

## **CHAPTER III**

### **RESEARCH PROCEDURE**

This chapter I presented description of the research method in this research. It presented the research design, setting and participants, data collection, data analysis, and research schedule.

#### **A. Research Design**

The research design I used in this study is a narrative inquiry, because the study is taken based on the experience of me as pre-service teacher made in a diary. Narrative inquiry in applied linguistics works with a range of narrative texts, its coherence as a field of inquiry lies less in its concern with particular text-types and more in its focus (Benson, 2014). Fontana and Frey (2008) explained that narratives are vehicles that can bring the words and stories of the participants alive, which makes narrative inquiry suitable for this study. So, I tend to choose narrative inquiry. I as the researcher want to prove how students' feedback contributes the pre-service teacher's ability in the teaching process in the classroom.

#### **B. Setting and Participants**

The study is conducted in one of Vocational High Schools in Indonesia. In this research, I took part as both researcher and participant. To meet the data needs, I added the students as the participants. I and the students have good learning backgrounds and follow the learning process well. The students who were of the same age as 17 years in different sexes

participated in this study. I, who was 21 years old, had problems in my ability to teach in class due to lack of experience and wanted to improve my ability to teach. Data came from diary made by me as a result of students' feedback that were used as supporters to improve my ability to teach.

In conducting research, these steps were applied as follows: First, I asked students voluntarily to decide participants who were needed. I asked their willingness to become participants in this study with casual conversation. Furthermore, with their agreement, I asked them to give me feedback each time after learning.

### **C. Data Collection**

I used the students' feedback as instructional method which is an important way to fix my weaknesses and improve teaching performance (Okumus & Yurdakal, 2016). Feedback was obtained from six volunteer students divided into two classes. Feedback was done after each learning session during the teaching practicum, which is seven meetings, so that forty-two students' feedback is obtained. Then, I wrote my diary as my experience during learning compare with the students' feedback. There are fourteen diaries that were made after each teaching while doing teaching practicum. This document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic material. Like other analytical methods in qualitative research, Corbin & Strauss (2008) stated that document analysis

requires that data be examined and interpreted to obtain meaning, gain understanding, and develop empirical knowledge, as cited by Bowen (2009).

#### **D. Data Analysis**

I analyzed the data by using narrative analysis, it is used to develop an in-depth perspective of participants' experiences in relation to certain phenomena (Reismann, 2002). Historically, narrative analysis has been used as a powerful tool for influencing change for underrepresented populations. Therefore, narrative analysis was conducted to focus on the stories of me, as a focus of exploration in this study. Hence, it is important to get an in-depth understanding of individual events that occur in the lives of me to understand my life as a whole. Ozyildirim (2006) claimed that there are six phases narrative analysis that explore language learning and teaching experiences (as cited by Akinsanya & Bach, 2014):

1. Abstract : I summarized the whole diary from the data.
2. Orientation : In orientation, I had provided information about the time, place, character, and place contained in the diary, because the reader must know the characters that are there.
3. Complication : I informed what was happening, in this section the researcher details the contents of the

narrative, which is what actually happened in the diary.

4. Resolution : In this stage I have told how the problem is solved in the diary.
5. Evaluation : In the evaluation I explained why the story is worth telling. I used the evaluation phase to communicate how I feel during the narrative, so that this phase becomes quite interesting.
6. Coda : This stage is at the end of the narrative and shows that the story is over. I gave a short summary like what lesson have been taken in the diary and how it can affect me as pre-service teachers.

### E. Research Schedule

The schedule for conducting this research is:

Activities	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	Jun. 2019	Jul. 2019	Aug. 2019
1. Submission of Research Topic	■										
2. Research Topic Approval	■										
3. Chapter 1		■									
4. Chapter 2		■	■								
5. Chapter 3			■								
6. Proposal Approval			■								
7. Seminar Proposal Examination				■							
8. Conducting The Research				■	■	■	■	■			
9. Chapter 4									■	■	
10. Chapter 5										■	
11. Final Thesis Examination											■

*Table 3.1 Research Schedule*