CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. At the start, section 3.1 elaborates the intrinsic case study as the research design to answer the research questions and meet the research objectives. Section 3.2 focuses on the participants that got involved in the research. Section 3.3 explains about the research sites. Section 3.4 elaborates the ethical consideration. Section 3.5 describes the data collection and the procedures in collecting the research data. Lastly, section 3.6 explores the techniques for data analysis employed in the research.

3.1 Research Design

Guided by the research questions, the researcher selected a qualitative paradigm because it endorses the exploration of a dynamic process of identity construction (Norton & McKinney, 2011). Furthermore, in this study, the use of qualitative research aimed to "study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2011, p. 3). Considering the aforementioned focus on qualitative research, the researcher undertook a case study approach. This approach highlights the case of an individual, a community, within a particular context or setting over time (Creswell & Poth, 2016; Yin, 2014), so the collected data will help the researcher "develop an in-depth understanding" about the emerging issue of the case (Creswell & Poth, 2016, p. 96).

In the beginning, the case study was widely used in anthropology and sociology (Hamel et al., 1993). However, through decades, case study has become popular in numerous multidiscipline research studies such as in health care, law, psychology, political science, and education. Particularly, using the case study approach, the data collection has to be undertaken in natural settings. Thus, it is different from the process in other kinds of research (See Figure 3.1), i.e., experimental and quasi-experimental research (Hamied, 2017). Not only is the process of data collection complex, but it is also varied in its sources of evidence.

Recognizing that the case study approach can address the explanatory questions, this approach is carried out in "different kinds…with diverse aims…and across different scales" (Paparini et al., 2020, p. 3). In addition, understanding the aforementioned potential of this approach and the data collection in natural settings, the researcher decided to employ the case study. Next, as the researcher was conscious that the case might be blurred (Yin, 2018), the boundary context needed to be clearly identified (Punch, 1998). Thus, the researcher limited the boundaries by capturing the phenomenon (investigating the professional identity construction at junior secondary schools) in a specific context (the EFL pre-service teachers participate in the teaching practicum). Then, in relation to the present study, the case was an individual affected by teaching practicum experience.

Considering the aforementioned boundaries, the researcher selected an intrinsic case study. This type was primarily undertaken with the purpose of getting "better understanding of this particular case" (Stake, 2003, p. 136). Therefore, in alignment with what Stake proposes about the intrinsic case study, the researcher points to an interaction, past experience, beliefs, and critical events as a wholeness represented through the dynamic process that constructs the EFL pre-service English teachers' professional identity. There is a possibility of different results from each case being built since employing the intrinsic case study is closely related to the case or, in this research, the individuals. In response to that possibility, multiple data collection method should be conducted carefully (detail description in Data Collection). To get a more transparent process of case study approach being employed in the present study, Figure 3.1 is shown below.

Figure 3.1 Process of Case Study Research
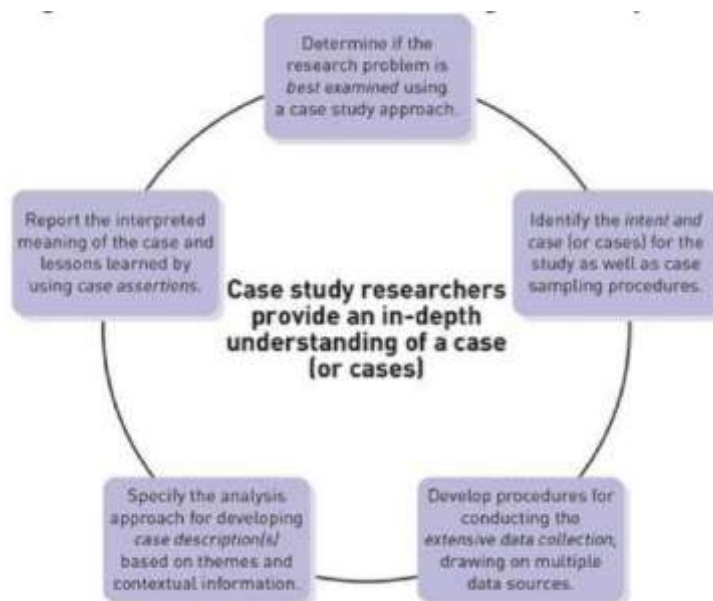(Creswell & Poth, 2016, p. 101)

Figure 3.1 shows the case study process (Creswell & Poth, 2016). Dealing with the present study, the researcher used this procedure. At the initial stage, the researcher focused on the research questions and decided that the case study approach was appropriate to address the research questions. Then, the researcher determined the participants and the sampling type to get more explicit boundaries related to the studied topic. Afterward, the researcher determined the procedure for collecting, analyzing the data, and reporting the findings.

Next, there is a major criticism towards intrinsic case study in particular and case study in general. Hamied (2017) delineates that the employment of case study does not allow the researcher to generalize the findings because this type of research focuses on a limited number of cases or case uniqueness. In addition, Denzin (1983) adds that generalization is not the sole objective when conducting case study research. To tackle the criticism of generalization in a case study, Merriam (1988) reconceptualizes the generalizability by focusing on the notion of naturalistic generalization in which people are allowed to look at similarities—both objects and issues—"in new and foreign contexts" (Stake, 1978, p. 6). Furthermore, to support the generalization of one case by the reader or user, the researcher or investigator requires to conduct a "detailed holistic investigation…and …utilize a range of different measurement technique" (Hamied, 2017, p. 265) in order to provide "a

rich and thick description" that allows others to have a well-founded base of information for judgment (Guba & Lincoln, 1981 cited in Merriam, 1988, p. 11). In response to the previous explanation, in this study, the researcher echoed Denzin's opinion (1983) that generalization was not the goal. Rather, she viewed the case's uniqueness (since the case was an individual) as the important one to consider. Thus, the priority was to understand that uniqueness and the "typical [emerging] patterns" (Malik & Hamied, 2014, p. 269).

Furthermore, in relation to the research being conducted, the researcher realizes that objectivism is not completely achieved since it is naïve (Bourke, 2014), especially in the studies using case study approach. Although subjectivity was not easily prevented, the high effort was made to remain objective. The issue of subjectivity could not be detached from the case researcher because she got involved in the context and had access to the phenomenon being scrutinized (Takahashi & Araujo, 2020). Thus, the researcher could not immediately avoid her involvement or rapport building with the participants as she needed to better understand them and their experience of constructing professional identity at the research sites.

Regarding the issue of subjectivity and objectivism, the researcher's biases possibly occurred during the data collection and analysis, especially in the process of interpretation (Malik & Hamied, 2014). Therefore, the researcher tried to maintain a good rapport with the participants, but at the same time, she took a distance from the participants to ensure the researcher's integrity towards the research. Maintaining good rapport was part of positioning the participants equally since they allowed the researcher to investigate their process of constructing professional identity. Nevertheless, this dynamic power of position was also challenged, mainly at the time of member checking. Regarding the participants' consideration that the researcher was "the authority" (Candela, 2019, p. 625), the researcher had to ensure their important role in sharing viewpoints and co-constructing the analysis prior to the researcher's interpretation. This awareness of dynamic power relationship (Buchbinder, 2011) in the research helped the researcher and the participants to communicate the interpretation results, so the researcher could present accuracy in her interpretation.

3.2 Participants

The participants in this study were the fourth-year EFL pre-service teachers. It was related to the bounded context the researcher focused on for addressing the research questions. Furthermore, purposive sampling was employed considering the phenomenon and context (Hamied, 2017; Merriam, 1988; Patton, 1990). In conjunction with the sampling, the participants had to meet several considerations as follows:

1. The participants were EFL pre-service teachers who registered for teaching practicum.

2. They had already fulfilled the minimum credits and taken twelve prerequisite course subjects determined by English Language Education Study Program. The pre-requisite course subjects were as follows: 1) *Pengantar Ilmu Pendidikan*; 2) *Profesi Pendidikan*; 3) *BimbinganKonseling dan Administrasi Pendidikan*; 4) *Belajar dan Pembelajaran*; 5) Evaluation/Language Testing; 6) Classroom Management; 7) Syllabus and Material Development; 8) Teaching of Listening; 9) Teaching of Reading; 10) Teaching of Speaking; 11) Teaching of Writing; and 12) TEFL.

3. The selection of participants was not gender sensitive; both female and male pre-service English teachers were involved in this study. To fulfill the criteria, the researcher was assisted by the Head of English Language Education Study Program of the university in which the participants took their undergraduate degree.

4. The participants were assigned to different partner junior secondary schools. The rationale for taking schools into consideration was because the researcher could gather, observe, and investigate the participants' process of constructing their professional identity at different school locations within different institutional contexts.

Based on the considerations above, there were sixty-nine prospective participants. Regarding the number of those prospective participants, the researcher conducted a pre-research study. In the pre-research study, the researcher distributed an online questionnaire through Google form to gather the preliminary data. The data consisted of the linguistic background, origin of senior secondary school, socio-

economic background, GPA score, the problems of learning prerequisite courses, language course history, TOEFL or other language test-taking, motivation to learn English and enter English language education, and their expectation from the teaching practicum program. These preliminary data were purposefully to gain more information about participant candidates.

Image 3.1 The online questionnaire form

Based on the pre-research study results, fifty-five respondents, consisting of 45 females and 10 male pre-service English teachers, were willing to fill in the questionnaire. Utilizing the online form of questionnaire, the responses were automatically collected. Related to the linguistic background, the pre-service English teachers spoke Buginese, Javanese, Dayaknese, Tidungnese, Banjarnese, Torajanese, and other vernacular languages from the western and eastern parts of Indonesia. Then, it was found that the respondents were from several regions in North Kalimantan, followed by the regions in South Sulawesi and Java islands. Besides, most of them graduated from some senior secondary schools in North Kalimantan, followed by those in the western, central, and eastern parts of Indonesia. Thus, these pre-service English teachers had different cultures and past learning experiences.

Next, thirty-one (56.5%) respondents came from middle to low socio-economic family background. Meanwhile, twenty-three (41.8%) respondents

categorized themselves in the middle socio-economic background and the remaining one participant (1%) belonged to the upper socio-economic background. Furthermore, thirty-seven (67.3%) respondents seldom joined in language courses. Therefore, it could show relevance to the previous result item about the respondents' socio-economic background that did not support them joining a language course class for foreign language learning purposes. Nevertheless, those who took the language course had particular reasons that motivated them, i.e., the high interest in learning English and the trustworthiness towards the institution quality in organizing the language course and facilitating its customers in upgrading their language skills improvement. Then, due to the responses, there were thirty-one (56.4%) respondents whose GPA ranged between 3.01-3.50, fourteen (25.5%) respondents with GPA between 2.76-3.00, one respondent's GPA score in the range of 2.00-2.75, and the remaining numbers, nine (16.4%) respondents had the highest GPA range ≥3.50. Briefly, the respondents' GPA range was dominantly in the category of very satisfactory.

The next result showed the balance numbers of respondents between those who had ever taken (47.3%) and had not yet taken (52.7%) the language ability test for acknowledging their language skills. Then, the respondents reported that the constraint in learning English was the low exposure to use English with other people (52.7%), followed by having less information about how to access the learning resources (20%), the low digital literacy of using the language learning apps (16.4%), and only small numbers have no problem during their language learning process (10.9%). Based on the pre-research data result, less exposure to language use in daily activities was eventually highlighted as the prime constraint for these pre-service English teachers. Particularly, the previous data was added by the respondents' statements in the open-ended responses, among which: the difficulty of recalling and using grammar appropriately, less mastery of vocabulary, speaking fluently and proficiently, and low self-efficacy.

Furthermore, the prospective participants responded that from the number of prerequisite courses having been taken, there were several challenging courses i.e., Teaching of Writing, Listening, Reading and Speaking, Classroom Management, TEFL, Syllabus and Material Development. The reasons for their

difficulties in learning the course contents were various such as low self-confidence to teach or to be a role model while teaching in front of students, the difficulty of understanding the learning materials, and the distress of managing class. Although studying English and finding some issues impacting the teaching-learning process, the respondents stated that they were still motivated to enter the department and select the teaching profession as they considered teaching profession is part of worship, a prestigious profession, and offers a very promising salary.

The aforementioned report about the status of teaching profession and the difficulties found during the teaching-learning process led them to expect more from the teaching practicum program. The responses in the final item showed the high wants of building a good rapport between themselves as the pre-service teachers, the mentor teachers, and the university mentor, so they could gain meaningful experiences from their professional learning-to-teach in the field and complete the program successfully. The pre-service teachers not only expect guidance and good rapport with two partner institutions but also assert the importance of mentorship in enabling them to manage teaching anxiety and get sufficient opportunity to practice their theoretical knowledge in the classroom.

Next, from the fifty-five respondents, the researchers applied purposive sampling (Hamied, 2017) by taking several variables into consideration (Etikan et al., 2016) as the criteria to select the participants, such as language proficiency, completeness of taking prerequisite courses, linguistic background, motivation, assigned school and its status, and school curriculum. Regarding the previous criteria, sixteen pre-service teachers were chosen because the researcher could easily access them and the assigned schools. Unfortunately, two participants withdrew from the study for personal reasons before the class observation was carried out. Then, from the remaining numbers of participants, only four participated up to the final stage of study. In addition, ethnicity was included in the profile because it played an important role, especially in portraying the negotiation of identity across different cultural background in the teaching-learning process. The summary of participants' profile is shown in Table 3.1.

Table 3.1 Participants' Profile

| Participant Codes	Gender	Ethnicity	Birth year	Having already taking EPT	GPA range	School area district	Assigned school status
PSET 1	Male	Javanese-ethnic Chinese descent	1998	∫ (420-480)	3.01-3.50	1	Private
PSET 2	Female	Javanese	1997	-	3.01-3.50	2	Public
PSET 3	Female	Buginese	1997	∫ (310-420)	2.76-3.00	3	Public
PSET 4	Female	Torajanese	1998	-	3.01-3.50	2	Private

3.3 Research Site

The study was carried out in Faculty of Teacher Training and Education at one of public universities in Indonesia named Bhinneka University (the pseudonym the researcher uses throughout the rest of this dissertation). It is located in Tarakan, North Kalimantan Province. Located on a small island, Bhinneka University (hereafter hence BU) offers a variety of formal, natural, and social sciences majors including English Language Education Study Program for bachelor's degree level. In order to provide qualified graduates, pre-service English teachers need to pass a set of theoretical and practical subjects. Concerning the practical subjects, the pre-service teachers must pass two subjects: microteaching and teaching practicum. These two subjects enable the pre-service teachers to get a situated teaching experience. Not only do they deliver the learning content but also learn to teach within a different context.

In this study, the researcher focused on the pre-service English teachers who participated in the teaching practicum program for approximately 12 weeks. There were two public and two private partner secondary schools at which the pre-service English teachers were placed for their professional learning to teach. During the program, both schools applied a similar model of practicum named a block system. Utilizing this system, pre-service English teachers had to stay in the assigned school following the school for six days a week. Further, the pre-service teachers had no authority to select the partner secondary school at which they did teaching practicum. Particularly, the UP PPL of BU was the authorized party facilitating the

teaching practicum program for the EFL pre-service teachers starting from preparation, distribution, cooperation and coordination with each study program in BU and the partner secondary schools. This unit aims to organize the teaching practicum and ensure the teaching practicum program runs well. In addition, considering the duty of UP PPL, this unit is directly responsible to Dean of Faculty of Teacher Training and Education.

As further information, the participants were assigned to different partner secondary schools in three districts: Central Tarakan district, West Tarakan district, and East Tarakan district. The researcher did her study in an Islamic private junior secondary school (Central Tarakan district), both private and public junior secondary schools (West Tarakan district), and an Islamic public junior secondary school (East Tarakan district).

Figure 3.2 Research Sites
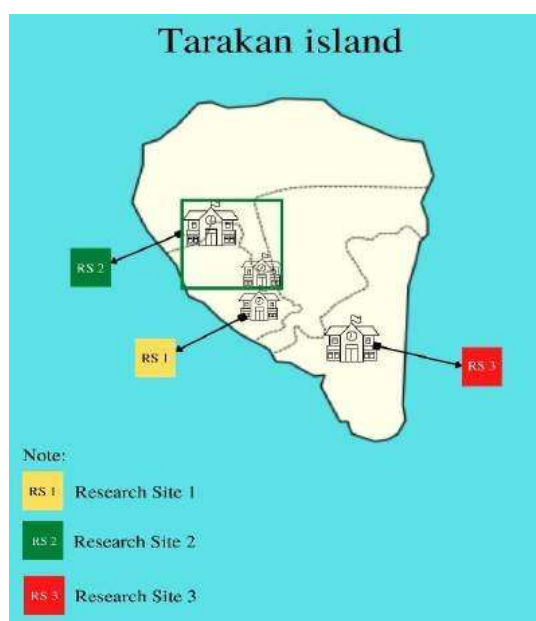
Research Site 1

Research Site 1 (hereafter hence RS1) is a private junior secondary school. This school has four classes in total. However, there is only one class of grade 7. The total number of students is also less than 20 students. Further, this school implements non gender-segregated classroom. Thus, although it is an Islamic school, the students from different sexes and ethnics get the opportunity to learn

from each other in the same classroom. Related to the facilities, the school has a library, a prayer room, a sport field, and a computer laboratory. Nevertheless, the students are not sufficiently facilitated with teaching media and stable network connectivity in the teaching-learning process. Thus, the teaching process is primarily focused on teachers' creativity in engaging and empowering their students. Regarding the students' background, 75% are from the surrounding area of the school, while the remaining 25% are from the outer ring of the school area. Additionally, the students come from middle to low socio-economic families. Most of these families' living depend upon the professions such as fishermen, port daily labors, and sellers.

Figure 3.3 RS 1 Building

Image 3.2 Access map to RS 1
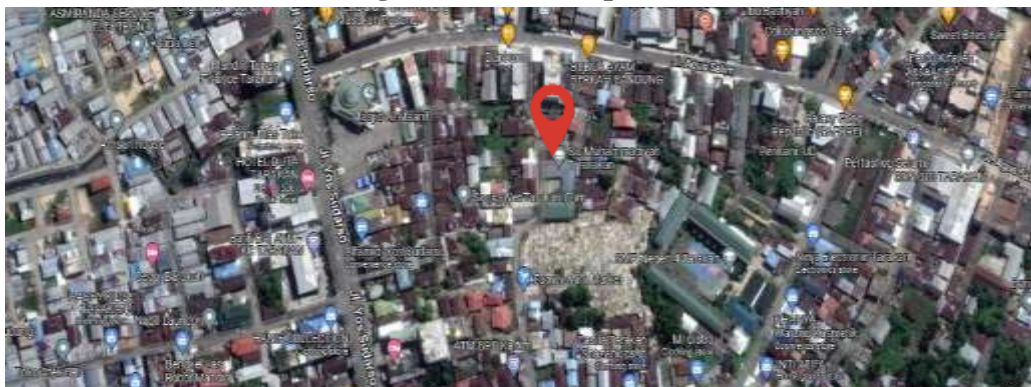
Note: 📍   School Location

Concerning the students' socio-economic background, the family condition impacts the low awareness and motivation to take education seriously. Thus, they go to school because it is obliged by the government but not highly supported by the conjugal and extended family environment. Consequently, although they are present in the classroom, they do not bring books, students' worksheets, textbooks, or even stationery that can show their seriousness to follow the subject. Moreover, the school zoning system is considered to benefit these students because they think that the acceptance in the targeted school is not contingent on their academic grade, but it depends heavily on the living zones and results in their less optimum learning performance. Reasonably, the condition of student background requires great attention from each teacher during teaching-learning activities in the classroom.

Implementing the 2013 curriculum in which students should be the center of learning, the students in this school show their dependence on teachers' role in the classroom activities. In short, teachers have to accommodate students' learning optimally. Due to the teachers' number, nine teachers (including the headmaster) teach in this school. The status is various, among which: *Guru Honor Sekolah* (school honorary teacher), *Guru Tidak Tetap Kabupaten/Kota* (non-government employees), and *Guru Tetap Yayasan* (permanent teachers from the foundation).

Research Site 2

Focusing on Research Site 2, there are two involved sites: School A and School B. Both schools are differently viewed from the status, students' background, ethnicity, religion, and curriculum. The followings are brief description about the schools.

School A

School A is a private junior secondary school. Located in the western part of Tarakan city, this educational institution consists of several different degrees, starting from pre-school, kindergarten, primary, and junior secondary schools. However, the school management is led by different headmasters. Further, this school has a small number of teachers with an imbalance ratio between female and male teachers. From the aspect of diversity, School A is very welcoming towards

different religions and ethnicity. Although the students from Javanese-ethnic Chinese and Sumatra-ethnic Chinese are the majority in this school, the students from other ethnics can study together without any discrimination.

Figure 3.4 School A Building

Next, contrasted to the students' background found in RS1 who are more homogeneous in terms of religion and socio-economic background, the students in School A are classified as middle to high socio-economic background. The students are also sufficiently endorsed to study seriously. Looking at the heterogeneousity and the conjugal family's support for school, each student in School A has a more divergence of distribution on the students' English skills mastery and language use experience than those in RS1. Dominantly, the students with Sumatra-ethnic Chinese and Javanese-ethnic Chinese join English and Mandarin tutoring. Therefore, compared to students in RS1, the present students are more skillful.

Besides, they also have had a chance to travel abroad so they enable to practice the language in the countries where English status is as the second language. Moreover, from the history of participating in English competition, the students from School A are to be said as the active ones. It is very relatable with the students' skills, indeed. Not only getting sufficient exposure towards English language, but the students are also well-facilitated to use English and Mandarin languages. Therefore, they are situated to use English, Indonesian, and Mandarin interchangeably during the teaching-learning process in particular subjects and condition. Certainly, the creation of situation with the different language use at school is supported with the vision and mission of school and the teaching practice in the classroom as part of policy realization in which during English language

teaching, the teachers should use English in delivering the materials and just use Indonesian when it is quite necessary. The strong ambition to equip the students be able to compete and collaborate internationally is also supported with the use of Montessori learning method. Further, in contrast to RS1, School A also asks the English language teachers to use textbook published by Pearson as the complementary teaching source. Hence, the learning materials are more myriad.

School B

School B is a public junior secondary school. Located approximately 5 km from the city center, the researcher found that the road conditions near the school are poor, especially in rainy days. Nevertheless, the school building is spacious and has good ventilation. As a result, the students feel comfortable spending their time at school. Some of them stay in the class, then read their books, go to a library, do sport on a sport field, discuss each other around the school environment, or do their extracurricular activities. Related to the students, most of them are from the area near the school. The socio-economic background of these students is diverse, starting from the low and middle ones. Based on the given information, the parents of these students work as civil servants, fishermen, laborers, and even unemployment.

Image 3.3 Access map to School B
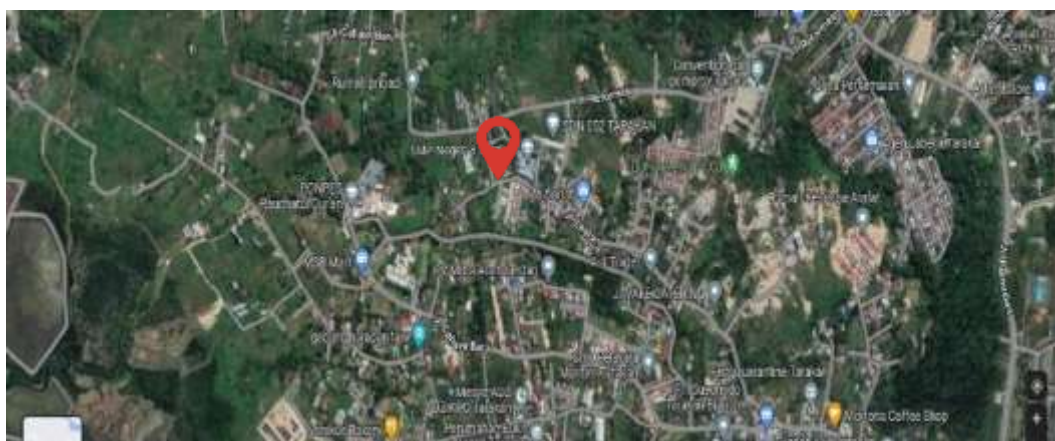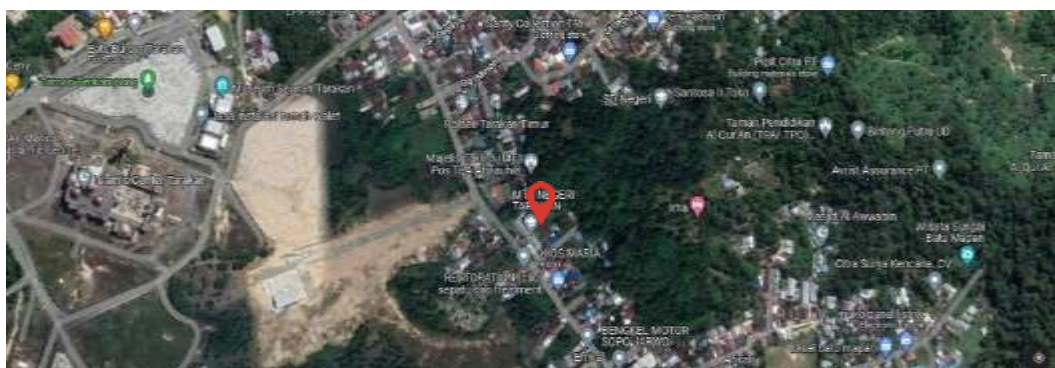

Note: 📍 School Location

Referring to these socio-economic conditions, the students' English language skills, especially in grade 7, are various. It is closely connected to their parents' ability to facilitate them in taking language courses, accessing learning sources, or allowing them to play online games with English language settings using smartphones. On the other hand, there are also students whose parents cannot provide or do not have access to sufficient language learning sources, so they experience learning difficulties at home and school. Besides, these students get less exposure to English because of the status of English subject in primary schools that allow schools to either teach English or not. The accumulation of condition above put the students in this school in a different situation and learning experience with English. Therefore, less exposure and negative attitudes towards language and learning English are feasible. Compared to the condition in School A, it is obvious to find the dissimilarity between them. However, there are several similar characteristics between students in School B and those in RS1, such as students who do not have a full support system to study which results in low motivation to learn.

Then, regarding ethnicity, students in School B are more homogeneous than those in School A because the students come from local inhabitants. In addition, unlike the conditions in RS1 and School A, where the number of students is less than 20 people in a class, School B has more students than that number in one class. In short, the class settings are very different because the differences are found in learning sources and medium of instruction during the learning process. Students in School B do not use Pearson's books in their learning and the use of L1 as the medium of instruction is more dominant than L2 considering the profile of students with less exposure to English. Hence, there is great hope from the teachers at School B that the pre-service English teachers doing the teaching practicum program can create an English club so that the students who are interested in learning are accommodated to improve their language skills. Presumably, it shows that teachers at School B have the awareness to make efforts to improve students' language skills, but they want full support from the university through teaching practicum programs to realize their aspirations.

Research Site 3

Research Site 3 (hereafter RS3) is a public Islamic junior secondary school. Compared to RS 1, RS 3 operates with the assistance of and under the supervision of Indonesian Ministry of Religious Affairs. RS 3 is located in the eastern part of Tarakan city. In contrast to the aforementioned schools, RS 3 implements a policy, namely a gender-segregated classroom with four parallel classes for each grade. Regarding grade 7, classes A and B belong to the male class, whereas classes C and D are of the female class. This policy's implementation results in a different approach and teaching method during teaching-learning activities. At this point, the characteristics of female and male students become the main cause of selecting an effective teaching method and various teaching strategies in order to engage the students.

Image 3.4 Access map to RS 3

Note: 🔴   School Location

Next, related to the students' ethnicity, most students come from South Sulawesi, Java, and other areas in North Kalimantan. Their socio-economic background varies from low to middle categories. Hence, most of them have a similar economic condition to the students in RS 1. The parents' ability to facilitate their students with sufficient learning sources is difficult. Based on the teacher's statement, the parents send these students to school to have basic knowledge such as counting, reading, and writing. Thus, it can be stated that the awareness of how important education is still an issue to underscore. As a result, whenever the teachers at school inform the parents and students about the books or student worksheets they need to purchase for self-learning at home and classroom teaching-learning activities, these

parents and students report their financial difficulties. However, it does not happen to all students or only to those who claim their inability to do so. Unfortunately, these unlucky students are found to top up their mobile phone credit for entertainment purposes. Besides, these students do not show interest in reading books or borrowing books available in the school library. Moreover, there are also those who are likely to borrow the books but often do not return them. Thus, looking at this fact makes the teachers deeply regret the lack of awareness towards the endeavor to access learning sources.

Regarding the students' attitude towards English language, from grade 7, especially in the class where the researcher conducted the research study, the students stated that they had a different learning experience. Some of them stated that they learned English in primary school. However, the others asserted that they did not recall their English learning. There is a difference between those who have learned English at the previous education level and those who have not, mainly on their attitude and engagement during English teaching-learning process.

3.4 Ethical Considerations

Conducting qualitative research is very demanding because the researcher should pay attention to the ethical principles. In the present study, the researcher also paid attention to the ethical principles in order to ensure data confidentiality (Hamied, 2017), minimize harms, assure trust between the researcher and the participants, support research integrity, prevent misconduct and impropriety that can give an impact to the organizations or institutions, and deal with novel challenges (Israel, 2015). Briefly, the researcher needed to address the importance of ethical principles in qualitative studies in the present study.

First, to collect the data in the field, the researcher applied for a research permit by fulfilling the online application available on the website sps.upi.edu. Once the required documents were completed, the administrators approved the research permit application. Later, the researcher got the letter of research permit from her home institution, Universitas Pendidikan Indonesia, and readily conducted the research.

Second, the researcher contacted the potential participants. Utilized purposive sampling to determine the participants, the researcher ensured them that their identities (e.g., name, school at which they did their teaching practicum, and other confidential data) were not compromised and were written under pseudonym. In addition, the researcher gave them consent to guard the researcher and inform the potential participants about the nature of the research they would be involved in and the probable effects of their involvement (Israel, 2015). As a result, the participants' involvement in the research was voluntarily based after being fully informed by the researcher.

Third, the researcher contacted the Head of English Education Department in the university that the researcher targeted as the research site. In order to get the official permit from Bhinneka University, the researcher sent the research official letter released by the researcher's home university. At this stage, the researcher did not experience a significant obstacle since the researcher was a lecturer at the targeted university. The researcher has been a lecturer at BU since 2010. Due to her educational background, she belongs to Faculty of Teacher Training and Education, specifically in English Education Department. Since then, she has taught and carried out *Tridharma Perguruan Tinggi* (Three Pillars of Higher Education, comprising Education, Research and Community Service). Related to one of the pillars, e.g., teaching, the researcher had ever taught the potential participants in 2016. It can be stated that the researcher had already interacted with them before the present study was conducted. However, the researcher got the opportunity of pursuing her study in 2017. Thus, she took a leave from her position as a lecturer. Thus, since then, the researcher does not teach and has a power over the potential participants.

Nevertheless, the propensity of power imbalance still possibly occurs because the researcher has already known her potential participants. On the one hand, the researcher may easily collect the data from the potential participants. But, on the other hand, the potential participants may not give detailed information about the problems they encounter in their professional identity construction during the teaching practicum. The researcher is very conscious about this to happen because this research is "backyard" research in which the researcher studies her "own

organization, or friends, or immediate work setting" (Glesne & Peshkin, 1992 cited in Creswell, 2014, p. 188). Therefore, in order to cope with this challenge, the researcher needs to hold the responsibility of keeping the data secure and apply "multiple approaches" to verify the rigor of the information (Creswell, 2014, p. 201).

Fourth, the researcher sent a letter of notification to the education and culture office and schools in the region where this study was conducted. Prior to sending the letter of notification, the researcher applied for a letter of notification at her home institution. After the notification letter was published, the researcher sent it directly to the authority in the education and culture office and the principals of the schools.

Considering the aforementioned procedure, the researcher got access to the potential participants and developed trust with the authority of schools, institutions, and the potential participants. In short, it aims to protect the groups of people involved in this study from harmful research.

3.5 Data Collection

Employing the intrinsic case study to address the research objectives, the researcher gained the data using a series of data collection techniques: observation, reflective journal, interview, and document, which are further discussed in this sub-section. The previous series of data collection techniques were to ensure comprehensive data covering past and present experiences, contributing factors, critical events, and related factors that significantly impacted the participants' professional identity construction.

Dealing with the time of data collection, the researcher had three phases, which were before teaching practice, during teaching practice, and post-teaching practice, to pass starting from October 2019 to April 2020. In the first data collection phase (before teaching practice), the researcher used WhatsApp social media to familiarize herself with the participants. Creating a WhatsApp group enabled two-way communication to run smoothly between the researcher and the participants.

Image 3.5 WhatsApp Group with Participants
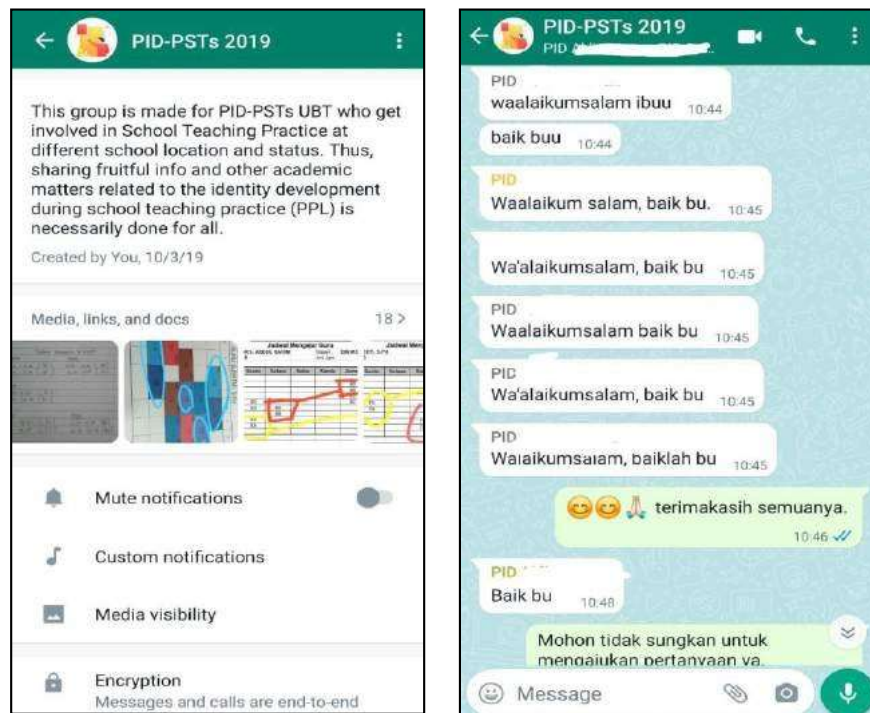
Furthermore, in the same phase, the researcher asked the participants to submit their autobiographical writing. It was part of induction in which the researcher could get fruitful information about participants' backgrounds. Besides, this could be considered as one of the strategies to profile them. Below is the example of autobiographical writing sent to the researcher via email.

Image 3.6 Autobiograhical writing sent through email
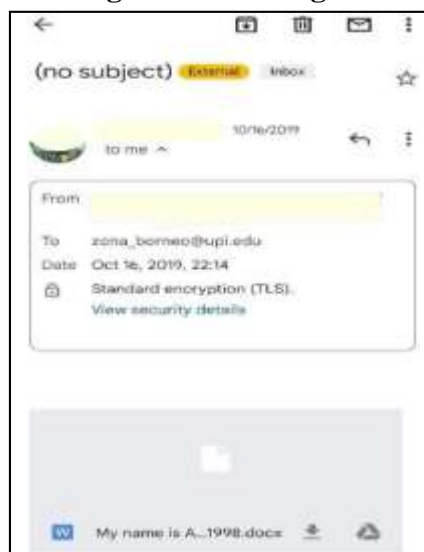
Next, the participants were also in charge of sending the teaching schedule to the researcher, so she could plan and determine the time of conducting the observation. Since prioritizing participants' quick response and comfort, the researcher allowed them to send the schedule via WhatsApp group. Unfortunately, regarding the school policy, each participant sent the teaching schedule differently. Particularly, the researcher had to cope with this situation wisely because this study was conducted in the natural setting and no intervention was made.

Then, in the second phase of data collection (during teaching practicum), the researcher focused on collecting the data from observation, interviews, and related data in the teaching field. The series of data collection techniques put the researcher in a challenge because she had to frequently observe the participants from different schools on the same day. Dealing with the data collection through observation, the researcher did not define herself as a total insider or outsider. Rather, she agreed with Dwyer and Buckle (2009) that her role was flexibly interchangeable, namely being an insider and outsider. For example, with her status as a teacher educator and teaching experience in the participants' classes in the university, she could not simply have a distance from the participants. The researcher was conscious that she was part of the community she researched, and it enabled her to understand more about the EFL pre-service teachers' struggle in constructing their professional identity during their professional learning to teach at the assigned schools. Particularly, this understanding can lead the researcher to reflect upon her teaching and re-plan what proper materials to be shared or taught before these EFL pre-service teachers participate in the teaching practicum. Then, the researcher was also an outsider because the researcher did not experience or understand what exactly occurred to the participants while participating in the teaching practicum and how it affected their professional identity construction. Thus, as an outsider, the researcher learned about the participants' collective experience to gain insights from their journey of constructing professional identity. Further, related to the interview, the researcher was only the listener. She listened to each participant's stories and tried to analyze the core points that addressed the research questions.

Image 3.7 The detailed teaching schedule
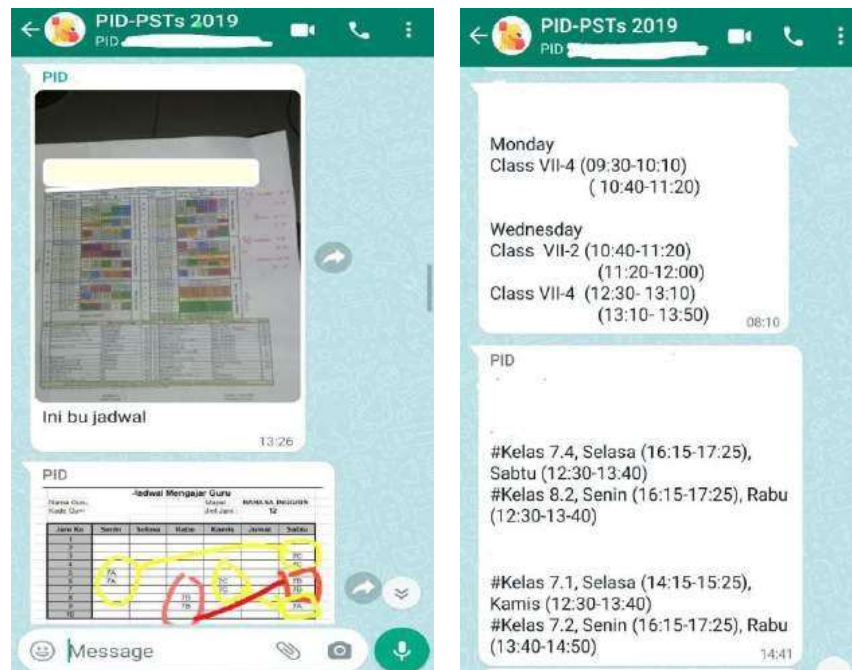
The interview schedule also required detailed preparation because the participants could not easily leave their schools during the teaching practicum period, except when the activities were urgent and related to academic matters. Nevertheless, the number of activities in the second phase were well-conducted due to solid collaboration and coordination between the researcher and the participants.

Afterwards, the final data collection phase was done through the interview session with participants from March to April 2020. It was a significant challenge for the researcher because she had to change the face-to-face interview to the online one. Not only was the method different from the plan, but the media for the interview was also taken into consideration.

3.5.1 Observation

The observation was employed to investigate the synchronization between the participants' perception of their identity and how they represented it through their teaching performance. The researcher undertook the non-participant observation during the teaching-learning process conducted by the participants. Non-participant observation benefited the researcher in terms of being excluded or "not being emotionally involved" during the teaching-learning process, but it became a

challenge to get "credible information" (Hamied, 2017, p. 207). Thus, to deal with the challenges emerging in the research field, the researcher utilized two ways, i.e., developing a solid relationship with the participants until she was entrusted and using video recorders to document the classroom activities in which the teaching practice being carried out and revisit them when needed (Liu & Maitlis, 2010). Moreover, the researcher took two roles, namely the "insider" and "outsider," to ensure a balance in portraying the phenomenon in the research field (Liu & Maitlis, 2010, p. 611). The observation was done by checking the teaching schedule first. Afterwards, when the participants had a teaching schedule on certain days, the researcher asked them whether the researcher could sit in and observe their teaching sessions or not. Once the researcher got the agreement from the participants, she would be available in the classroom to observe without making any intervention during the teaching sessions. Further, the researcher also sat at the back lines of the classroom, so she would not have any chance to interact with the students being taught in the classroom.

3.5.2 Field Notes

While doing an observation, field notes play an important role in assisting the researcher make more identification about the participants. Not only do the field notes contain the description of behavior or teaching performance shown by the participants in their teaching practice field, but they also provide contextual information related to the time, location, and other involved communities existing in that condition simultaneously (Phillippi & Lauderdale, 2018).

Nevertheless, writing field notes was quite challenging for the researcher because she frequently experienced the writing block and felt that she did not belong to the community and context in which she did the research (Pacheco-Vega, 2019). Thus, the researcher often read journal articles or books that could help her in writing the phenomenon she observed or found during her engagement in the research field.

Besides, the researcher kept attempting to write as she sided with Geertz's (1973) viewpoint that writing is necessary for those who intentionally archive the moment of occurrence in the research field. Next, the researcher's other strategy

while writing the field notes was comprehensive note-taking (Wolfinger, 2002). It was helpful to allow the researcher to describe what she observed events or speech events within the specified period. During the data collection, the researcher wrote field notes. Afterwards, this handwriting was typed and archived in the form of digital files.

3.5.3 Reflective Journals

Reflective journal is an instrumental tool (Hussein, 2018) that allows students to improve their learning by examining their past experiences or situations. This tool was basically aligned with Dewey's (1933, cited in Bulman, 2013) viewpoint of the vital role of reflection in education. In addition, reflective journal is fruitful to capture personal life episodes and functions as the medium for students to have a conversation with themselves, mainly related to their thought and action (Schön, 1987). Further, reflective journal enables students to document their learning progress, concepts (Thorpe, 2004), and better intensively profile their learning process (Boud et al., 2013). It is underscored that reflective journal writing will effectively contribute to the self-awareness development, the betterment of the specific concept being studied (Cunliffe, 2004; Varner & Peck, 2003), and it is doable to be "integrated with the content of teacher education programs" (Göker, 2016, p. 67).

Regarding the collection of reflective journals, the researcher asked each participant to write a reflective journal related to their teaching and other academic activities after finishing their teaching sessions. Prioritizing the participants' comfort, the researcher allowed them to write in English or Indonesian and code-switch if they wanted to do so. Besides, considering ethical considerations, the data from each participant were identified by particular codes (PSET 1, PSET 2, PSET 3, ...).

3.5.4 Interviews

Interviews were utilized for two major purposes. They are to collect the participants' background information and gather detailed information regarding their experience. The benefit of conducting the interview was to verify several

points having been explained through autobiographical writing. Before conducting in-depth interviews, an interview protocol was required (Hennink et al., 2013).

There were two scheduled interviews, focusing on (a) the family background, significant figures in motivating the participants to choose an academic career, and both past and present learning experiences; then (b) what beliefs they have related to teaching English and how they construct their professional identity during teaching practicum. The first scheduled interview was carried out as soon as the participants sent their autobiography via email and WhatsApp. Meanwhile, the second one occurred after the teaching practicum program ended. The interview session was carefully planned to suit the participants' schedules. Unexpectedly, the second interview was conducted during the first wave of COVID-19 pandemic. Thus, considering the current situation, the researcher determined to use an online interview via WhatsApp.

Image 3.8 WhatsApp as the media for interview
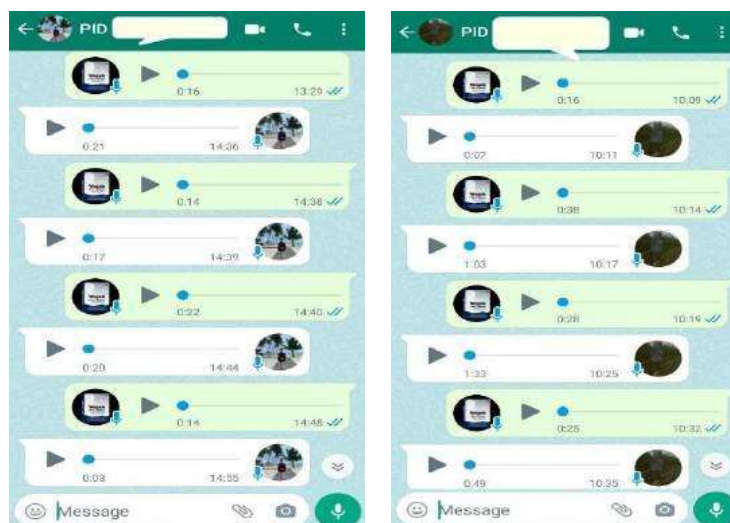
The use of WhatsApp Voice Note was primarily to break the chains of COVID-19 transmission. Besides, the researcher used this platform because she intended to create comfort for the participants who had an unstable network connection regarding their living near the border area, part-time job, and other personal reasons. Furthermore, the interview was often not conducted at one time. Rather, due to the internet connection instability reported by the participants, the researcher had an

extra day to interview them. An one-on-one interview used Indonesian language, so the participants were comfortable (Wirza, 2018) to talk about their teaching experiences and the emerging problems in the teaching field, how to cope with those problems, and their process of constructing professional identity.

3.5.5 Document

The researcher asked each participant to compile the documents they had made during their participation in the teaching practicum. According to Creswell (Creswell, 2014, p. 191), the data gathering in the form of documents allowed the researcher to obtain "the language and words of participants." Hence, documents play a significant role in qualitative studies because "it can ground an investigation in the context of the problem being investigated" (Merriam, 1988, p. 109).

In this study, the document takes two types, public and personal documents. First, the public documents are in the form of a syllabus and lesson plan. These documents were made for the sustainability of teaching implementation during the participants' involvement in the teaching practicum. Second, to access the participants' background information, the researcher asked them to narrate their stories in the form of an autobiography. The researcher asked each participant to write an autobiography about their background and English learning experience in primary or secondary school. The participants' autobiography can tell the researcher "the inner experiences" (Selltiz, Jahoda, Deutsch, and Cook, 1959 cited in Merriam, 1988, p. 111) of the participants, so their "attitudes, beliefs, and view of the world" are readily revealed.

The guiding questions were to ensure the autobiography organized in chronological order. The emphasis of questions asked the participant to share their family background, past learning experience, the inspiring teacher, the bad experience they had in the journey of their English learning, and what characteristics of a professional teacher based on their perspective. Particularly, obtaining much information dealing with the participants' background led the researcher to recognize the significant social context and culture affecting the participants' professional identity construction.

In summary, at this point of collecting data through autobiography, the

participants provided the information about their unique personal experience which subsequently allowed "the researcher to walk with the interviewee through detailed accounts of their life history that may facilitate the interviewee's revelation of significant turning point moments in their life" (Goodey, 2000, p. 478).

3.6 Data Analysis

In this study, the researcher did the process of data analysis flexibly. Flexibility in qualitative data analysis was possibly employed (Charmaz, 2006) because the researcher kept going forward and backward over the data (Wirza, 2018) and conjoined them all in order to examine the participants' journey of constructing their professional identity (Creswell, 2014). Thus, after the data from participants' autobiographies had already been gathered, the researcher continued analyzing those documents when she observed the participants' teaching performance. This ongoing analysis was called an informal analysis (Hamied, 2017). Obviously, this resulted in a great challenge for the researcher because there were multiple phases she had to deal with in order to gather, categorize, code, and interpret the data simultaneously. Considering the multiple techniques of data gathering, the researcher utilized the steps of data analysis advocated by (Creswell, 2014). They were as follows:

The researcher began the steps of data analysis by transcribing the interviews, translating them from Indonesian into English (but the researcher did not translate the information which was already given in English), typescripting the field notes, making a data catalog (e.g., reflective journal, observation result, documents); then sorting and arranging them into well-organized source types.

Then, the process of data reading was initialized, so it enabled the making of "general sense of information" and reflection on the "overall meaning" (Creswell, 2014, p. 197). This step was challenging because the researcher had to read and re-read the data to fully understand what the participants wanted to represent or deliver to the researcher. Then, the researcher had to jot down their ideas about the meaning in the margin in two or three words (Hamied, 2017).

The next step was coding. In this step, the researcher took the coding process advocated by Creswell (2014) and Tesch (1990). The coding was done carefully

since the researcher had to identify the words, sentences or terms based on the participants' actual language (in vivo term), put a bracket on them (e.g., the researcher considered the words and paragraph which dealt with a single code as a text segment), and lastly appointed a code word or phrase. When the researcher coded the data, she considered that the data organization and categorization based on the predetermined codes were challenging. However, the researcher continually prepared herself to encounter the coding problem because it possibly emerged, mainly from categorizing unexpected and unusual topics. As mentioned, the flexibility of data analysis was inevitable. Therefore, the researcher was allowed to proceed with the topic and present it in the novel code. Particularly, the further valuable suggestion to implement was developing a qualitative codebook since it assisted the researcher mainly in providing clear "definition for codes and…maximize coherence among codes…" (Guest et al., 2012).

The next step was to reduce the superfluous codes by grouping similar codes. It was beneficial to generate a description, e.g., people, time, places, and events. Based on the small number of codes and description, the researcher could generate themes in her research project and help her achieve the important findings. At this step, the researcher had to look back at the data, check out the organizing scheme carefully to confirm the existing codes and the possibility of new emerging codes. The confirmation of the codes should be supported by the evidence in the form of participants' quotes. The codes led the researcher to particular themes and description that were interrelated.

The last step was interpreting the research findings. The researcher's subjectivity in interpreting the data was unavoidable because the influence of personal past experience, life history, and context possibly gained its entry. However, the personal interpretation here was fruitful for developing theories and literature. Further, when the findings represented a mismatch with the theory, the need for actions to reform the existing condition was inevitable to conduct. The process of data analysis in qualitative research is depicted in figure 3.5.

Figure 3.5 Qualitative data analysis (Creswell, 2014)
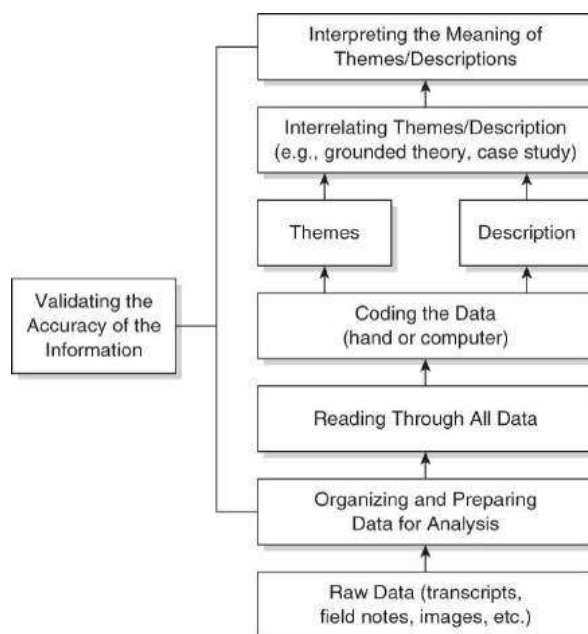
To ensure data validity, the researcher employs triangulation by examining evidence from diverse data sources to establish "a coherent justification for themes" (Creswell, 2014, p. 201). Besides, the researcher conducted member checking purposefully, so the trustworthiness of data was achieved. This tool encouraged the participants' engagement as well as their reflection towards the collected data (Birt et al., 2016; Candela, 2019). Using the guidelines of Candela (2019) and Given (2008), the procedure of member checking was started by sending a copy of completed findings drawn from the collected data. Particularly, the researcher wanted to find out whether the description of findings was misinterpreted or whether there was important information that might cause harms for the participants or not. After the participants were given time, they chatted the researcher and elaborated their feedback. Some of them said that the information was already well presented and gave no further comments, whereas one of the participants thought that the researcher misinterpreted her stories of the learning experience. Considering that misinterpretation, the researcher clarified the information and discussed it with the participants. Gaining detailed feedback, the researcher fixed the specific parts of the analysis and thought the presented findings were accurate. In addition, data reliability is conducted by following Yin's (2018) suggestion of

reliability steps which are documenting the study procedure and setting up a detailed protocol database.