice teachers' instructional experiences.

A. Research Design

This study employed a case study design. This design was particularly suitable for this study because it enabled a thorough investigation of a particular phenomenon, specifically the implementation of the ICARE model. Moreover, it allowed the researcher to obtain a comprehensive, in-depth understanding of the process within its real-life context. As Heigham and Croker (2009) note, a case study creates an in-depth description and analysis of a bounded system in this case, the implementation process by a small group of student teachers.

The "case" in this research was defined as the collective experience of three English student teachers who implemented the ICARE model at a particular junior high school in Tasikmalaya. By focusing intensively on this case, the design facilitated a rich and detailed exploration of the implementation process and the benefits and challenges experienced by the participants.

B. Research Setting and Participants

This study was conducted in the context of the university's school-based Teaching Practicum Program. This program is a mandatory teaching practice program designed for student teachers from the Department of English Education

to apply their pedagogical and content knowledge in a real classroom setting. During this program, the student teachers were placed in junior high schools and were responsible for planning and delivering English lessons under the supervision of mentor teachers.

A key characteristic of this study's context was a specific partner school in Tasikmalaya where the participants completed their teaching practicum. The school's curriculum leaders mandated the use of the ICARE model, and this mandate was specifically applied to English lessons. To illustrate, this mandate meant that every lesson plan, for example in Grade 8 for the speaking topic "Asking and Giving Opinion", had to systematically show these five stages. The lesson plan had to begin with an Introduction (e.g., triggering student opinions), Connect (introducing key phrases), Apply (a group discussion or role-play), Reflect (feedback), and Extend (an assignment). This mandated context provided a meaningful foundation for this study to explore what student teachers actually did when implementing the ICARE model in their teaching practices.

The participants of this study were three student teachers who were selected through a purposive sampling technique. This small number of participants was intentionally chosen to ensure the depth and richness of the data, which is a fundamental characteristic of a qualitative case study. To ensure their eligibility, the participants were selected based on the following specific inclusion criteria:

1. Academic Status: Final-year students who had successfully completed the Teaching Practicum course.
2. Institutional Mandate: Placed at a partner junior high school that required the implementation of the ICARE model.
3. Subject Specialization (Speaking Focus): Participants who specifically taught speaking materials during their practicum. This eligibility was verified through their teaching video, ensuring they executed the ICARE stages in a speaking context.
4. Consent: Willingness to participate voluntarily in the study, recorded during the sessions, and share their teaching videos for analysis.

To maintain confidentiality, pseudonyms (P1, P2, and P3) were used in this study to refer to the participants. All three participants were female undergraduate students aged between 22 and 23 years old from the English Education Department. During their teaching practicum program, they were assigned to teach English speaking skills to 7th and 8th-grade students at a partner Junior High School. These participants were chosen because their shared, in-depth experience made them the most qualified individuals to provide rich data for this research.

C. Data Collection

The data in this study were collected primarily through semi-structured interviews supplemented with classroom observations to establish comprehensive data triangulation.

First, semi-structured interviews were employed as the primary data collection method to obtain a comprehensive and in-depth understanding of the student teachers' experiences and cognitive reflections regarding the implementation, benefits, and challenges of the ICARE model. The main research instrument was an interview guide developed based on the five stages of the ICARE model Hoffman and Ritchie (1998) and the key themes of benefits and challenges (Saputri et al., 2022; Yulhendri et al., 2020). The semi-structured format provided essential flexibility, allowing the researcher to follow up on interesting points raised by the participants while still ensuring all key topics were covered.

The interviews themselves were conducted face-to-face or via Zoom for 20 to 40 minutes, audio-recorded, and transcribed verbatim. Since the interviews were originally conducted in Indonesian to ensure the participants could express their experiences naturally, the transcripts were subsequently translated into English. This translation process was initially assisted by a translation app, followed by rigorous proofreading and manual verification by the researcher to ensure context-specific linguistic accuracy. To establish data trustworthiness and avoid any misinterpretation, the final English translations were shared back with the participants for confirmation and member checking.

Second, to investigate how the participants practically executed the ICARE model

in their teaching speaking practices and to validate the accounts shared during the interviews, the researcher conducted classroom observations as a secondary instrument. By capturing real-time pedagogical actions, the observation field notes served as a vital tool for data triangulation, verifying whether the participants' actual teaching behaviours aligned with their interview statements. By combining primary interviews and supplementary classroom observations, the study established a balanced and rigorous data triangulation, thereby enhancing the overall validity and reliability of the qualitative findings.

D. Data Analysis

To analyse the qualitative data obtained from both the primary interviews and supporting classroom observations, this study will employ thematic analysis. This method is appropriate for qualitative inquiry as it allows researchers to systematically identify, analyse, and present recurring patterns or "themes" across the dataset (Braun and Clarke, 2022). The analysis will be conducted through the following steps:

1. Familiarizing with the data

In this initial phase, the researcher immersed herself in the data to build familiarity. The process began by transcribing the audio recordings of the primary interviews and compiling the supplementary classroom observation field notes. Following this, the transcripts and observation narratives were read repeated to achieve a comprehensive understanding of the participants' statements and actual instructional practices concerning the ICARE model's implementation, alongside its perceived benefits and challenges. During these repeated readings, the researcher active took notes on preliminary ideas, potential patterns, and significant highlights found in the combined data.

2. Generating Initial Codes

During this second stage, initial codes were produced to label specific, relevant segments of the interview data and observation datasets. To facilitate the organization process, a color-coding technique was applied, where distinct colours were assigned to highlight different codes within the text. This visual strategy

effectively assists the researcher in grouping and managing data extracts that share the same code. An illustration of this initial coding process is provided in Table 1 below.

Table 1. *Generating Initial Code*

Interview Utterances	Observation Notes	Initial Code
The first thing is definitely greetings, checking attendance, and physical readiness.	The teacher enters the room with a warm expression, greets the class enthusiastically, leads the opening prayer, and systematically checks the attendance list to ensure readiness.	Motivating students
Then discussing class rules, followed by recalling previous materials.	The teacher activates prior knowledge by conducting an oral review session regarding the previous meeting's topic (e.g., Recount Text).	Activating prior knowledge
Usually, the students read the learning goals on the PPT first so they understand our objectives for today, then I explain it again as the teacher.	The teacher displays the instructional goals on the PPT slides and nominates a student volunteer to read the objectives aloud to the class.	Stating objectives
I ask trigger questions as brainstorming to	The teacher delivers contextual trigger prompts (e.g., asking about being lost	Linking new info to prior knowledge

connect with their previous knowledge. For example, 'Have you ever been lost in a new place?' before introducing the new material.	or visiting unfamiliar places) and provides immediate translation scaffolding when students hesitate.	
My way of presenting the material is by giving a listening test. I provide a text and read it, they are required to write down all the adverbs of manner.	The teacher projects core communicative expressions on the slides, plays dialogue videos, and uses targeted focus checks to verify student comprehension.	Presenting new speaking materials
They work in pairs, having conversations about the material. Usually, I give them an example or an audio first so they know the context.	The teacher structures collaborative pair-work or group-work tasks, distributing visual aids (maps) or jumbled dialogue strips as structural scaffolds.	Designing speaking practice activities
If any of them are ready, I invite them to come forward. I think that is a quick strategy so that all activities in the class can align with the lesson plan.	Student pairs and groups take turns presenting their constructed dialogues at the front of the class, ensuring active oral participation.	Giving students a chance to actively use the new language,
The feedback itself is	The teacher moves	Immediate pair

more spontaneous, so I give it immediately after each pair comes forward to practice.	I around the classroom during tasks to provide immediate guidance and monitors individual spoken delivery during live performances.	feedback
At the end, I also give general feedback and appreciation to the class, for example, if there are many mispronunciations.	The teacher delivers a comprehensive feedback session to the entire class at the end of the lesson, highlighting common structural errors and pronunciation issues.	General Formative Feedback
I ask the students to conclude or summarize what they have learned from today's lesson.	The teacher prompts reflection by asking review questions regarding the core vocabulary or instructing students to write down their learning takeaways on a sheet of paper.	Prompting student reflection
There is no extra homework, but I provide speaking assessments, both group and individual assessments in class.	The teacher records student grades directly during live performances and manages presentation turns to fulfill mandatory in-class speaking assessments.	Assessing student speaking achievement
I give them appreciation like saying 'good job', ask if there	The teacher concludes the session with positive reinforcement, opens a Q&A	Concluding the lesson and ensuring learning sustainability

are any questions, and say goodbye. Then, I inform them about what topics or materials we are going to learn for next week.	slot, previews upcoming lesson topics to maintain interest, and closes with a prayer.	
It was really helpful, that's what I felt most of all, because each step was so clearly structured, from the introduction all the way through to the reflection phase	The observer notes that the lesson maintains a logical, step-by-step structural progression from the opening routine to the final evaluation stage.	Structured lesson planning
It is actually easier because ICARE is well-structured, so I know exactly what activities to do at each stage, from introduction to extend.	The systematic template allows the teacher to focus on active student observation and immediate troubleshooting rather than struggling with lesson delivery.	Pedagogical ease
Because the ICARE model is more student-centered rather than teacher-centered, it is much better for the students, especially since speaking needs to be practiced actively.	The classroom dynamic shifts from teacher lecturing to active student execution, maximizing group production time and collective choral readings.	Student-centered learning

The time is limited, and we have to manage the time well because there are many students and all of them must practice speaking.	Due to restricted school hours, the teacher has to carry over remaining group speaking presentations into the subsequent meeting.	Instructional Time Constraints
The most difficult stage is probably the application. Because this is a speaking class, and when all students speak at once, it gets quite crowded in the classroom.	The classroom atmosphere turns rowdy during high-activity transition periods, requiring the teacher to use explicit verbal prompts to restore order.	Classroom Management Issue
I had never learned ICARE before, it was not introduced in the methodology class at campus. So, it was a challenge because I had to adapt and learn it by doing.	The teacher relies heavily on slide prompts and structured mechanical boundaries (explicitly displaying and verifying class rules) to manage the unfamiliar model.	Mandatory adaptation

The triangulated data uncovered several aspects of information regarding student teachers towards the implementation of the ICARE model in the EFL speaking classroom. In total, the researcher identified 20 initial codes representing each

aspect, which are listed below, along with their frequencies.

Table 2. List of Initial Codes and Their Frequency

No.	Initial Code	Frequency
1.	Motivating students	3
2.	Activating prior knowledge	3
3.	Stating objectives	3
4.	Linking new info to prior knoeledge	2
5.	Presenting new speaking materials	3
6.	Designing speaking practice activities,	3
7.	Giving students a chance to actively use the new language	3
8.	Immediate pair feedback	1
9.	General Formative Feedback	3
10.	Prompting student reflection	3
11.	Concluding the lesson and ensuring learning sustainability	3
12.	Assessing student speaking achievement	3
13.	Structured lesson planning	2
14.	Pedagogical ease	3
15.	Student-centered learning	2

16.	Instructional Time Constraints	3
17.	Classroom Management Issue	3
18.	Mandatory adaptation	3

3. Searching for Themes

The next step is searching for themes. The goal here is to identify patterns within the data. During this stage, the researcher analyzed the previously generated codes and grouped them into broader potential themes based on their similarities and relevance to the research questions.

Table 3. Searching for Themes

Initial Codes	Potential Theme
Motivating students	Introduction
Activating prior knowledge	
Stating objectives	
Linking new info to prior knowledge	Connect
Presenting new speaking materials	
Designing speaking practice activities,	Apply
Giving students a chance to actively use the new language	
Immediate pair feedback	Reflect
General Formative Feedback	
Prompting student reflection	
Concluding the lesson and ensuring	

learning sustainability	Extend
Assessing student speaking achievement	
Structured lesson planning	The Perceived Benefits of the ICARE Model
Pedagogical ease	
Student-centered learning	
Instructional Time Constraints	The Perceived Challenges of Implementing ICARE
Classroom Management Issue	
Mandatory adaptation	

4. Reviewing Themes

The next step was reviewing the potential themes. The researcher ensured that they accurately reflected the data and did not overlap with other themes. Some adjustments were made, including combining the potential themes into two major themes that perfectly align with the research questions, until a coherent thematic map was achieved.

Table 4. Defining and Naming Themes

Theme	Sub-theme
The implementation of the ICARE model in the EFL speaking classroom	Introduction Phase
	Connect Phase
	Apply Phase
	Reflect Phase
	Extend Phase
The perceived benefits and challenges	The Perceived Benefits of the ICARE

of the ICARE model	Model
The Perceived Challenges of Implementing ICARE	

5. Defining and Naming Themes

The final themes will be properly defined and given names, which will make it easy to understand the results.

Table 5. *Defining and Naming Themes*

Theme	Sub-theme	Description
The implementation of the ICARE model in the EFL speaking classroom	Introduction Phase	Student teachers prepare the classroom environment by motivating students, enlivening background knowledge, and conveying clear learning objectives.
	Connect Phase	Student teachers introduce new speaking topics and vocabulary by linking them to the students' existing experiences or using visual analogies.
	Apply Phase	Student teachers transition from theory to practice by designing collaborative tasks that give students direct opportunities to perform and speak.
	Reflect Phase	Student teachers provide a pedagogical closure by evaluating the students'

		performances, giving feedback, and prompting self-reflection.
	Extend Phase	Student teachers finalize the cycle by ensuring learning sustainability for the next meeting and completing mandatory in-class speaking assessments.
The perceived benefits and challenges of the ICARE model	The perceived benefits of the ICARE model	Student teachers experience significant advantages, such as easier lesson planning, reduced pedagogical anxiety, and a highly student-centered learning environment.
	The perceived challenges of the ICARE model	Student teachers face external and practical obstacles, including school-mandated adaptation, limited instructional time, and classroom management issues in a crowded setting.

6. Producing The Report

In the concluding phase, the researcher finalized the analytical report by selecting representative statements from the participants that highlight the core of each theme. The integration of these qualitative findings with the research questions and prior theoretical studies is comprehensively detailed in the results and discussion chapter.

This study will primarily employ a deductive (or "theory-driven") approach to

the analysis (Braun & Clarke, 2022). This approach is necessary because the research is guided by a pre-existing theoretical model, namely the ICARE model Hoffman and Ritchie (1998), and specific research questions. Therefore, the analysis will not begin from a blank slate; rather, the researcher will code the data by looking for specific text segments that align with pre-determined themes. These themes are derived directly from the research questions: the implementation process of the five ICARE stages (Introduction, Connect, Apply, Reflect, Extend), the perceived benefits, and the perceived challenges.

E. Research Schedule

The following table outlines the research schedule, detailing the time span for each stage of the study:

Table 6. *Research Schedule*

Description	Sep 2025	Oct 2025	Nov 2025	Feb 2026	Mar 2026	May 2026	June 2026
Research Proposal Writing	✓	✓					
Research Proposal Examination			✓				
Data Collection				✓			
Data Analysis				✓	✓		
Report Writing						✓	
Thesis Result Seminar						✓	
Thesis Examination							✓