

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Photovoice and qualitative research designs are used in this study. A qualitative research technique called "photovoice" employs photographs that are then analyzed. Utilizing photography skills, people may use pictures to express themselves, improve their communities, and identify themselves. Participatory research techniques are used by Photovoice, which invites participants to steer the study process. Because it involves essentially capturing images or pictures of a subject, photovoice is sometimes referred to as photo elicitation or photo capture. The item is then fully given its meaning. Palibroda, Beverly, et al. (2009) Photovoice is a method designed to empower members of marginalized groups to work together to "identify, represent and enhance their community through a specific photographic technique" Wang and Burris (1997). Photovoice creates opportunities for those who are marginalized; it allows them to actively participate in enhancing their communities by giving them a chance to tell their stories and have their voices heard.

The research design for this study was chosen because it was its aim, namely to obtain a comprehensive picture. This is further discussed in the findings chapter. Then includes a discussion about pre-service teachers' emotional experience during teaching practice and the difficulties of the pre- service teachers' experience during teaching practice

The process for carrying out photovoice Research Framework:

1. Select the study's subject and review of the literature.

After reviewing several of literature sources, researchers select a few that are particularly relevant to this research. The most relevant authority is the Implementation of teaching Practice.

2. Find the participants

The researcher chose Antasari Banjarmasin State Islamic University as the place to conduct the research and asked permission from the authorities to conduct the research by asking permission from the university. The researcher decided to select students from the Department of English Education, Antasari State Islamic University, Banjarmasin class of 2020 who had taken English courses and had carried out Teaching Practice II for academic purposes. In this course, pre-service teachers carry out Teaching Practice II in schools that have been determined by the institution.

3. Introduce the photovoice design to the participants

When capturing data, researchers provide participants with information regarding the design of the photovoice study and the type of image data they need to complete. The researcher asked seven pre-service teachers to take pictures and then metaphorize the photos with the emotions they felt when experiencing teaching practice at the school they taught during the Teaching Practice II. One photo is expected to depict their emotions when divided into core groups, then divided into other

groups, back to the core group, and group evaluation. As well as the difficulties pre-service teachers experience during teaching practice.

#### 4. Interview the participants

At this stage, researchers interviewed several students who collected data to obtain more detailed information.

#### 5. Analyze the data

After obtaining data from participants, researchers analyzed the data and connected the data obtained, namely pre-service teacher emotions during teaching practice with theories in the literature.

#### 6. Give a conclusion

After analyzing the data, the researcher concluded what emotions pre-service teachers felt and what difficulties pre-service teachers faced during teaching practice.

### **B. Research Setting**

Research setting refers to where the place and when the time to carry out the data collection. This study was carried out at Antasari State Islamic Institution Banjarmasin, a state Islamic institution situated in Banjarmasin City, South Kalimantan, Indonesia, in the English Language Education Department. This division implements a practice program for teachers. In this department, taking this programme is required. This program is called (Teaching Practice II). A program designed especially for teaching practice in schools selected by the university.

The two stages of the teaching practice programme are as follows: in the first Teaching Practice is held in Semester 5 pre-service teachers receive guidance from supervisors to help practice in class before starting to teach in front of students in the class; then in the 6th or even semester, students do actual teaching practice. Pre service teachers visiting schools that the Institute has chosen interacting with native students and teachers there and starting them teaching at the schools that have been determined. Researchers began interviewing individuals in mid-March 2024 to collect data.

### **C. Participant**

Participants of this study were Antasari State Islamic University Students of the English Education Department Banjarmasin 2020. The researcher chose them as participants because they had carried out Teaching Practice II. The aims that students from the English Education department who have not carried out (Teaching Practice II) can get to know and add more insight in preparing for their maturity in Teaching Practice I because Teaching Practice II has directly practiced going to school and directly teaching students with characters that we are not familiar with.

Researchers obtained 6 participants who provided the data required for this research. Seven participants have sent photos that represent their feelings of experience in practical teaching experience activities according to the levels divided by institutions such as SMP/MTs or SMA/SMK.

The picture is also accompanied by an explanation of why they chose the photo.

## **D. Data**

The Researchers took research data sources in the form of photovoice and interviews about the pre-service teachers emotional experience during teaching practice and the difficulties the pre-service teachers experienced during teaching practice.

## **E. Technique of Data Collection**

Data collection techniques are a way to obtain the data needed to support the success of research, So the researcher used two methods as follows:

### 1. Documentation

Sugiyono, (2007) which is a method used to obtain data and information in the form of books, archives, written numbers and pictures in the form of reports.

### 2. Interview, namely Interview is a method in which researchers ask questions directly to respondents to obtain in-depth information about certain topics Sugiyono, (2012). Interviews can be conducted face to face between researchers and respondents and can also be done by telephone.

The data Collection techniques used in this research are as follows:

- a. Participants were introduced to researchers about the use of Photovoice as a research data collection method.
- b. The researcher explains the research objectives, reasons for using this method, and the type of data needed.

- c. Participants were asked to take pictures that they thought could depict or explain the experiences they had. In the data collection process.
- d. Participants were asked to collect pictures related to the research subject, namely the Pre-service teachers emotional experience during teaching practice.

Ferdiyansyah et al. (2020) and Safitri et al. (2024) participants were asked to take photos that could express feelings, reflections and emotions from their experiences. After that, participants are asked to write or record a voice explanation about the photo using the following steps:

- 1) Explain the context in which the photo was taken.  
“Where did you take the picture?”
- 2) The reason behind taking the photo.  
“What is your reason for taking that picture?”
- 3) The emotional reaction felt when taking the photo.
  - Emotional experiences at the Teaching Practice Preparation stage.  
“What did you feel in your emotional experience during the preparation stage of teaching practice?”
  - Emotional experiences at the Teaching Preparation and Teaching Activity stages.  
“What did you feel in your emotional experience at the Teaching Preparation and Teaching Activity stages?”

- Emotional experiences at the Preparation stage for non-teaching activities.

“What did you feel in your emotional experience at the Preparation stage for non-teaching activities?”

- Emotional experiences at the Preparation stage, Analysis of Implementation Results and Reflection.

“What did you feel in your emotional experience at the Preparation stage, Analysis of Implementation Results and Reflection?”

- 4) Difficulties do the pre-service teachers experience during teaching practice.

“What difficulties did you face in your practical teaching experience?”

## **F. Data Analysis**

Data analysis is a methodical process of reviewing, cleaning, transforming, and analyzing data to gain understanding, reach conclusions, and make strategic or informative decisions known as data analysis. Thematic analysis is one way of analyzing data to identify patterns or find themes through data that has been collected by researchers Braun & Clarke, (2006), the data that has been collected is in the form of photos and interviews at participants. This method is very effective if a study intends to examine in detail the qualitative data it has to find relationships between patterns in a phenomenon and explain the extent to which a phenomenon occurs through the researcher's eyes Fereday & Muir, (2006).

Braun & Clarke (2006), There are various approaches to conducting thematic analysis, but the most common form follows a six-step process: recognizing, coding, generating themes, reviewing themes, defining and naming themes, and writing. In addition, Braun & Clarke determined six steps, which are as follows:

1. Analyzing the research data was to introduce participants to the data findings through photos and interview transcripts.
2. A color-coded photo is reflected or explained.
3. Which is then categorized into four themes: context, reasons, emotional experiences, and challenges.
4. Each of the four photovoice category topics will be topical based on the level of participation during the Teaching Practice event.
5. The researcher categorized the sentences that fell between these codes into several themes after reviewing the codes created.
6. This research includes participant description images and interview data. It also analyzes the difficulties faced by pre service teachers during teaching practice by comparing their experiences with facts from current theory to provide conclusions for each topic investigated.