CHAPTER III
RESEARCH METHODS

This chapter outlines the research methodology used to explore how blogging, embedded within genre pedagogy, supports Indonesian EFL student teachers in developing news writing skills and constructing their professional identities. It presents the research design and rationale, describes the research setting and participants, details the procedures for data collection and analysis, and addresses ethical considerations alongside the strategies for ensuring trustworthiness and rigor.

3.1 Research Design

This study employed a qualitative intrinsic case study design to investigate how Indonesian EFL student teachers developed their news writing competencies and constructed their professional identities through participation in a blogging-integrated genre pedagogy course. The intrinsic case study approach was selected due to its capacity to facilitate in-depth, context-sensitive exploration of a specific educational phenomenon bounded by time, setting, and participant group (Creswell & Poth, 2018, 2024; Merriam, 2009; Merriam & Tisdell, 2015; Stake, 1995; R. K. Yin, 2018). This methodological orientation is particularly suited for research focused on the complexity of meaning-making processes within a defined instructional environment (Duff, 2008; Flyvbjerg, 2006).

The bounded case under investigation consisted of a semester-long course at a private university in Tangerang, Banten, which involved third- and fourth-year EFL student teachers enrolled in a genre pedagogy (GP) program that incorporated blogging as a core instructional practice. The study emphasized analytical depth over empirical generalizability, aiming to understand learners' cognitive, affective, and sociocultural engagement with writing and teacher identity formation within a situated educational setting.

The research was grounded in sociocultural and poststructural theoretical perspectives, which conceptualize professional identity as dynamic, socially

constructed, and influenced by discourse, institutional contexts, and learners' investment in language practices (Darvin & Norton, 2015, 2017; Norton, 2013; Wenger, 1998). A growing body of research in English as a foreign language (EFL) education supports this perspective, highlighting the interplay between identity development, reflective practice, and pedagogical engagement (Amalia, 2019; Barkhuizen, 2017; Harun, 2019; Izadinia, 2013; Klimas, 2023; Mosquera-Pérez & Losada-Rivas, 2022; Rachmawati et al., 2017; Salinas & Ayala, 2018; Zhu et al., 2020).

In this study, digital platforms, specifically blogging, were recognized for their pedagogical affordances in literacy development and identity construction. Blogging understood as an interactive and iterative writing environment, has been shown to support learner agency, audience awareness, and dialogic reflection (Hanney & Skirkeviciutey, 2020; Luehmann, 2008; Yousefifard & Fathi, 2021). Such platforms also foster multimodal composition practices, which are increasingly relevant to digital literacy and identity work in contemporary applied linguistics (Gao et al., 2015; Ishiki, 2013; Yihong et al., 2005).

The integration of blogging within a genre pedagogy framework was central to this study's instructional and analytical focus. The following pedagogical rationales guided this integration:

1. Genre Pedagogy: Blogging was aligned with the stages of genre-based instruction, modeling, deconstruction, joint construction, and independent construction, providing structured opportunities for students to internalize the rhetorical and organizational conventions of news writing (Emilia, 2005; Hyland, 2003, 2007, 2018).

2. Digital Literacy: The blogging platform functioned as an authentic and publicly accessible medium for recursive drafting, peer feedback, and multimodal expression, contributing to the development of students' digital literacy (Blackstone & Harwood, 2011; Sulistyo et al., 2019; Vurdien, 2012, 2013).

3. Teacher Identity Development: The dialogic and reflective nature of blogging enabled students to articulate personal perspectives, engage in collaborative discourse, and critically reflect on their learning and emerging professional identities (Chang, 2020; Yousefifard & Fathi, 2021).

Guided by this pedagogical framework, the research was designed to address the following questions:

1. How do EFL student teachers in Tangerang, Banten, engage with news writing tasks through blogging as a pedagogical tool?

2. What challenges do they encounter in this process, and how do these experiences influence their professional identity development?

A purposive sampling strategy was employed to identify participants actively engaged in blogging and news writing within the genre pedagogy course. This approach facilitated the selection of information-rich cases capable of yielding detailed insights into the intersection of writing instruction, digital literacy, and teacher identity development (Merriam, 2009; Merriam & Tisdell, 2015). The study employed a case study design that provided an analytical framework for exploring the educational implications of genre-based blogging practices, focusing on a specific instructional context and participant group. This design enabled the researcher to examine the interrelationships between instructional design, learner engagement, and professional identity development in a digitally mediated English as a Foreign Language (EFL) context.

The subsequent section describes the institutional setting, course structure, and participant characteristics. This contextual information is essential for interpreting the findings and understanding the sociocultural conditions that shaped participants' writing practices and identity trajectories.

3.2 Research Setting and Participants

This section outlines the context and participant profile to situate the research within a specific cultural and institutional environment.

3.2.1 Research Setting

The research was conducted within the English Language Education program at a private university in Tangerang, Indonesia, during the first semester of the 2023/2024 academic year (September 23, 2023 – January 12, 2024). The program prepares prospective English language educators, by combining pedagogical theory, language proficiency, and digital literacy. Its institutional

emphasis on reflective practice and technology-enhanced instruction provided an appropriate context for examining the integration of blogging within a genre-based English as a Foreign Language (EFL) writing curriculum (Nabhan, 2021; Zein et al., 2020).

The course followed a genre pedagogy approach (Emilia, 2005; Hyland, 2007), structured around a text-based syllabus model (Feez & Joyce, 1998). This approach involved three core stages: deconstruction of model texts, joint construction, and independent writing, each scaffolded to support students' development of genre awareness, rhetorical control, and communicative purpose. Instruction was delivered using a blended learning model that combined face-to-face classroom activities with asynchronous digital engagement, in line with current pedagogical frameworks that promote learner autonomy and multimodal literacy (Picciano et al., 2022; Russell & Murphy-Judy, 2021).

A notable feature of the instructional environment was the strategic incorporation of translanguaging practices. While the medium of instruction was primarily English, the use of Bahasa Indonesia (L1) was acknowledged as a pedagogical resource that facilitated deeper comprehension of genre features, critical engagement with texts, and enhanced participation during peer collaboration. It aligns with research highlighting the pedagogical value of L1 use in EFL classrooms (Littlewood & Yu, 2011; Sukyadi, 2023), particularly in contexts where students' bilingual repertoires can serve as scaffolds for genre learning and academic expression (Emilia & Hamied, 2022; Putrawan & Sinaga, 2022). Instructors allowed students to use L1 selectively and purposefully during brainstorming, group discussions, and reflective blog writing to support their meaning-making processes and reduce cognitive overload during complex writing tasks.

The instructional activities were designed to foster genre competence and digital composition skills. These included:

1. Textual analysis of authentic news reports with attention to structure, rhetorical moves, and audience orientation (Antepara, 2003; Schulman, 2019);

2. Blog-based composition of news texts through scaffolded stages of genre instruction and iterative feedback (Alenezi, 2022a; Mao, 2021);

3. Structured peer review emphasizing coherence, register, and adherence to genre conventions (K. T. C. Chen, 2012; Richards, 2003);

4. Social media integration to promote blog content and develop multimodal awareness of audience interaction (C. W. yu Chen, 2020; Sy & Sinaga, 2023);

These pedagogical strategies aimed to cultivate genre-based writing skills characterized by coherence, audience sensitivity, and purposeful structure (Halliday & Hasan, 1976; Z. Yin, 2015). Additionally, the curriculum encouraged multimodal composition, fostering students' ability to communicate across textual and visual modes, reflecting current demands in digital communication.

Despite institutional support for Internet connectivity and digital infrastructure, several implementation challenges were noted:

1. Inconsistent access to personal devices constrained learner autonomy and limited flexibility in completing blog-based tasks (Cahyono & Mutiaraningrum, 2016). These constraints reflect broader challenges observed in EFL contexts, where infrastructure disparities impact technology-enhanced learning (Alenezi, 2021; Sulistyo et al., 2019);

2. Variability in digital competence, with some students encountering difficulties using blogging platforms and embedding multimedia content (Alenezi, 2021; Sulistyo et al., 2019);

3. Challenges related to time management, particularly in balancing blog assignments with broader academic responsibilities (Rohmah & Muslim, 2021).

To address these limitations, instructors implemented targeted interventions, including digital skills workshops and collaborative blog writing sessions. These interventions reflected principles of cognitive apprenticeship, where learners receive graduated support through modeling, coaching, and fading (Collins et al., 1987; Dennen & Burner, 2008). The blended learning format further facilitated structured interaction and independent learning (Russell & Murphy-Judy, 2021).

Blogging was also employed as a reflective practice tool. Students maintained reflective entries on their blogs to document their learning processes, challenges, and evolving perceptions of themselves as writers and future educators. This practice aligns with Schön's (1992) concepts of reflection-in-action and

reflection-on-action, supporting identity development in pre-service teacher education (Amalia, 2019; Farrell, 2021; Norton, 2013; Rachmawati et al., 2017).

In the final phase of the course, a photovoice project was introduced. This task required students to visually represent their development as EFL writers and educators through curated images accompanied by reflective captions. The photovoice method enabled learners to integrate visual and textual modes of expression, promoting semiotic awareness and providing an additional medium for articulating their professional identity (Ferdiansyah et al., 2020; Gilliland et al., 2021; Sy & Sinaga, 2023).

The instructional sequence clarified over 14 weeks:

1. Weeks 1–2: Introduction to genre theory and analysis of model texts;

2. Weeks 3–4: Collaborative genre deconstruction and modeling;

3. Weeks 5–8: Guided blog writing supported by feedback;

4. Weeks 9–12: Revision and integration of multimodal elements (e.g., images, hyperlinks);

5. Weeks 13–14: Photovoice reflection to consolidate genre learning and identity development.

This sequence-maintained alignment among genre-based instruction, digital literacy development, and the construction of reflective identity. Previous research has indicated that the integration of blogs into genre pedagogy can enhance learners' writing fluency, awareness of text structure, and engagement with audience expectations (Fathi et al., 2019; Fellner & Apple, 2006; Vurdien, 2012, 2013), while blended learning formats support learner autonomy and digital fluency (Picciano et al., 2022; Russell & Murphy-Judy, 2021).

The following section presents the demographic and academic profiles of the participants to contextualize further their engagement with the instructional framework and their responses to the pedagogical interventions.

3.2.2 Research Participants

The selection of participants played a crucial role in ensuring that the study captured relevant experiences regarding how blogging and genre pedagogy (GP) influenced students' writing development and identity construction. This section

outlines the sampling strategies, inclusion criteria, participant demographics, and the rationale for participant selection.

    1. Sampling Method

        A purposive sampling strategy was employed to intentionally select students with experience in news writing and digital content creation, allowing the collection of rich, contextually grounded data (Duff, 2008; Richards, 2003). This study was complemented by convenience sampling, which ensured the inclusion of students who were actively enrolled in writing-focused courses during the data collection period. This approach facilitated accessibility and ensured that participants were meaningfully engaged in core learning activities throughout the semester (Cohen et al., 2017).

        These sampling strategies allowed the study to capture a diverse range of experiences while ensuring that participants were accessible and actively involved in essential course activities.

    2. Participant Criteria

        To be eligible for inclusion, participants had to meet the following criteria:

a) Enrollment in the English Language Education Program, specifically as third- or fourth-year student teachers with sufficient academic and pedagogical background.

b) Active participation in courses such as News Writing, where the EFL writing teacher integrated blogging and genre pedagogy (GP) into instructional practice.

c) Familiarity with digital platforms, including experience with blogging tools such as WordPress or Blogger, as well as basic skills in multimedia integration.

d) Willingness to engage in reflective practice, including participation in blog writing, interviews, and self-reflection exercises.

        These criteria ensured that participants were directly involved in the pedagogical intervention and capable of providing thoughtful and relevant reflections on their learning experiences.

    3. Participant Demographics

The study included ten Indonesian EFL student teachers, with a balanced representation of male and female participants. These students were in their third

or fourth year of study, a stage in their academic careers that provided a sufficient foundation for the research focus. Some participants had prior experience with blogging, while others were engaging in digital writing for the first time. This diversity offered valuable insight into their learning trajectories, challenges, and adaptations. Further demographic information is presented in Table 4. The ten participants comprised a heterogeneous sample, demonstrating variation in academic level, gender, digital literacy, and prior experience with blogging. To maintain ethical standards and safeguard participant anonymity, pseudonyms were assigned to all individuals (S. Wang et al., 2024).

Table 1 *Participant Demographics*

Pseudonym	Year of Study	Age	Gender	Digital Literacy	Blogging Experience	Residence	Platform Used
Alex	3rd Year	22	Male	High	Moderate	Boarding House	Blogspot
Bella	4th Year	23	Female	Medium	Limited	Boarding House	WordPress
Christie	4th Year	23	Female	Medium	Extensive	Own Home	Blogspot
Dana	3rd Year	21	Female	Low	Limited	Boarding House	WordPress
Evan	4th Year	24	Male	High	Extensive	Own Home	Tumblr
Faye	3rd Year	22	Female	Medium	Limited	Boarding House	Blogspot
Gina	4th Year	24	Female	High	Moderate	Boarding House	Blogspot
Helen	4th Year	23	Female	High	Moderate	Own Home	Blogspot
Ivy	3rd Year	22	Female	Medium	Limited	Boarding House	Blogspot
Juwita	4th Year	24	Female	Medium	Limited	Own Home	Blogspot

Note. This table illustrates the participants' diverse levels of digital literacy, blogging experience, and residential settings, thereby ensuring a broad range of perspectives within the shared English as a foreign language (EFL) learning context.

4. Rationale for Participant Selection

The decision to focus on this specific group of student teachers supports the study's objectives for several reasons:

a) Relevance: These students are well-suited for exploring the impact of blogging and genre-based instruction on writing skills and teaching practices.

b) Digital Pedagogy: Blogging is becoming an increasingly common pedagogical tool in English language teaching, making it crucial to investigate how student teachers interact with and adapt to digital tools (Darvin & Norton, 2015, 2017; Nabhan, 2021; Stickler, 2022).

c) Experience: Third- and fourth-year students have participated in a variety of academic writing activities, providing longitudinal insights into their reflective growth and challenges over time.

d) Suitability for Case Study: These participants were ideal for offering rich, narrative-based data characteristic of qualitative case studies that prioritize depth over breadth (R. K. Yin, 2018)

5. Ethical Considerations for Participant Selection

The study adhered to institutional protocols and ethical guidelines for research involving human participants. The researcher took several key measures to protect participant rights and ensure the research's credibility:

a) Informed Consent: All participants provided written consent after being fully informed about the study's purpose, methodology, and potential risks. Participation was voluntary, and students could withdraw at any time without penalty (Sieber, 1992).

b) Confidentiality and Anonymity: Participants' identities were protected through the use of pseudonyms, and the researcher securely stored all collected data in encrypted formats (Saunders et al., 2015).

c) Minimizing Observer Effects: The study employed non-intrusive observation methods, using field notes instead of video recordings to minimize disruptions and preserve the natural classroom environment (Mannay & Morgan, 2014).

d) Member Checking: After conducting interviews, participants reviewed their transcripts and preliminary findings to ensure that their voices were accurately represented, thereby enhancing the trustworthiness of the results (Thomas, 2017).

e) Ethical Approval: The study received formal ethics approval from the university's Research Ethics Committee, ensuring compliance with ethical standards (McCarron, 2015).

By implementing these protections, the study maintained participant well-being, data integrity, and transparency, enhancing its ethical and methodological rigor.

3.3 Data Collection Methods

This study employed a qualitative, multi-method approach to gather in-depth data on how Indonesian EFL student teachers develop writing skills and construct their professional identities through genre pedagogy (GP) and blogging. Data were collected over one academic semester (September 23, 2023 – January 12, 2024), enabling sustained engagement with the participants and their learning processes.

To ensure triangulation and enhance credibility, the researcher presented four primary data sources, in addition to genre pedagogy and blogging, which were implemented in EFL news writing: blog entries, semi-structured interviews, classroom field notes, and photovoice reflections.

3.3.1 Blog Entries

Blog entries served as the primary data source, offering insight into students' writing development and reflective engagement over time. These digital texts captured the technical evolution of their news writing and their responses to pedagogical experiences.

The analysis of blog entries focused on the following dimensions:

1. Application of GP principles: Blogs were examined for evidence of the GP cycle, including genre modeling, text deconstruction, joint construction, and independent writing (Emilia, 2005, 2011; Hyland, 2003, 2007).
2. Iterative writing development: The recursive nature of blog writing allowed researchers to trace improvements in lexical variety, syntactic complexity, and textual coherence, often prompted by feedback and revision (Moon, 2006; Yang, 2009).

3. Digital literacy: Entries were evaluated based on students' use of multimodal elements, awareness of their online audience, and engagement with fact-checking and publishing practices (Darvin & Norton, 2015, 2017; Nabhan, 2021; Stickler, 2022).

4. Reflective practice: Many blog posts revealed evolving self-perceptions, writing-related challenges, and emerging teacher identities, consistent with the literature on reflective writing and identity development (Huffaker, 2005; Norton, 2013).

Blogging contributed to students' writing development in multiple, interconnected ways. It enabled learners to monitor their writing progress over time, particularly in terms of fluency, structural coherence, and adherence to journalistic conventions. Through regular engagement with blog writing, students also developed metacognitive awareness, allowing them to identify their writing challenges and articulate strategies to address them. The public nature of the blogging platform fostered a heightened awareness of the audience, encouraging students to consider aspects such as readability, tone, and content presentation.

Moreover, the recursive nature of blogging, characterized by drafting, revising, and incorporating feedback, reinforced an understanding of writing as a developmental and iterative process. By combining genre-based scaffolding with the affordances of digital publication, blogging served as a bridge between traditional writing instruction and contemporary communicative practices in teacher education.

3.3.2 Semi-Structured Interviews

Semi-structured interviews complemented blog data by providing in-depth insights into participants' experiences, perceptions, and evolving identities as writers and educators. This method allowed for flexibility in questioning while maintaining consistency across interviews.

The interview questions focused on:

1. Perceptions of GP and blogging: Including pedagogical benefits and implementation challenges.

2. Engagement with journalistic writing: Such as fact-checking, evaluating sources, and adjusting tone for audiences (Yang, 2009).

3. Professional identity formation: Reflections on confidence as writers and perceptions of themselves as future educators (Norton, 2013).

Interviews were conducted via Zoom to ensure accessibility and convenience (Oliffe et al., 2021). Bahasa Indonesia was used throughout to promote comfort, clarity, and cultural relevance, increasing the depth and authenticity of responses (Bogdan & Biklen, 2007). Each session lasted 30–45 minutes, was audio-recorded, and transcribed verbatim. A member-checking process followed, allowing participants to review their transcripts and confirm or clarify their responses (Thomas, 2017). Through these interviews, the study captured the nuanced trajectories of participants' reflective development and professional self-construction, aligning with the iterative nature of qualitative inquiry (Creswell & Poth, 2018, 2024).

3.3.3 Classroom Field Notes

To complement the textual and interview data, this study employed classroom field notes to understand the real-time dynamics of writing instruction and the integration of blogging. This study employed two observational roles:

1. Non-participant observer: The researcher attended classroom and online sessions without participating, recording behavioral patterns and instructional strategies objectively (Creswell & Poth, 2018, 2024).

2. Participant observer: The researcher also engaged in blogging alongside students, using reflective notes to document emerging insights into the learning process (Patton, 2015).

This combined approach followed recommendations from ethnographic research methodology (Bogdan & Biklen, 2007; Emerson et al., 2011), enabling the researcher to observe from internal and external perspectives. Classroom field notes captured how the EFL writing teacher delivered genre pedagogy, how students collaborated and responded, and how technology shaped the learning environment. These observations enriched the data by contextualizing how blogging practices were implemented and negotiated in daily classroom interactions.

This study employed classroom field notes as the primary method of observational data collection rather than using video recordings. A combination of factors informed the decision, taking into account ethical, methodological, and practical considerations.

First, this study employed classroom field notes to minimize the effects of the observer. The presence of recording equipment often alters natural behavior, a phenomenon commonly referred to as the Hawthorne effect (McCambridge et al., 2014; Oswald et al., 2014). Relying on written observation allowed for less intrusive documentation, helping to preserve the authenticity of classroom interactions (Mannay & Morgan, 2014).

Second, the approach reflected a commitment to privacy and ethical sensitivity. Some participants may feel discomfort or hesitation when being recorded, raising concerns about consent, data security, and anonymity (Saunders et al., 2015). Field notes offered a less invasive means of capturing classroom dynamics while upholding ethical standards (Sieber, 1992).

Third, this method allowed the researcher to focus on significant pedagogical moments. Unlike video, which can produce excessive amounts of undifferentiated data, field notes enable selective, context-rich documentation of key learning interactions (Emerson et al., 2011).

Fourth, field note-taking supported researcher reflexivity. Writing in real time prompted immediate reflection on student behavior, teaching methods, and emergent themes. This active engagement fostered deeper insights than might have been available through delayed video analysis (Creswell & Poth, 2018, 2024).

Ultimately, logistical feasibility was a crucial factor in the decision. Video recording requires extensive resources for equipment setup, storage, and transcription. Field notes provided a more flexible and cost-effective alternative without compromising data richness or relevance (Bogdan & Biklen, 2007). By prioritizing classroom field notes over video recordings, this study maintained a naturalistic, ethically sound, and methodologically robust approach to documenting student engagement in GP-based writing instruction supported by blogging.

3.3.4 Photovoice Reflections

To supplement blog entries, interviews, and classroom observations, photovoice was employed as a creative and reflective data collection tool. This method enabled participants to visually represent significant moments in their academic and personal engagement with blogging, thus capturing affective and cognitive dimensions that might not emerge through text alone (Ferdiansyah et al., 2020; C. Wang & Burris, 1997).

Photovoice was implemented across three stages, before, during, and after the blogging-based news writing course, and was structured around three guiding categories adapted from Koltz et al. (2010): Context, Reason, and Emotion. This framework guided the collection and analysis of data:

a) Context refers to the setting or situation depicted in each photograph.

b) Reason captured the participant's rationale for selecting the image.

c) Emotion refers to the feelings associated with the learning experience being represented.

This structured framework ensured systematic analysis of visual data while allowing students to articulate personalized learning insights.

Photovoice was integrated into the semester-long course in a structured yet flexible format. Each participant submitted two to three images reflecting their engagement with news writing through blogging. The images represented a variety of learning dimensions, including:

a) Personal writing environments (e.g., study spaces).

b) Digital screenshots of blog drafts, peer comments, or collaborative tools.

c) Symbolic representations of growth, struggle, or transformation during the writing process.

d) A short-written reflection accompanied each image. In these texts, participants described the significance of the image in their learning process, their emotional or intellectual engagement, and the role of blogging in their development as writers and educators. These reflections prompted deep critical analysis as students documented their learning and evaluated the broader meaning of their experiences (Ferdiansyah et al., 2020).

The method revealed previously unspoken aspects of the learning process. For instance, students shared visual expressions of confidence-building, such as screenshots of completed blog posts, alongside depictions of frustration and perseverance during complex writing tasks. Some documented moments of peer collaboration or feedback emphasize the social nature of writing development.

1. Ethical and Logistical Considerations for Photovoice

To uphold ethical standards, the researcher implemented several guidelines as follows.

a) Students retained full autonomy over image selection, submitting only visuals they were comfortable sharing.

b) Participants were advised to avoid images that included identifiable individuals or private content.

c) The EFL writing teacher provided clear instructions to ensure that all students could participate, regardless of their technological skills.

d) The researcher obtained full informed consent for the use of submitted images, and students had the right to withdraw their visual data at any stage.

e) These measures ensured that the photovoice process remained ethically sound and accessible to all participants.

2. Photovoice in the Broader Data Collection

When integrated with other qualitative data sources, such as blog entries, interviews, and field notes, photovoices provided a multimodal lens for understanding the student learning experience. Unlike text-based reflection alone, photovoice:

a) Enabled students to document key learning moments visually.

b) Facilitated deeper introspection and emotional expression.

c) Served as a catalyst for self-assessment and identity exploration in writing.

As a reflective and participatory tool, photovoice enabled participants to externalize their growth as writers and educators in meaningful and creative ways. Its integration with GP and blogging enriched the data landscape, offering a holistic account of how Indonesian EFL student teachers developed their writing skills and constructed professional identities.

3.3.5 Observed Pedagogical Challenges

Although the integration of blogging within a genre pedagogy framework provided valuable opportunities for authentic writing, multimodal engagement, and reflective practice, several pedagogical challenges emerged during implementation. Recognizing these challenges is essential for interpreting the participants' experiences and for framing the outcomes of the instructional intervention presented in subsequent chapters.

One of the most prominent issues was students' hesitation in publishing their writing in public or peer-accessible blog environments. This reluctance was frequently attributed to anxiety regarding linguistic accuracy, a lack of confidence in their writer identity, and concerns about critical evaluation by peers or broader audiences. These affective dimensions are consistent with findings by Alenezi (2022), who reported that learners expressed discomfort with public blog writing, often citing anxiety about performance and peer evaluation. While explicit references to self-efficacy and fear of judgment were not dominant, learners' cautious attitudes suggest these affective factors may underlie their engagement with online publishing. Similarly, Amalia (2019) emphasized that pre-service teachers often struggle with professional identity formation when required to engage in reflective or public-facing writing, particularly in digital spaces.

A second challenge involved students' difficulty in transferring genre knowledge into their blog compositions. Despite explicit genre modeling and collaborative deconstruction of news reports during instruction, initial blog drafts commonly adopted informal or personal tones that diverged from the journalistic structures emphasized in class. This phenomenon is consistent with findings by Emilia (2005) and Hyland (2007), who stress that genre control requires iterative engagement, sustained scaffolding, and exposure to authentic exemplars, especially when transitioning between formal academic genres and real-world digital texts.

A further complication emerged in the domain of digital literacy. While several participants demonstrated fluency in navigating blogging platforms and multimodal tools, others struggled with embedding hyperlinks, resizing images, and formatting content for readability and aesthetic coherence. These disparities in technological proficiency reflect broader trends in Indonesian EFL contexts, as

documented by Sulistyo et al. (2019) and Mali and Salsbury (2021), who emphasize the uneven preparedness of learners in using educational technologies. Their studies advocate for the inclusion of targeted digital literacy instruction to ensure equitable access and participation in multimodal composition.

Finally, the photovoice reflection activity, which required learners to represent their evolving teacher identities visually, revealed further pedagogical complexity. While several students valued the creative mode of expression, others found it challenging to articulate the abstract dimensions of their professional identity through imagery. This finding conforms to Moon's (2006) emphasis on the need for structured support in reflective writing. While her work primarily focuses on textual reflection, the challenges faced by students in representing identity visually in this study indicate that multimodal reflection similarly benefits from scaffolding and conceptual framing. Additionally, Ferdiansyah, Widodo, and Elyas (2020) caution that identity-oriented visual tasks in teacher education risk remaining superficial unless they are pedagogically scaffolded. Al Khateeb (2016) and Mohamad, Tasir, and Yusof (2023) similarly argue for structured blogging reflections to deepen the meaning-making process. Rachmawati, Emilia, and Lukmana (2017) further illustrate how reflective experiences during teacher practicum challenge pre-service teachers to negotiate their self-concepts, often producing ambivalence when professional expectations clash with personal dispositions.

These pedagogical challenges shaped learners' experiences throughout the intervention and informed the interpretation of their learning trajectories. Acknowledging such constraints enables a more nuanced analysis of how blogging, genre pedagogy, and reflective practice intersect in English as a foreign language (EFL) teacher education. These insights contextualize the affordances and limitations of technology-enhanced genre writing instruction, forming the basis for the data triangulation strategy described in the following section.

3.3.6 Data Triangulation Summary

To enhance the validity and reliability of the findings, this study employed data triangulation by integrating multiple qualitative sources. This strategy enabled

a more comprehensive and balanced exploration of Indonesian EFL student teachers' engagement with genre pedagogy (GP) and blogging, particularly in terms of writing development and professional identity formation. Triangulation also supported the convergence of evidence from different data types, increasing the confirmability and depth of the findings (Creswell & Poth, 2018, 2024; Dezin & Lincoln, 2018; Lincoln & Guba, 1985).

Blog entries provided a longitudinal view of students' writing progress and reflective thinking. These digital texts illustrated how participants applied genre conventions, engaged with real-world audiences, and developed fluency over time. Semi-structured interviews complemented these insights by capturing participants' internal reflections, challenges, and shifting perspectives on themselves as writers and educators. The interviews added nuance to the textual data by foregrounding the affective and psychological dimensions of their learning experiences.

Classroom field notes served as a valuable source of contextual data, documenting students' observable engagement with blogging activities, peer feedback, and instructor scaffolding. These real-time observations allowed the researcher to interpret participant behavior within the situated learning environment. Photovoice reflections further deepened the analysis by providing visual and emotional representations of students' learning. Through symbolic imagery and narrative explanation, participants conveyed cognitive breakthroughs, frustrations, and moments of transformation that might not have surfaced through verbal or written accounts alone.

The integration of these data sources supported a multidimensional and participant-centered understanding of the learning process. The use of triangulation enhanced the credibility and trustworthiness of the study by enabling cross-validation of emerging themes across diverse forms of evidence (Creswell & Poth, 2018, 2024; Dezin & Lincoln, 2018; Lincoln & Guba, 1985).

Table 5 summarizes the contributions of each data source to the study's overall findings. It delineates the specific focus and insights provided by blog entries, semi-structured interviews, classroom field notes, and photovoice reflections. These sources collectively illustrate the multidimensional nature of the dataset and underscore the value of triangulation in capturing cognitive and

affective dimensions of participants' engagement with genre pedagogy (GP) and blogging.

Table 2 *Summary of Data Triangulation Contributions*

Data Source	Focus	Key Contribution
Blog entries	Writing progress and reflective practice	Revealed longitudinal development in genre awareness, fluency, and digital composition skills
Semi-structured interviews	Student perspectives and identity construction	Provided insight into participants' experiences, challenges, and evolving self-concept
Classroom field notes	Observed engagement and instructional dynamics	Documented peer interaction, scaffolding strategies, and participation in blended learning
Photovoice reflections	Visual and emotional expression of learning experiences	Captured affective and symbolic dimensions of writing development and personal growth

Note. Table 5 illustrates how each qualitative data source contributed distinct yet complementary perspectives, reinforcing the rigor of the multi-method approach employed to explore Indonesian EFL student teachers' engagement with genre pedagogy and digital writing.

To further clarify the methodological framework and data integration, Figure 3 provides a visual representation of the multi-method qualitative research approach employed in this study. It illustrates the interrelationship between the four data sources and how they collectively informed the analysis and interpretation process.

Figure 1 *Multi-Method Qualitative Research Approach*
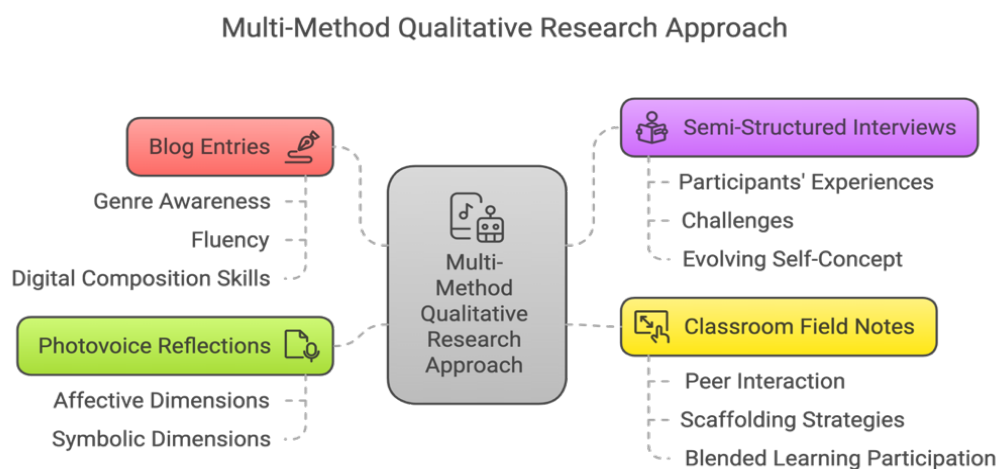
Note. This figure visually represents the four qualitative data sources employed in the study, blog entries, semi-structured interviews, classroom field notes, and photovoice reflections, and their respective contributions to the overall analysis. Each data source provided distinct insights: blog entries revealed participants' genre awareness, fluency, and digital composition skills; interviews explored personal experiences, challenges, and identity development; field notes captured classroom dynamics such as peer interaction and scaffolding; and photovoice reflections illustrated affective and symbolic dimensions of writing. These sources contributed to a holistic understanding of EFL student teachers' engagement with genre pedagogy and blogging practices.

The subsequent section (Section 3.4 Data Analysis Procedures), outlines the data analysis procedures, specifically detailing the thematic analysis techniques applied to interpret the data drawn from these multiple sources.

3.4 Data Analysis Procedures

To systematically interpret the qualitative data collected from blog entries, semi-structured interviews, classroom field notes, and photovoice reflections, this study adopted a thematic analysis approach. The method was guided by Braun and Clarke's (2006, 2012, 2021) six-phase framework, which offers a structured yet flexible approach for identifying, analyzing, and reporting patterns within

qualitative datasets. This study employed thematic analysis due to its capacity to handle large amounts of rich, narrative data while remaining compatible with experiential and constructivist paradigms.

A dual analytical approach was applied, combining inductive and deductive reasoning. The inductive process enabled themes to emerge directly from participants' language, reflections, and personal narratives, allowing for findings to be grounded in their lived experiences. Simultaneously, deductive analysis was employed to frame the data through the lens of the study's conceptual foundation, specifically genre pedagogy (Emilia, 2005; Hyland, 2007), digital literacy, and professional identity formation in the context of language teacher education (Norton, 2013). This hybrid strategy allowed the study to remain open to unexpected insights while ensuring consistency with the guiding research framework.

To enhance the trustworthiness and credibility of the findings, this present study incorporated several methodological strategies:

1. Data Triangulation was employed to cross-validate themes across four qualitative sources, ensuring analytical consistency and a more holistic interpretation of the data (Creswell & Poth, 2018, 2024).

2. Member Checking involved inviting participants to review their interview transcripts and the preliminary thematic interpretations derived from their contributions. This participatory process ensured that their voices were accurately represented and respected throughout the analysis (Thomas, 2017).

3. Reflexivity and Peer Debriefing were implemented throughout the analytical process. The researcher maintained a reflexive journal to document evolving interpretations, coding challenges, and personal assumptions. Discussions with academic peers further supported the validation of emerging themes and reduced the influence of individual bias (Dezin & Lincoln, 2018; Lincoln & Guba, 1985).

Figure 2 *Qualitative Data Analysis Strategies*

Qualitative Data Analysis Strategies

1

Member Checking

Validates participant voices by reviewing transcripts and interpretations.

2

Data Triangulation

Ensures analytical consistency through cross-validation of themes.

3

Initial Theme Identification

Emerges themes directly from participant narratives.

4

Conceptual Framework Application

Frames data using established conceptual frameworks.

Note. These strategies contributed to a rigorous and transparent analytic process. The integration of inductive and deductive thematic analysis, supported by triangulation, member validation, and reflexive practice, ensured that the study's findings were credible and meaningfully connected to the participants' authentic experiences as student teachers engaging with blogging and genre-based news writing.

3.4.1 Thematic Analysis Approach

Thematic analysis served as the core method for identifying and interpreting patterns within the qualitative data. In line with Braun and Clarke's (2006, 2012, 2021) six-phase framework, the study approached the data in a systematic yet adaptable manner, allowing themes to be constructed from participant narratives and through alignment with the theoretical underpinnings of genre pedagogy (GP) and teacher identity development.

5. This study adopted a combined inductive and deductive approach to ensure analytical flexibility and theoretical consistency. The inductive process was data-driven, meaning that this study generated codes and themes from the raw data without being constrained by pre-existing categories. This approach was beneficial for capturing unexpected insights into students'
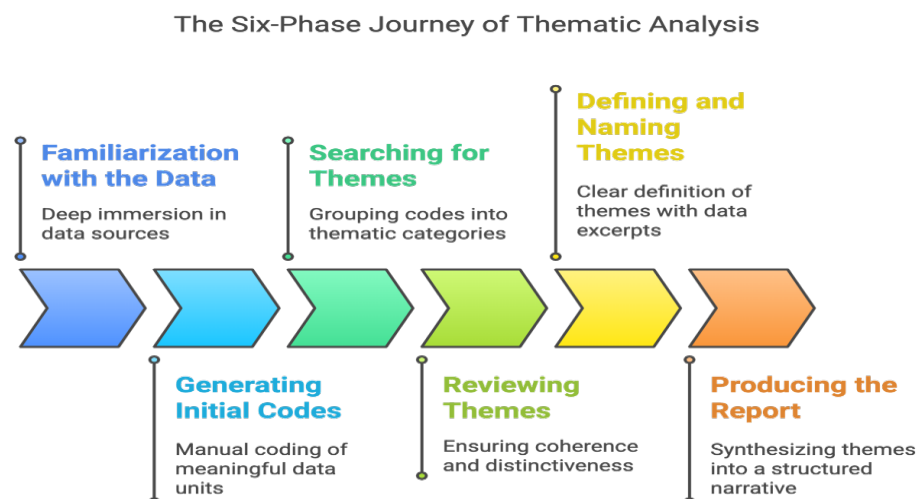
lived experiences with blogging and digital writing. At the same time, the deductive process enabled the researcher to map emergent themes against the study's conceptual framework. Specifically, the researcher examined patterns in light of established principles of genre pedagogy (GP) (Emilia, 2005; Hyland, 2007), digital literacy in educational contexts (Nabhan, 2021; Stickler, 2022) and identity formation in second language teacher education (Darvin & Norton, 2015, 2017; Norton, 2013).

The thematic analysis followed Braun and Clarke's (2006, 2012, 2021) six-phase process:

1. Familiarization with the Data: All data, blog entries, interview transcripts, field notes, and photovoice reflections, were read multiple times to achieve deep immersion. This phase allowed the researcher to identify early patterns and gain an intuitive sense of the dataset (Creswell & Poth, 2018, 2024).

2. Generating Initial Codes: Coding was conducted manually using participant language and descriptive codes to label meaningful units of data. This process ensured that participants' voices were preserved while also capturing conceptual points relevant to writing, reflection, and identity (Saldaña, 2015, 2021).

3. Searching for Themes: Related codes were grouped into broader thematic categories. These candidate themes were informed by the emergent ideas from the data and the theoretical lenses framing the study.

4. Reviewing Themes: The candidate themes were reviewed across all data sources to ensure internal coherence and distinctiveness. At this stage, data extracts were re-examined, and overlapping or weak themes were revised or removed. Peer debriefing supported this refinement process (Dezin & Lincoln, 2018; Lincoln & Guba, 1985).

5. Defining and Naming Themes: Each theme was clearly defined to the research questions and the study's conceptual framework. Illustrative data excerpts, including student quotes and photovoice narratives, were selected to support and exemplify the themes.

6. Producing the Report: Themes were synthesized into a structured narrative that connected the data to the study's research objectives. The findings were

interpreted in light of pedagogical implications, contributing to a deeper understanding of writing development, digital engagement, and identity construction among EFL student teachers (Braun & Clarke, 2006, 2012, 2021).

Figure 3 *The Six-Phase Journey of Thematic Analysis*

The Six-Phase Journey of Thematic Analysis

Familiarization with the Data
Deep immersion in data sources

Generating Initial Codes
Manual coding of meaningful data units

Searching for Themes
Grouping codes into thematic categories

Reviewing Themes
Ensuring coherence and distinctiveness

Defining and Naming Themes
Clear definition of themes with data excerpts

Producing the Report
Synthesizing themes into a structured narrative

Note. This methodical and iterative approach allowed for a grounded yet theory-informed interpretation of the data. By integrating participant voices with conceptual analysis, the thematic framework captured the complexity of how blogging, as implemented within a genre-based pedagogical context, supported the academic and professional growth of future English teachers.

3.4.2 Coding Process

Manual coding was employed to promote analytical depth and sustain close engagement with participants' voices. This hands-on approach facilitated transparent interpretation and consistent comparison across diverse data sources. Printed transcripts, thematic matrices, and coding tables supported data organization and enabled systematic tracking of emerging insights across blog entries, interviews, classroom field notes, and photovoice reflections.

The coding process followed a two-cycle strategy grounded in Saldaña's (2015; 2021) methodology. In the first cycle, descriptive coding was used to capture the surface meaning of the data by summarizing key actions, concepts, or attitudes reflected in participants' narratives (e.g., "peer feedback helped," "used blog images"). This initial coding provided a structured basis for recognizing recurring themes and patterns.

The second cycle involved pattern coding, which grouped the first-cycle codes into higher-order conceptual categories. These categories aligned with the study's three analytical dimensions: Writing Development (WD), Digital Literacy Growth (DL), and Teacher Identity Development (TID). Each dimension was informed by the research questions and supported by established theoretical frameworks. Table 6 outlines the coding structure, including code labels, thematic foci, and relevant literature.

Figure 4 *Analytical Dimensions and Thematic Focus of Codes*

Code	Analytical Dimension	Focus	Key References
WD	Writing Development	Lexical growth, syntactic variation, paragraph structure, genre conventions	Emilia (2005); Hyland (2007).
DL	Digital Literacy Growth	Blogging tools, multimodal composition, audience engagement	Stickler (2022); Darvin and Norton (2015, 2017); Nabhan (2021).
TID	Teacher Identity Development	Self-perception, confidence, pedagogical awareness	Norton (2013); Farrell (2021); Rachmawati et al. (2017); Amalia (2019).

Note. These analytical dimensions were shaped by pedagogical theory and prior research on EFL writing, digital literacy, and identity formation in teacher education.

Table 7 illustrates how the coding framework was applied to selected excerpts from the dataset. Each entry shows the original data segment, its first-cycle code, the resulting pattern code, and the relevant analytical dimension.

Figure 5 *Sample Coded Excerpts from Data Sources*

Data Source	Raw Data Excerpt	First-Cycle Code (Descriptive)	Second-Cycle Code (Pattern)	Analytical Dimension	Code ID
Interview Transcript	"I used to write without thinking about the structure, but now I know how to write a proper lead and supporting paragraphs."	Awareness of structure	Improved understanding of journalistic form	Writing Development	WD1
Blog Entry	"Adding images and links made my article more interesting, and I think readers enjoyed it more."	Using multimedia tools	Multimodal audience engagement	Digital Literacy Growth	DL2
Field Notes	"Student collaborated with peer on lead paragraph after instructor's model writing session."	Peer collaboration	Scaffolding through joint construction	Writing Development	WD3
Photovoice Caption	"This picture of my desk shows how I finally felt like a real writer working late at night."	Self-identification as a writer	Emerging writer identity	Teacher Identity Development	TID1
Interview Transcript	"I was nervous publishing at first, but getting positive comments from friends really boosted my confidence."	Positive feedback from peers	Confidence building through public sharing	Teacher Identity Development	TID2
Blog Entry	"At first I didn't know what 'news values' were, but the example articles helped me	Learning news values	Genre awareness through modeling	Writing Development	WD4

	learn what makes a good news story."

Note. This table illustrates thematic patterns emerged consistently across multiple data sources, highlighting growth in writing skills (e.g., WD1, WD4), digital engagement (e.g., DL2), and the formation of professional identity (e.g., TID1, TID2).

The analytical dimensions were rooted in the study's conceptual framework. The dimension of Teacher Identity Development (TID) drew on Gee's (2000) model of identity as enacted through language (discursive identity) and shaped through affinity with communities of practice (affinity identity). These concepts supported the interpretation of how participants constructed professional selves through reflective writing and multimodal expression.

Further insight was provided by Norton's (2013) theory of investment and imagined communities, which helped identify aspirational elements in participants' blogs and interviews. Studies such as those by Rachmawati et al. (2017) and Amalia (2019) emphasized the role of reflection in shaping pre-service teachers' evolving self-concepts, particularly during practicum and coursework. Theirs' work underscored how identity shifts occur through sustained engagement in reflective practice, a theme that resonated with participants' photovoice submissions and blog entries.

The manual coding process, coupled with clear identifiers (e.g., WD1, TID2), ensured consistency, traceability, and alignment with the study's analytical aims. Interpretations remained grounded in participants' voices while drawing on theoretical insights to enhance depth and credibility. The following section (3.4.3, Data Triangulation) explains how these coded patterns converged across data sources, thereby supporting the validity of the findings.

3.4.3 Data Triangulation

To strengthen the credibility and depth of the findings, this study employed data triangulation, drawing on four qualitative sources: blog entries, semi-

structured interviews, classroom field notes, and photovoice reflections. This approach supported comprehensive exploration by capturing the participants' experiences from multiple vantage points. It also enabled the cross-verification of themes, ensuring that interpretations were not reliant on a single data type (Creswell & Poth, 2018, 2024; Dezin & Lincoln, 2018; Lincoln & Guba, 1985).

Each source contributed uniquely to the analytical process:

1. Blog entries traced the progression of students' writing over time, reflecting growth in fluency, genre understanding, and rhetorical awareness.

2. Interviews added personal insight, revealing inner motivations, evolving self-perceptions, and reflective evaluations often implicit in written outputs.

3. Field notes contextualized student behavior, documenting peer interactions, technology use, and instructional scaffolding during classroom activities.

4. Photovoice reflections offered symbolic and emotional depth, portraying personal milestones and identity development through visual expression.

This approach reflects the constructivist view that learning and identity are co-constructed across linguistic, visual, and interactional modes (Gee, 2000; Norton, 2013), reinforcing the study's theoretical lens. For example, a participant's stated increase in writing confidence during an interview could be substantiated by stylistic development in blog posts and emotionally resonant imagery in photovoice entries. In this way, the study captured what participants said or did and how they represented and experienced their learning. The following Table 8 summarizes how each data source informed the thematic analysis.

Table 3 *Summary of Triangulation Contributions*

Data Source	Primary Focus	Key Contribution to Analysis
Blog entries	Writing development and reflection	Traced fluency, genre mastery, revision strategies, and expressive voice
Semi-structured interviews	Personal perspectives and identity construction	Illuminated affective dimensions, pedagogical beliefs, and evolving self-concepts
Classroom field notes	Instructional context and engagement	Documented collaboration, digital tool use, and genre-based teaching practices

Photovoice reflections	Emotional and symbolic learning	Conveyed affective growth, personal meaning-making, and identity formation through visual narratives

Note. The integration of these sources enabled a nuanced, multimodal understanding of student teachers' engagement with genre pedagogy and blogging. Triangulation enhanced interpretive validity by supporting convergence across diverse forms of evidence while also allowing for contrasts and complexities to emerge.

The subsequent section, 3.4.4 Member Checking and Reflexivity, outlines the strategies used to validate these interpretations and ensure critical researcher self-awareness throughout the analysis.

3.4.4 Member Checking and Reflexivity

To ensure the credibility and trustworthiness of the findings, this study employed two key strategies: member checking and researcher reflexivity. These approaches safeguarded interpretive accuracy while mitigating potential bias.

Member checking involved inviting participants to review their interview transcripts and the initial thematic interpretations that the researcher had made. This process allowed them to verify accuracy, clarify meanings, and contribute additional insights, thereby enhancing the authenticity of the data (Thomas, 2017).

Reflexivity was addressed through a maintained journal in which the researcher documented interpretive decisions, emotional responses, and evolving insights. This practice fostered critical awareness of how personal beliefs and positionality, particularly as a teacher-researcher, could influence interpretation (Palaganas et al., 2017).

Acknowledging the dual role of teacher and researcher helped maintain ethical transparency and sensitivity to power dynamics. Peer debriefing with academic colleagues further supported analytical rigor by enabling reflection, challenging assumptions, and refining emergent themes (Dezin & Lincoln, 2018; Lincoln & Guba, 1985). These member checking and reflexivity ensured a balanced, transparent, and ethically grounded representation of Indonesian EFL student teachers' engagement with blogging and genre pedagogy.

3.4.5 Ethical Considerations in Data Analysis

This study prioritized ethical integrity throughout the data analysis process to ensure respect for participant rights and to provide a transparent interpretation. The researcher maintained anonymity by using pseudonyms, and all identifiable information was removed from interviews, blog entries, and photovoice materials. Due to the public nature of blogging and the sensitivity of visual data, all materials were securely stored in password-protected folders, in line with ethical guidelines (Saunders et al., 2015).

To enhance transparency, the researcher maintained an audit trail documenting coding decision, theme development, and methodological shifts (Merriam & Tisdell, 2015). A reflexive journal was also kept to reflect on positionality and interpretive choices critically. Given the researcher's dual role as a teacher, care was taken to minimize power imbalances and ensure authentic representation of student voices. Member checking was used when clarification was needed to verify the accuracy of interpretations (Thomas, 2017). These strategies ensured a responsible and ethically grounded analysis.

3.5 Ethical Considerations

This study adhered to recognized ethical standards in qualitative research, particularly in the areas of informed consent, confidentiality, and responsible data handling (Cohen et al., 2017; Creswell & Creswell, 2023). Ethical protocols were implemented throughout the research process, encompassing design, data collection, analysis, and reporting.

Given the reflective and often public nature of data generated through blogging and photovoice, particular attention was paid to participant privacy and voluntary participation. Informed consent was secured through detailed explanations of the study's purpose, procedures, and participants' rights, including the option to withdraw at any stage (Sieber, 1992). Additional consent was obtained for the use of audio recordings and visual materials.

To protect anonymity, all participants were assigned pseudonyms, and identifying information was removed from transcripts, blog entries, and photovoice

submissions. Participants were advised to avoid personal identifiers in public-facing blog posts. In the case of photovoice, they were encouraged to use symbolic representations and retained complete control over which images were included in the final outputs (Ferdiansyah et al., 2020; C. Wang & Burris, 1997).

The dual role of the researcher as instructor and investigator required careful ethical consideration. Participation in the study was explicitly separated from academic assessment, and students were assured that involvement would not impact their grades (Mannay & Morgan, 2014). Reflexive practice, including journaling, was employed to maintain a critical awareness of power dynamics and to ensure interpretive neutrality.

The use of blogging also introduced unique ethical challenges due to its public and interactive nature. Participants were given the option to limit blog visibility and were provided with guidance on managing reader comments and external interactions. During classroom observations, field notes were used instead of video recordings to minimize intrusiveness (McCambridge et al., 2014). Interviews were conducted with sensitivity, and participants were invited to review and amend their transcripts to ensure accuracy and fairness (Thomas, 2017).

The researcher obtained formal approval from the university's Research Ethics Committee prior to data collection. The committee reviewed all elements of the research design, including consent procedures, data storage, and participant protections, ensuring alignment with institutional and international ethical standards (McCarron, 2015).

3.6 Reliability, Validity, and Trustworthiness

Ensuring rigor in qualitative research requires careful attention to how data are collected, interpreted, and presented. In this study, reliability, validity, and trustworthiness were addressed through consistent procedures, transparent documentation, and attention to the authenticity of participants' voices (Dezin & Lincoln, 2018; Lincoln & Guba, 1985; Merriam & Tisdell, 2015).

Reliability was supported by consistent data collection methods across participants, including standardized interview protocols, reflective prompts, and observation guidelines (Rubin & Rubin, 2012. Coding was conducted

collaboratively, and differences were discussed and refined. An audit trail was maintained to record the steps taken throughout the analytic process, supporting consistency and transparency.

To enhance validity, the study employed data triangulation by drawing on multiple sources, including blog entries, interviews, classroom field notes, and photovoice reflections. This cross-verification enabled a more comprehensive understanding of participants' experiences (R. K. Yin, 2018. Member checking further supported accuracy by allowing participants to confirm the content of their transcripts and review preliminary themes (Thomas, 2017. A detailed description of the research context and participant background supported transferability by enabling readers to determine the relevance of the findings to their contexts (Braun & Clarke, 2006, 2012, 2021).

This study established trustworthiness in accordance with Lincoln and Guba's (1985) and Dezin and Lincoln's (2018) criteria. Credibility was supported through prolonged engagement with participants over a semester, triangulation, and member checking. Transferability was facilitated through the inclusion of contextual details and the use of purposeful sampling. Dependability was addressed through inter-coder reliability and detailed methodological documentation. Confirmability was strengthened through reflexive journaling, the inclusion of direct quotes and images as evidence, and ongoing dialogue with participants to verify interpretations.

Particular care was taken to ensure that the teacher-researcher role did not influence participants' responses. The researcher separated instructional and research responsibilities, and students were assured that their participation had no impact on their assessment. These measures helped maintain neutrality while giving voice to participants' perspectives.

3.7 Concluding Remarks

This chapter outlines the research methodology used to explore how blogging, integrated within genre pedagogy (GP), supports Indonesian EFL student teachers in developing news writing skills and constructing their professional identities. The study employed a qualitative case study design, enabling an in-depth,

context-sensitive investigation of participants' experiences throughout the entire academic semester.

Data were collected through the teaching program and four primary sources: blog entries, semi-structured interviews, classroom field notes, and photovoice reflections. Each method captured different dimensions of learning, ranging from reflective practice and writing development to identity exploration and classroom interaction. The use of multiple data sources enhanced the credibility and depth of the study through methodological triangulation.

Thematic analysis, based on Braun and Clarke's (2006, 2012, 2021 six-phase model, served as the core analytical approach. This method provided a systematic yet flexible framework for identifying patterns across the dataset. The analysis combined inductive and deductive strategies to ensure that themes emerged organically from participants' narratives while remaining grounded in the theoretical framework of genre pedagogy (GP), digital literacy, and professional identity development.

Ethical considerations were addressed throughout the research process, including obtaining informed consent, maintaining confidentiality, and ensuring the ethical use of public-facing blog content. Strategies such as member checking, reflexive journaling, and peer debriefing contributed to the study's trustworthiness by reinforcing transparency and reducing interpretive bias.

Thus, the methodological framework applied in this study ensured that the data collection and analysis remained reflected the research questions and objectives. The findings presented in the next chapter build on this foundation, offering a detailed account of how Indonesian EFL student teachers engaged with blogging and GP to develop as writers and future educators and describing the teaching program implemented. Additionally, it analyzed the data collected from participants' blog entries, interviews, field notes, classroom observations, and participants' photovoice reflections. It investigated how EFL student teachers engaged with news writing through blogging, identified the challenges they encountered, and examined how the blogging experience influenced their professional growth, focus on the interplay between writing development and teacher identity formation.