CHAPTER III

RESEARCH PROCEDURES

This chapter reviews elaborated research method, setting and participant, data collection, data analysis and research schedule.

A. Research Method

The research method adopted in this study is descriptive case study (Yin as cited in Creswell, 2007). Descriptive case study is an attempt to describe, like what happen to a product when it is launched (Noor, 2008). Case studies typically combine data collection methods such as archives, interviews, questionnaires, and observations. Therefore, this study uses semi-structured interview for data collection.

B. Setting and Participant

The research conducted in a vocational school in Tasikmalaya, West Java, Indonesia. The participant of the research is an English Department student in one of Universities in Tasikmalaya, West Java, Indonesia. Teacher training program is his first teaching experience and he said that he felt anxious during the teaching process.

C. Data Collection

The data was taken in a form of semi-structured interview and there are video as a complementary data. In a semi-structured interview, the researcher provides some questions based on the research interests and interview guide but works flexibly with the guide and allows room for the respondent's more spontaneous descriptions

and narratives (Brinkmann, 2014). The semi-structured interview was taken after his teacher training program, and there are video for complementary data when it is needed that was taken during his teaching process in the teacher training program.

D. Data Analysis

This present study was analyzed using thematic analysis. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data (Braun and Clarke, 2006). Braun and Clarke (2006) also stated that there are six phases of thematic analysis, they are:

1. Familiarizing yourself with your data:

   I made the data transcribe of the first, second and third interview and printed it. After that, I read the data several times until I felt understand and familiar with the content of the data.

2. Generating initial codes:

   I gave colors to the important sentences of the interview transcribe, same color for data that had similarity and different colors for data that could be differentiate. For example, I gave yellow for experiencing blank, green for effort to overcome anxiety by doing something fun and red for effort to overcome anxiety by pretended to do something.

Table 3.1. Generating initial codes

Transcript	Coding
R: How about the lesson plan? Was there any problem with it?	

P: Oh, I am not sure. But at the first days of my teacher training program, I often forgot and suddenly blank about what should I said. Yeah, when the situations happened, I would turned it to a game session or jumped to the next material or like I said before, I often pretended to read or write something until I felt better to talked again, then they would not know that I felt blank.	Experiencing Blank Effort to overcome anxiety by doing something fun Effort to overcome anxiety by pretended to do something

3. Searching for themes:

    I made a group of codes that have similarities into themes. After that, I

    calculated the total of codes in a group.

Table 3.2. Searching for themes 1

Coding	Grouping
Too focused on preparing himself	Losing focused
Experiencing blank	
Less of confidence because of teaching in EFL	Less of confidence because of teaching in EFL

Table 3.3. Searching for themes 2

Theme	Total
Losing focused	2
Less of confidence because of teaching in EFL	1

Grammatical error	2

4. Reviewing themes:

   After made the themes by grouping codes that had similarities, I re-read it again until I felt sure with the themes.

5. Defining and naming themes:

   After analyzing the data, I classified the themes into two issues that would answer the research questions. The first was how does teaching anxiety influence an EFL preservice teacher in his teaching performance?: (1) Losing focused, (2) Grammatical error and (3) Communication breakdown and the second was how to overcome the teaching anxiety: (1) Pretending to do something, (2) Doing act and (3) Disscussion.

6. Producing the report:

   After finished analyzing the data by using thematic analysis and reviewing it for several times, I wrote the report by describing it.

E. Research Schedule

This research conducted on September 2018 to July 2019.

Table 3.4. Research schedule

No.	Steps	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	Mei. 2019	Jun. 2019	Jul. 2019
1.	Research Topic Approval	██										

No.	Activity										
2.	Writing research proposal		■	■	■						
3.	Proposal Approval				■						
4.	Seminar Proposal Examination					■					
5.	Conducting the Research						■	■			
6.	Transcribing data							■			
7.	Analyzing data								■	■	
8.	Writing research report								■	■	■
9.	Final Thesis Examination								■	■	■