CHAPTER III

RESEARCH PROCEDURE

In this chapter, the researcher explains the procedures of this research. It covers explanation about the research method, setting and participant, data collection, data analysis and research schedule.

A. Research Method

The research method used in the present study was descriptive case study. It is asserted that this type of case study is used to describe a phenomenon and the real-life context in which it occurred (Yin, 2003, as cited in Baxter & Jack, 2008). Thus, the method was appropriate for the research and could support the researcher to investigate the phenomenon of a student-teacher who used reflective journals to find out solution to overcome the challenge in managing students during his teaching practicum.

B. Setting and Participant

This research was conducted in one of universities in Indonesia. It was chosen as the research setting since the phenomenon found was from a student-teacher in the university. He was one of the fastest graduate students from English Education Department. Additionally, he had experience of joining teaching practicum program and willingly shared it for the research purpose. He made reflective journals to express his experiences during the program. He was also good at organizing his duty as the student-teacher including writing his research proposal, having supervision with his supervisors about the

proposal and doing his job in English course. Hence, due to his capability and feasibility, he became suitable participant of the research.

C. Data Collection

Data of the research were obtained from participant's reflective journals that used DICR template which were written based on the participant's experience during his teaching practicum program since the beginning until the end of the program. It was chosen as the data collection because it could reveal all the participant's experiences during the teaching practicum program, particularly about teaching practicum challenges and its solutions. In addition, the researcher used semi-structured interviews conducted once to find confirmation related to the data in the reflective journals. The researcher was interview using semi-structure interview to follow up several statement from reflective journals which is not clear. Hence, the data interrelated to the research question could be richer and help the researcher obtain necessary information for the research.

D. Data Analysis

Data of the research were qualitatively analyzed by using thematic analysis technique. It was explained that "thematic analysis is a method for identifying, analyzing and reporting patterns (theme) within data. Additionally, it minimally organized and describes your data set in (rich) detail (Braun & Clarke, 2006).To have expected results of the analysis, the researcher followed the following steps:

1. Familiarizing with the data

   The researcher read and "re-read" and tried to comprehend all of the data that resarcher got from the reflective jounals and interviews to familiarizing with the data.

2. Generating initial codes

   The researcher made some several codes which represent the information within the data. It was done by writing notes on the text analyzed and using highliters or colored pens which related to the aims of the research.

Table 3.1 *Coding the data*

A. Describing

Write what you felt when you began your taeching or what you learnt from the previous teaching.

It's time for me to reflect to what I just have in my first teaching performance. Actually what I performed was based on my reflection towards my mentors comment that I should treat students more with activity rather than lecturing. It gave me insight that the first thing to do is getting students' attention rather than just directly introducing the material. So I ended up with making rules and classroom agreement in order to get easier in controlling the class. I also bring media to follow step by step of K13 learning. At the end the activity was success.

3. Searching for themes

   The researcher grouped the same informations to make it easy in determining the theme.

Table 3.2 *Searching for themes*

Themes		
Theme A	**Theme B**	**Theme C**
Making Rules and Classroom Agreement	Giving Motivation	Slowing down the teaching process
Implementing Teaching Media	Implementing Teaching Media	Developing Lesson Plans
Using Games in Teaching Process	Adapting the students' learning style and characteristics	

4. Reviewing themes

In order to make sure that the themes were appropriate, the researcher reviewed it. It was done by reanalyzing the codes within the thematic table to find out which codes were not correctly sorted. Hence, the themes of the research could be decided.

Table 3.3 *Reviewing themes*

Reviewed Themes	
Controlling Students' Behaviors in Learning	**Encouraging Students' Attention in Learning**
Making Rules and Classroom Agreement Implementing Teaching Media Adapting the students' learning style and characteristics	Using Games in Teaching Process Giving Motivation Implementing Teaching Media

5. Defining and naming theme

Deciding the themes, the researcher named and defined them. The names given were required to be representative for the codes within it. In addition, the names were defined as clear as possible in order to give understanding about the themes.

Table 3.4 *Defined and named themes*

Defined and Named Themes	
Controlling Students' Behaviors in Learning	**Encouraging Students' Attention in Learning**
It refers to the strategies used by the participant to control students' unnecessary behaviors during teaching and learning process including making rules and classroom agreement, implementing teaching media, and adapting the students' learning style and characteristics	It refers to the participant's ways in getting students' attention in learning process by using games, giving motivation, and implementing teaching media

6. Producing the report

The researcher reported the analysis results of the research. The report consists of statements of the research findings, some data display as the evidences of the findings, and some theories supporting the findings.

A. Research Schedule

Table 3.5 Research Schedule

No.	Activities	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	July. 2019	Sep. 2019	Dec. 2019	Jan. 2020
1.	Submission of Research Topic	■							
2.	Research Topic Approval		■						
3.	Proposal Supervision		■						
4.	Proposal Approval			■					
5.	Proposal Seminar Examination				■				
6.	Chapter1,2,3					■			
7.	Conducting the Research						■		
8.	Chapter 4 & 5						■	■	
9.	Final thesis examination								■