

CHAPTER 3

RESEARCH METHODOLOGY

This chapter highlights the procedures during conducting this research which compiles: Research design; settings and participants; data collection; data analysis; and research schedule.

3.1 Research Design

The study was conducted qualitatively by employing the method of narrative case study. Case study is used for in-depth study of various social experiences, to understand stages or phases in process, and to investigate an event within its environment (Gilgun in Thyer, 2001). In this study, I used the narrative stories (students' journals) from two participants to describe their emotional geographies towards learning English with a pre-service teacher.

3.2 Setting and Participant

The study was conducted during a teaching practicum program in one of Junior High Schools in Tasikmalaya, Wes Java, Indonesia. Teaching practicum was my latest program as a student-teacher in the faculty of education and teacher's training. During teaching practicum, I was required to teach students in real classroom situations for fourteen meetings over a three months period. Therefore, I asked the students to write students' journals once every two weeks to express their emotion/feeling and express their understanding during the learning process. Two students participated in this study. They were the students from one of the secondary schools in

Tasikmalaya, west Java, Indonesia which was later labeled under the pseudonyms of Maya and Rara. The participants were the first grader students aged between 12 - 13 years old. It was chosen based on three considerations: All the participants have experiences in learning English with a pre-service teacher, present their emotions in their journal, and are willing to be the participants in this study.

3.3 Data Collection

The data were gathered using students' journals and semi-structured interviews. Students' journals were used as primary data to find out the students' emotional geography represented towards learning English with a pre-service teacher. The students were asked to write a journal once in two weeks on a piece of paper at the end of English class without any templates or rules provided by the pre-service teacher. The students were allowed to write their journal freely based on their emotion, feeling, and understanding during the meeting class. Therefore, each participant wrote a total of four students' journals over the practicum period. The secondary data were used to get more related information and confirmed what has been written on the students' journals.

In addition, to avoid misunderstanding, the semi-structured interview had been done using L1. The question was arranged based on the emotional geography's framework (Hargreaves, 2001) ; a) physical geography, b) moral geography, c) sociocultural geography, d) political geography and e) professional geography. The current questions covers;

- 1) How do you feel when you learn English with a pre-service teacher?
(sociocultural, physical, moral)
- 2) In your opinion, how should the teacher be? What do you think about me?
(professional, political)
- 3) Is there any difference when learning English with a pre-service teacher at school and studying at home alone?
(physical, moral)
- 4) Do you have any difficulties communicating with me about study?
(sociocultural, physical)

3.4 Data Analysis

The gathered data were then analyzed and transcribed by using narrative analysis that aims to develop understanding of the meaning that participants gave regarding their experiences (Kim, 2016). The analysis of this research involved five patterns of emotional geographies; a) Moral Geography, b) Physical Geography, c) Sociocultural Geography, d) Professional Geography and e) Political Geography (see Hargreaves 2001). The narrative analysis used in the research was Labov's model engaged as the template of data analysis that involve six stages as follow;

- 1) Abstract (a summary of the story), the researcher transcribes the data from the students' journal audio recording.

- 2) Orientation provides (a context such as place, time, and character to orient the reader), the researcher marks the following point such as place, time, and character to adjust the story data with the reader.
- 3) Complicating Action (skeleton, plot or an event that causes a problem as in ‘And then what happened?’), the researcher frames the issue as appearing 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 marks the evaluative action done by the narrator toward the issue.
- 5) Result of Resolution (resolution of the story and the conflict), the researcher frames 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 events.

3.5 Research Schedule

Table 3.5.1 *Research schedule*

No.	Activities	Aug. 2018	Sep- Dec 2018	Jan. 2019	Feb- Aug 2019	Sep- Jul. 2020	Aug. 2020
1.	Research Topic Approval						
2.	Writing Research Proposal						
3.	Proposal Approval						
4.	Seminar Proposal Examination						

5. Conducting the Research						
6. Transcribing the Data						
7. Analysing the data						
8. Writing Research Report						
9. Final Thesis Examination						