

CHAPTER 3

RESEARCH PROCEDURE

3.1 Research Method

The method used in this study was narrative inquiry. It is defined as the study of the ways humans experience the world (Clandinin & Connelly, 1990). This method allows the researcher to understand better the human phenomena and existence through the stories (Clandinin and Connelly, 1990; Kim, 2016). This method was chosen because the researcher would investigate participant's experience of the role of reflective practice which could contribute to his professional development from his reflective journal.

3.2 Setting and Participant

As a final year student of bachelor of education in Indonesia, Ucup (*pseudonym*) had a chance to experience ITP program in Thailand for about 5 months. He had no teaching experience before. He taught English in the second grade of junior high school in one of the Islamic boarding schools in Krabi, Thailand. In ITP program, he was not only required to teach English in classroom activity but also demanded to create activities to help student learning (i.e. English club and English camp) and be involved in every school agenda. Every PST in this program required to have good socialization with the society since this ITP program was a mix of teaching practicum program and community service program.

In the end, Ucup was chosen to be the participant of this study because his good involvement with the society and his consistency to commit the reflective practice during his ITP experience in Thailand.

3.3 Data Collection

The data were collected through semi-structured interview and also the reflective journals for the additional data. Semi-structure interview was chosen because it allowed the researcher to follow up the response of the participant to expand the important data and make the questions more flexible (Merriam, 2009). It eased the researcher to discover any information that relates to the topic of this study. The researcher involved the interview topic about his experience in conducting reflective practice and his experience as an international teacher in Krabi, Thailand. The interview was taken twice and recorded by phone. The total length of interview was approximately 2 hours. The additional data was taken from the reflective journal that the participant did during the ITP program. The framework used in this data was adjusted to Smyth's model of reflection (1993). It depicts 4 fundamental questions such as describing, informing, confronting and reconstructing. This framework allows the teacher to reflect in, for and on action so that the data does not sound superficial.

3.4 Data Analysis

The data was analysed qualitatively using narrative analysis and the themes were adjusted with Goodwin's theory (2010). Narrative analysis is used to generate personal story and it was best chosen for this study since it

would reveal the pre-service teacher's personal experiences of professional development during ITP program. The analysis of present study involved 5 key points in seeing how pre-service teacher obtained his professional development during conducting reflective practice in his teaching practicum experience; a) personal knowledge, b) contextual knowledge, c) pedagogical knowledge, d) sociological knowledge and e) social knowledge. After highlighting the story which included to those 5 aspects then the researcher used Labov's model (1973) of narrative analysis as a template to analyse the data. It has 6 stages as follows;

- 1) Abstract (a summary of the story and its point), the researcher will transcribe the data from the audio recording and plot the important points of the data.
- 2) Orientation providing (a context such as place, time, and character to orient the reader), the researcher will mark the following points such as place, time and character to adjust the story data with the reader.
- 3) Complicating action (Plot or an event that causes a problem as in 'And then what happened?'), the researcher will frame the issue appeared in the story.
- 4) Evaluation (evaluative comments on events, justification of its telling, or the meaning that the teller gives to an event), the researcher will mark the evaluative action done by the narrator toward the issue happened.

- 5) Result of Resolution (resolution of the story and the conflict), the researcher will frame the result of the resolution of the issue from the story.
- 6) Coda (bringing the narrator or the listener back to present), the researcher will roll out the present situation as the comparison to past and present event.

Although it had 6 points of analysis stage, each topic which were driven from Goodwin's theory (2010) would be analyse using the core analyse from orientation providing until the result of resolution. The first stage had completed since it related to interview transcription and in the last stage, it contained the summary of how it could affect present / future decision. The table below was an example of how to conduct narrative analysis based on Goodwin's theory.

Table 3.1. *Narrative analysis*

PEDAGOGICAL KNOWLEDGE
<p>Orientation Providing</p> <p>When Ucup went to the first week of his teaching activity, he was surprised by the educational setting in that school which placing students with similar instructional levels in one class. It created a really homogeneous classroom and he was not familiar with that since in Indonesia, most of the schools placed students with diverse instructional levels in one class.</p>
<p>Complicating Problem</p> <p>This homogeneous classroom setting was challenging for him since there was a big different levels between one classes to another. One day he tried to put the visualization materials in the classroom in order to help the students understand better. It did work really well. But, when he brought that method to other classroom, the students mostly didn't pay attention and they looked bored with that activity. He realized that there was a big difference in the students' ability or background. He</p>

understood well that even each students had different characteristics but placing them in such groups made him to think that it was impossible to treat every class similarly. Ucup kept figuring out what suited best for each classes that he taught and what he did was reflecting from what he had done day after day.

Evaluation

In order to cope with such issue, Ucup had to explore more instructional methods and different kinds of activities which suited best for each class. He was required to be more creative in designing classroom activities so that the students could get the material based on their ability. He explored more the methods and strategies from using video, games, role play and many more in order to make the learning activity much more enjoyable.

Resolution

He stuck to his value of learning by process. He knew that sometimes what he had done in the classroom didn't work out but he always figured them out until he found what was best suited for the class. One of the medium for him to figure them out by conducting reflective practice. If he knew some strategies or methods worked best in a classroom, then he would stick to it and added some modification. However, if he knew that students' response to his strategy of teaching in the classroom was boring, then he would find out more how to work along with those students and approach them in a really good way.

3.5 Research Schedule

Table 3.2. *Research Schedule*

No	Steps	Dec 2019	Dec- Jan 2020	Jan 2020	Feb 2020	Mar- July 2020	Aug 2020
1.	Research Topic Approval						
2.	Writing Proper Research Proposal						
3.	Proposal Approval						
4.	Seminar Proposal Examination						
5.	Conducting Research						
6.	Analyzing Data						
7.	Analyzing Data						
8.	Writing Research Report						
9.	Final Thesis Examination						