CHAPTER III

METHODOLOGY

This chapter presents are research paradigm and approaches used in this study by discussing the methodology and the context in which the study took place.

3.1 Research Design

A qualitative research is used to discover the answer to this research question. It refers to studies that investigate the quality of relationships, activities, situations or materials (Fraenkel & Wallen, 2013). This research method is called autoethnography where "auto" means self or personal experience. "graphy" refers to describing and interpreting by the b=name itself. Whereas, "ethno" means the writer's personal culture texts, experiences, beliefs, and practices (Adams, Ellis & Jones, 2017; Doughlas & Carless, 2013; Howes & Miles, 2020).

Therefore, this method is admitted appropriate to use which in turn replicates the personal story, or journey of the writer, within the culture in which the investigation or experience takes place (Dyson, 2007). So, it is considered suitable to the objective of this study which focuses on identity construction (Yazan, 2018), presents narration as identity construction (Barkhuizen, 2016), and can represent professional development and direct professional for future teachers better goals (Kumar, 2020).

As I wrote by using this autoethnography method, I articulated the power of reflection at the time of my professional experience (Malinverni & Pares, 2016), then described and interpreted. Thus, this process of critical reflection

requires my self-introspective glance during the field teaching practice to offers complete information gaining the purpose of this study.

3.2 Setting and Context

In this study, I am an EFL 6th semester student who was currently implementing field teaching practice (PLP II) in the 2021/2022 academic year. Toward, the teaching experience, I collected data by really involving myself in every step of activity I did, both in direct teaching activities, writing and completing daily reflection and teaching reports, as well as documenting what I did during the 45-day of the training program. In addition, it is equipped with a provisioning session for three days and one day of the closing section so it is counted as 49 days. Regarding the data collection, all the training activities that I did are collected in soft files into the Google Drive provided by the training program Committee. This also aids to provide accurate research data that could be accounted for in the availability of research instruments.

Besides, this study took place in one of Boarding School in Southeast Sulawesi, Indonesia. Indeed, the provision of facilities and infrastructure is still lacking such as the number of classrooms, the facilities available in the class, also the books are still limited. As the name implies, this cottage has the main vision in deep introducing the Qur'an to the students and because of its novelty, the introduction of an English-based curriculum is still highly considered.

In addition, contextually, I acquired a position in Islamic junior high school (MTs). This class size consisted of 52 students, which were 37 male students, and 15 female students. This measure was quite large for a teacher,

especially for pre-service teacher who is still in the initial training stage of teaching in a formal scope. Therefore, it should be noted that this study is specifically focused on professional identity construction regard with the various challenges that exist, those are proposed the reason why I am attracted to conducting this study as an EFL pre-service teacher.

3.3   Participants of the Study

As an autoethnographic method used in this study, I am as the researcher involved in this research particularly to explore my personal experience during my personal teaching practice in PLP II. This study explores my personal perception to be reviewed with academic value by analyzing multiple sources of data and being reviewed by related literature (Kumar, 2020).

3.4   Instrumentation of the Study

Align with the research design this study used narratives' reflection photovoice (Lockyer & Koenig, 2020). Narrative journal reflection or diary reflection is a helpful instrument, not just in terms of its analytical value, but its practical potential and so ultimately on consequent practice (Altalhab, et al 2020). This is also confirmed the benefit of reflection that distinguishes between professional identity components, as well as my teaching practice and professional development (Engelberthink, et al., 2020; see also Crocki & Widodo, 2019) explained documentarily with photovoice (Call-Cummings, Hauber-Ozer, Byers & Mancuso, 2018). The example of narratives' reflection-photovoice will present below.

Example of Narratives' Reflection-Photovoice

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Figure 3. 1Team meeting discussion

In this meeting, we discussed many things regarding the activities to be carried out next week. The main think was the willingness of pre-service teachers in the activity learning. This activity required all pre-service teachers to be able to participate regardless of the turned off the teaching schedule. We took the profession topic which we adjusted to the children's level that is still elementary school according to the foundation owner's suggestion.

3.5 Data Collection

In collecting data, I am as the researcher simultaneously as the subject of this inquiry tried to collect my personal experiences through narratives' reflection-photovoice submitted after teaching during the field teaching practice program. The instrument obtained from my personal document file submitted into Google Drive provided by the committee of the training program.

Moreover, I started collecting the data since the first day of field teaching practice. The data instrument consisted of deeply narrative reflection including my emotional perspective. Basically, these instruments are also provided in the Indonesian language. in order to make it able to review associated with the context of this study then I changed into English. Furthermore, to review the accuracy of the data, unclear topics or information can be re-confirmed by visiting the Google Drive application in my personal folder report.

3.6   Data Analysis

This study used thematic analysis for analyzing data (Nowell, Norris, White & Moules, 2017) and was conducted three times. I used thematic analysis to code and interpret the passages of the data (Cook & Lawless, 2018). The instrument contained in this study was analyzed by summarizing their main points, to code, the data phenomenological approach will use (Guest, MacQueen & Namey, 2019; Joffe, 2011). As producing an easier understanding of the analysis process that I did, below I provide a description of the structured steps analysis and the tables of sample to be viewed directly.

3.6.1   The Steps Analyzing of the Student's Narratives' Reflection-Photovoice

As the first step of analyzing data which are 8 programs of narratives' reflection-photovoice, I collected it by using Bianco, Schettini, and Gasparini's (2014) color coding and Saldana's (2016) description coding framework. The process of locating elements of narratives' reflection-photovoice into themes entries was based on the following steps:

1) Identify the relevant narratives' reflection-photovoice and list it into the matrix.

2) Mapping language patterns in determining and categorizing the elements of narratives' reflection-photovoice. It might found in the table sample of identifying the data.

3) Categorizing the elements of narratives' reflection photovoice.

4) Then, selecting, labeling, and colored coding each identified unit of analysis with an appropriate category such as five domains in professional identity according to Kelchtermans (2009) theoretical framework: Self-Image (colored light red), Self-Esteem (colored light yellow), Task Perception (colored light turquoise), Job Motivation (colored light green), and Future Perspective (colored light soft gray). However, during identifying the data, there were additional domains. Those are Self-Efficacy (colored light pink), Commitment (colored with light army), Job Satisfaction (colored with light dark blue), and last Job Challenge (colored with light dark gray).

To produce a more manageable to identify and find the construction of the teacher's self-identity, for more focus, I coded into the table to recapitulate the data. The table contains raw data and uses coloring, categorizing, underlining, and bolding into the significant stage, theme and interpretation, and determining the most themes called as a domain of professional identity.

Finally, analyze reduced data with regard to the pattern found in each narrative's photovoice. After coding the data and it described qualitatively.

3.6.2 Tables Sample of Analyzing the Data

However, this study maintains the main focus of the themes is based on Kelchtermans (2009) theory. They are Self-Image, Self-Esteem, Task Perception, Job Motivation, and Future Perspective. Moreover, some new themes might be found during analyzing data.

The example of data is as follows:

Table 3. 1 Sample of Process in Identifying Narratives' Reflection-photovoice Elements Using Bianco et al's Color Coding (2014) and Saldana's Descriptive Coding (2016) Framework.

No	Program	photovoicec	Narrative	Category of program
1.	Team Meeting Discussion		In this meeting, we discussed many things regarding the activities to be carried out next week. The main thing is the willingness of PSTs in the activity learning. This activity required for all PST to be able to participate regardless of the turn of the teaching schedule. We took the profession topic which we adjusted to the children's level that is still elementary school according to the foundation owner's suggestion.	Discuss the program teaching plan

Here demonstrate the EFL pre-service teacher's narratives' reflective photovoice elements, then it coded into several categories of the program. They were Team Meeting Discussion, Class Observation, Designing Lesson Plan and Providing Media, Consultation with Important Actors, Teaching Implementation (1st, 2nd,3rd, 4th, and 5th), Community Learning (1st, 2nd, 3rd, 4th, and 5th), Working the College Task, Self Teaching Reflection, and Team Teaching Reflection. However, the variation colors contained in the table indicated the domain theme within the sentence.

Table 3. 2 Sample of Data Coding

No	Coding of Row Data	Category: Stage 1	Category: Stage 2	Theme & Interpretation	Theme
1.	To fulfill obligation as a teacher	Self-awareness of the obligation	**Awareness** Teacher's self-awareness	Responsible I was as a pre-service teaher has realized that I was a real teacher.	Self-Image
2.	I also think this class is successful	The notion of the successful class	**Consider** I considered that class to be successful	Thoughts on teaching I personally considered the success of the teaching that has been done.	Self-Esteem
3.	We discussed many things about program activity	Discussing many things	**Discussion** The team has a discussion	Discussion The team and I holds a discussion about planning future activities	Task Perception
4.	In this activity required for all	Encouragement to participate	**Encouragement to**	Encouragement from outside	Job Motivation

No	Coding of Row Data	Category: Stage 1	Category: Stage 2	Theme & Interpretation	Theme
	member team to be able to participate	in activities	**participate**	The encouragement to participate gave every pre-service teacher necessary to move on.	
5.	However, I also think that if the further pre-service teacher continued to use this method, it would be loss and when I become a real teacher in the future, it is also impossible during teaching that I will give such a reward.	Considering the implementation of teaching in the future	**Considering future teaching** I did consideration because of situation	Considering future teaching I was already considering the long teaching implementation in the future with the current activities	Future Perspective
6.	To avoid the anxiety on my face, I decided to make jokes to the students to hide it. so that is as not obvious to the students.	Performed strategies to no seem anxious	**Intelligence thinking** I did a creativity to avoid anxiety	Emotional intelligence I implemented a strategy of diverting attention by functioning of my intelligence thinking for professional interests showing self-affection to the profession.	Self-Efficacy
7.	Willingness of team in learning activity program	The willingness of pre-service teacher	**Willingness** Peers and I have showed a sense of responsibility through willingness of work team	Willingness Carried out learning activity program is considered by peers and I as a relationship relates to the commitment of profession.	Commitment
8.	The thing that made peers and I happy was because our existence was highly valued, we were needed in this school, and we was given such board teaching right, and the students in this school were also very good in treating them to us.	A supportive school environment produces a happy feeling for me	**Feeling happy by the environment** I was happy with the positive response from job environment	The positive job environment The positive atmosphere of my job environment, which is indicated by good appreciation, brings a peeling of happiness and has the potential to be high in enthusiasm for the profession.	Job Satisfaction
9.	I was shocked when I saw the number of students and my body trembled even more.	Challenges of situation caused negative emotions	**Challenge** Situations that presented a positive or negative emotions	Situation challenges I experienced challenging situations at the time of observation and can stimulated negative feeling towards me.	Jon Challenge

Here provided one simple the process of coding the data which are from code the row data, categorizing into two stages (stage 1 and stage 2), theme and interpretation, and last the most theme was including for each of domain. The function is to find out the valid theme of the data and describe the main point of theme that the researcher means. After that the themes and interpretations took

into the simple table as the indicator found of data coding. It would be the findings of this study.

Table 3. 3 Sample Indicator Finding from Data Coding

Indicator	Interpretation
Responsible	I have realized that I was a real teacher at this time.
Thinker	I tendency to be involved in thinking about the teaching will be carried out.
Sincere	I felt of wanting to do the best at work.
Evaluator	I evaluated work to improve my teaching ability.
Feel happy to teach	My self-feeling of a teacher who likes to teach proves that I become one with my job.
Shy person	This feeling of shame arises when I was not able to give my best professional performance.
Reflector	This proves about my acceptance as a teacher so that I felt sad under certain conditions.
Confidence	The treatment shown by the students has a strong influence on my belief in being a professional teacher.
Thinker	I thought to always improve the ability of teaching to get a good teaching.
Religious	This prayer habit indicates religious piety and become a from of hope to always do the best in the profession.
Imaginator	I belief in imagination is visualized with real work which turns out to be very structured and then makes I felt more confident in every possibility created for class success.

The example table viewed is about indicator collection of the time. The color provided in the top of table indicated the sign of most theme findings. For example, one of theoretical theme conducted of this study colored by red is self-image theme and the table is self-image's indicator table.

Table 3. 4 Sample Patterning of Narrative's Reflection-photovoice Categories Using Braun & Clark's (2006) Thematic Analysis Framework.

No.	Program	Theme								
		SI	SE	SEF	TP	JM	FP	C	JS	JC
1.	Group Discussion				2	1		1		
2.	Class Observation	1			2	1				1
.	Planning Leaaon	3			2					
4.	Having Consultation with Tutor and Supervisor		2		2					
5.	Teaching Implementation in the Classroom (1st, 2nd, 3rd, 4th, 5th)	1	9	6	11	4	1		2	1
6.	Developing Community Learning (1st, 2nd, 3rd, 4th, 5th)	2	10	1	6	1	2	2	1	2
7.	Working College Task		1			2		2		1
8.	Teaching Evaluation	3		1	1	1	2		1	2

No.	Program	Theme								
		SI	SE	SEF	TP	JM	FP	C	JS	JC
9.	Community Learning Reflection	2				1	2		1	
	Total	11	22	8	28	11	7	5	5	7

Annotation

SI	= Self-Image
SE	= Self-Esteem
SEF	= Self-Efficacy
TP	=Task Perception
JM	= Job Motifation
FP	= Future Perspective
C	= Commitment
JS	= Job Satisfaction
JC	= Job Challenge

The table demonstrated the first step of narratives' reflection-photovoice elements and the second step of data coding is patterned into nine big categories of the program. It reveals as a measurement to measure the process of EFL pre-service teacher or my process of constructing the professional identity during the experience of practicum field.