CHAPTER 3

RESEARCH METHODOLOGY

3.1. Research Site and Design

The study was directed using a descriptive single-case study. The purpose of descriptive case study is to describe a phenomenon or a case in its real-world context (Yin, 2018). Due to this, it is the case of an Indonesian EFL pre-service teacher who conducted ITP in Thailand. Meanwhile, the single-case study is a case study organized around a single case; the case might have been chosen because it was a critical, common, unusual, revelatory, or longitudinal case (Yin, 2018). In addition, the case in the study was chosen because it is a phenomenon that rarely happens to a pre-service teacher and not all the pre-service teachers can conduct teaching practicum abroad. It happened to an Indonesian EFL pre-service teacher who has emotional experience related to the emotional geography from the interaction with students and teachers during the six months ITP in Thailand.

3.2. Settings and Participant

The setting of the study was Indonesian student who has joined ITP. The participant of the study is one participant, she is an Indonesian pre-service teacher from one of the universities in Indonesia who conducted ITP in one of the Senior High Schools in Thailand in May to October 2019. The participant Age is 23 years old. The participant emotional understanding dimensions are knowledge (emotions about herself feeling); control (she was able to act and control her emotions); causality (she is able to understand the causes of her emotions and how it was formed); multiple feelings (She was experienced more than one emotions at

the same time). The participant point of view was a single point of view. The participant was a teacher assistant, an English tutor in the English Club, and the chief executive of English Camp at the School. Moreover, the participant taught five classes in grade ten and grade eleven with six to eight meetings in a week. The participant also wrote 19 reflections in the Smyth model reflection called DICR; describing, informing, confronting, and reconstructing (Smyth, 1989) about her experience during the six months teaching practicum. Thus, the researcher believed that the participant matches the study.

3.3. Data Collection and Procedure

The data were collected using the participant's reflection and a semi-structured interview with open-ended questions based on the participant's reflection. The main data used in this study is interview. Further, participant's reflections are used for additional data and reference. The interview lasted about two hour to get the data of the participant's description of the emotional understanding and this interview was recorded using an audio recorder. Semi-structured interview requires the following six stages: (1) selecting the type of interview (e.g., semi-structured interview); (2) establishing ethical guidelines (e.g., use polite language during the interview); (3) crafting the interview protocol (e.g., arrange questions systematically); (4) conducting and recording the interview; (5) crafting the interview protocol; and (6) reporting the findings (Rabionet, 2011). The interview uses the four dimensions of emotional understanding (Nannis & Cowan, 1987) to find out the single point of view of the Indonesian EFL pre-service teacher. The dimensions are:

Knowledge   : knowledge refers to how the person concludes the presence or absence of feeling him/ herself or others (e.g., How do you know you're happy?).

Control   : control refers to the ability to explain, to act, or control the feeling (e.g., How do you hide your feelings?)

Causality   : causality refers to the person's understanding of how the feeling starts and stops (e.g., how do you get happy?).

Multiple feelings : multiple feelings refers to the person's ideas about holding multiple feelings at the same time (e.g., how do you get happy and angry at the same time?).

3.4. Data Analysis

After reading the data from the reflections and the data of the semi-structured interview. The data were analyzed using thematic analysis.

Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). The data will be analyzed in qualitative within 6 steps using thematic analysis Braun & Clarke (2006):

3.4.1 Familiarizing with The Data

The researcher listened to the participant's voice recording from the interview repeatedly and transcribed it into the data. Then, the researcher read and re-read the data transcription related to the topic of this research about the emotional geography of an Indonesian pre-service teacher in the ITP. Moreover, the researcher also reads and re-read the data from the participant's reflection. There were 19 reflections related to the topic of this research about the emotional geography of an Indonesian pre-service teacher in the ITP. The emotional

geography frameworks used in the research are professional geography, moral geography, sociocultural geography, physical geography, and political geography.

3.4.2 Generating Initial Code

The researcher categorized the data from the interview transcription and reflections by using the initial codes that were colored to highlight the emotional geography of an Indonesian pre-service teacher in the ITP in Thailand. There are eight initial codes and eight colors used as the highlight of the data. The initial codes are rapport, teacher experiences, students' accomplishments, cultural shock, teacher stereotypes, workplace culture, feeling powerful, and feeling powerless. The colors used are pink, purple, green, yellow, orange, red, blue, and grey.

Table 3.1 Generating Initial Code Interview

(28.50) P : menurut saya gak karena gini karena apa ya kedekatan itu hanya tentang hubungan aja kalau tentang profesionalitas itu lebih ke kinerja saya sebagai guru kayak gimana gitu karena menurut saya kinerja dan hubungan itu merupakan dua hal yang berbeda jadi gimana caranya kinerja saya sebagai guru masih tetap okay tapi *feels* nya itu sama saya lebih nyaman kayak gitu nah itu yang pengen aku bangun sebetulnya. karena apa ya kalau guru-guru disana itu kan sebetulnya relatif lebih *strict* sih kayak ga bisa nyontek ngelirik dikit aja di tulis dan itu langsung di minus. kalau saya sendiri masalah itu juga pernah ya saya percaya gitu karena memang ga semuanya sih seperti yang saya bilang tadi itu tergantung sama kelasnya gitu jadi kalau misalnya kelas nya itu ga bisa di atur jadi saya juga membangun hubungannya ga bisa kayak teman justru mereka nya itu malah keenakan kayak gitu jadi itu menurut saya sudah *professional* sih karena kita bisa menempatkan diri jadi kalau misalnya	Rapport Cultural shock Students' accomplishments

karakteristik siswa itu di kelasnya kayak gini oh jadi kita lebih ke pendekatannya yang seperti ini jadi hubungan disana itu lebih ke pendekatan kalau menurut saya jadi kalau misalnya dan itu ga bisa kita treatment dan itu ga bisa kita lakukan ke semua kelas kita harus melihat lagi karakteristiknya kayak gimana kalau menurut seperti yang saya bilang tadi kalau karakteristik kelasnya kayak gini yang susah diatur yang anaknya itu bandel ga bisa hanya apa diam atau lemah lembut kayak gitu tetap saja harus ada *something strict* kayak gitu	

Table 3.2 Generating Initial Code
Reflection

d. Reconstructing	From this meeting, I've learned that building relationships with the students is important. Some students approached me so well but some not. I should get along with all types of students here. I heard many stories from other teachers about this case and I think it's not just because I am foreign teacher but only about the service. How teachers give students the service which makes them comfortable. I think I will start from creating good relationships with them first then make my teaching activity as meaningful as I can.	Rapport

3.4.3   Searching for the Themes

The researcher grouped the codes and sorted the different codes into the potential themes. In the previous step, the data that has been categorized and highlighted earlier and named of each theme, to make it easy to analyze related to the emotional geography of an Indonesian pre-service teacher in the ITP in Thailand. There are five themes in the research which are appropriate with the

emotional geography frameworks. There are professional geography, moral geography, sociocultural geography, physical geography, and political geography.

Table 3.3 Searching for The Themes

Professional Geography		Physical Geography	
● Rapport	14	● Workplace culture	12
● Teacher's experience	6	**Political Geography**	
Moral geography		● Feeling powerful	4
● Students' accomplishments	25	● Feeling powerless	5
Sociocultural Geography			
● Cultural shock	9		
● Teacher stereotypes	11		

3.4.4   Reviewing Potential Themes

The researcher re-examined the themes that had been identified about the emotional geography of an Indonesian pre-service teacher in the ITP in Thailand to ensure the code had grouped into the appropriate themes. The researcher re-checked whether there is the theme or code that needed to be removed or replaced the themes if it was not appropriate with the themes of professional geography, moral geography, sociocultural geography, physical geography, and political geography.

3.4.5   Defining and Naming Themes

The researcher determined and gave the name of the theme based on the data that has been obtained, namely about the emotional geography of an Indonesian pre-service teacher in the ITP in Thailand. To conclude, there are eight sub themes: rapport, teacher experiences, students' accomplishments, cultural shock, teacher stereotypes, workplace culture, feeling powerful, feeling powerless. Then,

there are five themes: professional geography, moral geography, sociocultural geography, physical geography, and political geography.

Table 3.4 Defining and Naming Themes

Sub themes	Themes
● Rapport	Professional Geography
● Teacher's experience	
● Students' accomplishments	Moral Geography
● Cultural shock	Sociocultural
● Teacher stereotypes	Geography
● Workplace culture	Physical Geography
● Feeling powerful	Political Geography
● Feeling powerless	

3.4.6   Producing The Report

The researcher reported a coherent and logical report gained from this research about the emotional geography of an Indonesian pre-service teacher in the ITP in Thailand using emotional geography theory.

3.5. Research Schedule

Table 3.6 Research Schedule

Description	October 2019	November-January 2020	February 2020	July 2020	August-December 2020	January 2021	February 2021
Submission of Tentative	■						
Tentative Approval	■						
Writing a Research Proposal		■					
Proposal Approval			■				
Seminar Proposal Examination			■				
Conducting the Research				■			
Writing the Report					■		
Komprehensif Examination						■	
Final Thesis Examination							■