

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

Exploratory case study was chosen as the design of this study. Exploratory case study is used to investigate distinct phenomena which have limited previous studies, and were not restricted to particular theories or hypotheses (Mills, Eurepos, & Wiebe, 2010). It was in line with the phenomenon of this study, reflective practice in international teaching practicum in Thailand, in which there is only limited number of preliminary studies regarding this issue. Also, there is not stable assumptions regarding the results of this study so that the findings of this study were not bounded by some particular theories and explore broadly the aspects of reflection and the contributions of doing reflective practice in international teaching practicum context in Thailand.

3.2 Setting and Participant

As one of the students who has joined the international teaching practicum in Thailand, Retno (*pseudonym*) was chosen as the participant of this study. She is a 22-year-old female student of a public university in Indonesia majoring in English Education department which has no teaching experience formerly. She was placed in Islamic secondary school in Nakhon Si Thammarat Province, Southern Thailand. During her practicum, she taught several English subjects such as Basic English, English for Reading and Writing, and English

for Tourism to the students of grade *Mathayum* 1 – 6. *Mathayum* is equal to junior high school and senior high school in Indonesia.

The participant of this study was chosen due to her engagement in reflective practice during the international teaching practicum. The researcher came to the conclusion of choosing her as the participant after inquiring all of the students who had joined the international teaching practicum in Thailand concerning their reflective practice activity. From the total of seven students, Retno is the only one who consistent in writing weekly reflective journal during the practicum. Afterwards, the researcher requested her to participate in this study and she agreed to hand over her reflective journal as the primary data of this study.

3.3 Data Collection

The data of this study were collected from the reflective journal written by Retno. She wrote her reflective journal based on reflection framework by Smyth (1989) or known as DICR template (describing, informing, confronting, and reconstructing). She used the DICR form as her reflection template because she had been familiar with this type of reflection and it was promoted by her supervisor for the international teaching practicum program. The total of 19 reflections was made throughout her international teaching practicum. Here is the list of each reflection with the date and the topic of teaching in which she reflected on.

Table 3.1 List of Reflective Journal

Reflection No.	Date	Topic
1	20 May 2019	Introduction
2	20 – 24 May 2019	Greeting
3	20 – 24 May 2019	Introducing myself and others
4	18 June 2019	Asking and giving direction
5	20 June 2019	Procedure text
6	21 June 2019	Descriptive text
7	10 July 2019	Adverb of frequency
8	11 July 2019	Landmark around the world
9	18 July 2019	Tourist attraction in Indonesia
10	9 July 2019	Simple present and present continuous
11	5-9 August 2019	Elements of story
12	5-9 August 2019	Poetry
13	9-22 August 2019	Countable and uncountable noun
14	22 August 2019	Reading comprehension
15	2-6 September 2019	Modality
16	9-13 September 2019	Writing prompt
17	16-20 September 2019	At an airport
18	16-20 September 2019	Passive voice
19	23-27 September 2019	Letter

3.4 Data Analysis

The data were analyzed qualitatively using thematic analysis by Braun & Clarke (2012). These are the steps of thematic analysis:

3.4.1 Familiarizing with the data

The researcher read and reread the reflective journal written by Retno in order to comprehend the data well.

3.4.2 Generating initial codes

In this phase, the researcher identified and highlighted the data that potentially can answer the research questions and represent reflection process namely reflection-on-action, reflection-in-action, and reflection-for-action (Burhan-Horasanlı & Ortaçtepe, 2016; Widodo & Ferdiansyah, 2018). To distinguish the reflection process, the researcher used bold format to indicate the reflection-on-action process, italic format to indicate the reflection-in-action process, and underlined format to indicate the reflection-for-action process. Also, the researcher used coloring method to identify the different aspects that reflected by Retno which became the initial codes. Here is the example of reflection and the initial codes generated from the data

Table 3.2 Generating Initial Codes

Reflection	Initial Codes
I had much lesson-learned from this class. I admitted that I was being selfish at the moment. I do believe that nowadays student-center model is better. I want my students to find, learn and build knowledges by themselves and my duty is just to support them. But I should also aware that <i>I can't let 2 months baby to feed herself</i> . I need to understand that their ability aren't not ready yet to be set free especially I am a foreign teacher who can't communicate well with them. I should design the activity that suits my students' ability. I used to think that role play is good in any case to force students speak. But then I realized that learning is not only about speaking. Understanding the topic and issue around are the first stage to make students talking. In addition, I need to highlight some issues to improving my teaching practice later. First, native language is considered important in learning a language. I shouldn't forget to always always always prepare some vocabulary or expressions relate to the topic in Thai language. Second, having backup plan is vital. Before coming to class, I need to predict any kind of problem which will happen in the class and prepare a plan to overcome it as best as possible. Last but not least, I should be doing more research relate to classroom management because I feel so weak in this part.	Teacher's role Teaching method Cultural issue Teaching method Teaching method Cultural issue Teaching planning Classroom control

There are 14 initial codes which represented different aspects reflected by Retno in her reflective journal. The frequency of each code varied from one emergence as the lowest to 35 emergences as the highest. Here is the list of initial codes and their frequency of each reflection process.

Table 3.3 List of Initial Codes

Initial Codes	Reflection-on-action	Reflection-in-action	Reflection-for-action	Total
Teaching method	19	1	11	31
Teacher's role	6	1	5	12
Teaching materials	7	1	1	9
Teaching media	6	0	2	8
Students' understanding	2	2	0	4
Time management	1	0	1	2
Teaching planning	0	0	1	1
Students' engagement	15	7	0	23
Classroom control	7	1	2	10
Cheating issue	3	4	0	7
Task allotment	2	0	1	3
Noisy class	1	0	1	2
Cultural issue	7	1	2	10
Teacher-students relationship	5	1	3	9

3.4.3 Searching for themes

The researcher grouped the highlighted data from the previous step based on their similarities. In grouping those data, the researcher referred to the aspects based on the results of several studies of reflective practice which are in line with the findings of the present study. Those aspects are effective teaching strategies, classroom management (Jones & Ryan, 2014; Zhan & Wan, 2016), sociocultural aspects (Farrell & Kennedy, 2019; Kabilan, 2013; Zhan & Wan, 2016). The researcher excluded some codes such as time management, teaching planning, and noisy class since those codes were not saturated.

Subsequently, the contributions of doing reflective practice were seen from the changes that the participant made after reflecting on each aspect throughout her reflective journal.

Table 3.4 Grouping the Highlighted Data

Themes	Codes
Teaching strategies	teaching method, teacher's role, teaching materials, teaching media, students' understanding
Classroom management	students' engagement, classroom control, cheating issue, task allotment
Sociocultural aspects	cultural issue, teacher-students relationship

3.4.4 Reviewing potential themes

The researcher reviewed and checked the quality of the themes by checking the usefulness, boundaries, sufficiency, and coherence.

3.4.5 Defining and naming the themes

The researcher came to the conclusion that there are three emergent themes which represented the aspects that pre-service teacher reflected on and the contributions of doing reflective practice on her teaching practice during the international teaching practicum. Those themes are

