

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The research design of this study is phenomenological case study. This method allows the researcher to gain a rich understanding of a particular experience from the perspective of the participants (Crawford, 2016). This method was implemented by the researcher to investigate the phenomenon occurring in one of the State Universities in West Java. The phenomenon is about the experience of student teachers performing reflective practice in the reflective micro teaching class.

3.2 Focus of the Research

The study focuses on the perceptions of English student teachers during reflective practice in reflective micro-teaching class. Student teachers do reflective practice in reflective micro-teaching class, and it can be a precious experience for them. Through a phenomenological case study, this research investigates their perceptions during reflective practice.

3.3 Setting and Participants

The study was conducted in one of the State Universities in West Java. The participants of this research are five undergraduate students of the English Language Department who have experienced reflective practice in reflective micro teaching class. The five participants are chosen because they had reflective practice experience in the same class in 5th semester. The researcher asked the participants

for permission, and asked the participants to fill out the consent to fulfill this research, and give the complete information related to the research.

3.4 Technique of Collecting the Data

The data were collected through semi-structured interviews to know the student teachers' perceptions when doing reflective practice. The semi-structured interview employs a blend of closed- and open-ended questions (Adams, 2018). The interview guidelines also adapted from Pedro (2005) & Kolb's cycle (1984) to be a reference. The platform that has been used is WhatsApp application in conducting interviews with participants. Interviews in this study were conducted more than once, because there were several things that needed to be re-confirmed.

3.5 Technique of Analyzing the Data

The data from interviews were analyzed using thematic analysis by Braun and Clarke (2006). Thematic analysis is a flexible qualitative method that involves making several decisions about data collection and analysis before they are undertaken (Braun & Clarke, 2006). Braun & Clarke (2006) provide a six phase guide which is a very useful framework conducting thematic analysis:

1. Familiarizing With the Data

The researcher transcribed the data from the interview, and re-read the data to comprehend the data well.

2. Generating Initial Codes

The researcher categorized the data by using the initial codes, and each code was given a color.

Table 3.1 Generating Initial Codes

Codes	Meaning
Red	Process re-imagining of reflective practice
Light Green	Feel Confused
Blue	Feel Confidence
Dark Red	Lack of Confidence
Yellow	Gaining Knowledge to Build Student Teachers' Pedagogical Competence
Pink	Critical Thinking
Teal	Enhancing Ability
Light Grey	Emotional Intelligences

Table 3.2 Calculating The Codes

Color	Meaning	Count
Red	Process re-imagining of reflective practice	5
Light Green	Feel Confused	1
Blue	Feel Confidence	3
Dark Red	Lack of Confidence	1
Yellow	Gaining Knowledge to Build Student Teachers' Pedagogical Competence	9
Pink	Critical Thinking	2
Teal	Enhancing Ability	2
Light Grey	Emotional Intelligences	3

3. Searching for Themes

The researcher grouped the codes into possibly the same themes from the data that has been highlighted in the second step.

Table 3.3 Process searching the themes

Potential themes based on Kolb's categories of experiential theory	Sub-Themes
Reflective Practice on Student Teachers' Comprehension (Concrete Experience)	Process re-imagining of reflective practice
Revealing Student Teachers' Affective States (Reflective Observation)	Feel confused Feel confidence Lack of confidence

The Advantages of Reflective Practice (Abstract Conceptualization)	Gaining Knowledge to Build Student teachers' Pedagogical Competence Critical thinking Enhancing ability Emotional intelligences
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4. Reviewing the Themes

The researcher reviewed the quality of the themes and examined whether it fits the data using Experiential Learning Theory by Kolb's (1984).

3.4 Reviewing the themes

Categories	Themes
Concrete Experience	Reflective Practice on Student Teachers' Comprehension
Reflective Observation	Revealing Student Teachers' Affective States
Abstract Conceptualization	The Advantages of Reflective Practice

5. Defining and Naming Themes

The researcher came to the conclusion that there are three themes:

- a. Reflective Practice on Student Teachers' Comprehension
- b. Revealing Student Teachers' Affective States
- c. The Advantages of Reflective Practice

6. Producing the Report

Finally, the researcher will report the result.

3.6 Steps of the Research

The chronological steps were as follows:

- 1) The first phase was writing up a tentative research plan and research proposal in order to establish how the research will be carried out.

- 2) When the participants were decided, they were asked through WhatsApp whether they are ready to participate in this research or not by filling out the consent form provided.
- 3) Afterward, the participants were provided with information about the topic of this research and how their perceptions would be obtained and studied.
- 4) Then, the interviews were conducted on the WhatsApp Messenger platform using call, voice note, or chat up to the participants' convenience.
- 5) Once all the data had been collected, the data were organized and analyzed using thematic analysis by Braun and Clarke (2006).
- 6) As soon as the data were analyzed, the results of the research were reported objectively in the undergraduate thesis.

3.7 Time and Place of the Research

The research was carried out in one of the State Universities in West Java. To be precise, it is located at Jl. Siliwangi, No. 24, Kota Tasikmalaya, 46115, West Java.

Table 3.5 Research Schedule

Description	Jan-May 2021	June 2021	Sep-Oct 2021	Nov-Jan 2022	February 2022	April 2022
Research Proposal Writing						
Research Proposal Examination						
Data Collection						
Data Analysis						
Report						
Thesis Examination						