CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the methodology used in this study to assess how an in-service EFL teacher in Indonesia reflected on her teaching which focussed on the philosophy and principles of the teaching practice. This section examines the research design utilized to perform the study. It also gives information regarding data collection, participant selection, and research procedures. This chapter ends with concluding remarks.

3.1 Research Design

This study utilized a qualitative research approach, particularly narrative research with a single case study, to examine the reflective practice of an in-service EFL teacher in Indonesia. This study follows the narrative inquiry from Barkhuizen et al. (2014). Narrative inquiry is considered the most appropriate method for the current research for several reasons. First and foremost, this study focuses on how in-service teacher gains a deeper understanding of her teaching experience. It is in line with Clandinin and Rosiek's (2007) assertion that narrative inquiry learns about experiences through notes that tell people about their experiences, in this case the participant's teaching experiences. Moreover, it is crucial to understand a problem or situation from the perspective of the individual experiencing it (Barkhuizen et al., 2014). Through storytelling, educators can better comprehend their own knowledge and methods of instruction (Farrell, 1998, 2015; Freeman, 2002; Jay & Johnson, 2002; Barkhuizen and Wette, 2008).

Second, this study revealed what drives the teaching practice of in-service teacher during her teaching experiences. As Conle (2000) states, narrative inquiry tends to reveal the opposite side of the "practical," which involves life events that gradually manifest in everyday acts. In addition, narratives help researchers make sense of people's experiences by offering information that the people themselves do not know and by explaining notions about temporary experiences while

recognizing that individuals' views of people and events change over time (Bell, 2002). Using narrative inquiry in teaching and learning has significant implications for classroom pedagogy because it encourages teachers and students to see their classroom experiences from various perspectives (Latta et al., 2020).

The last consideration is that adopting a narrative inquiry design allows for a greater understanding of teachers' lives, both personally and professionally (Schaefer and Clandinin, 2018). In this study, narrative inquiry was crucial because it enabled in-service EFL teacher to comprehend what she was doing and why she did what she did in her teaching practice.

Therefore, a narrative inquiry framework is an appropriate method to examine the path of in-service EFL teacher's reflective practice. This study aims to examine the reflective teaching practices of EFL teacher throughout her teaching careers. With the selected instruments, the participant reflects on her teaching by focusing on teaching philosophy and principles.

3.2 Contexts and Participants of the Study

The study was conducted for one EFL teacher in Indonesia who was regarded as an in-service, exemplary teacher, and a reflective practitioner. To protect the participant's rights and privacy, the participant's name was disguised in this case as Neneng. She had twenty-three years of experience as an English teacher at the time this study was conducted. She began teaching in 1997, even though she was still a student. After completing an English education program at one of Bandung's public universities in 1998, she taught at a private school. She also opened an English tutoring program for one year before finally being appointed a civil servant teacher in 2000. She completed her master's degree in English education at a private university in 2021. During her time as an English teacher, she participated in a number of educational communities.

As an exemplary teacher, she was the second-best participant in the KBK training and socialization program in 2003. She became the Primary English Teacher for Middle School Region 3 in June 2003. She took part in a professional development training program for teachers organized by the West Java Disdik.

She was additionally selected to participate in a Teacher Professional Development program in Adelaide, South Australia. She was chosen as a National Instructor for the implementation of the Curriculum 2013. She was given the opportunity to serve as a National Resource Expert for the Middle School English Teacher Learning Program (2016-2018). Since 2017, she has written ten books and edited hundreds more. She most recently became the author of the English textbook for the Merdeka curriculum that the Ministry of Education and Culture published.

In terms of an in-service teacher, she had been teaching in a public junior high school for twenty-three years when this study was conducted and had completed Teacher Professional Education (*Pendidikan Profesi Guru,* or PPG). According to Richards & Schmidt (2013), an in-service teacher is defined as a teacher employed by the ministry of education or any other institution who is currently teaching full-time. These teachers may take part in in-service education or experiences provided for them as a part of their continued professional development and get teacher certification (Koellner & Greenblatt, 2018). However, regarding the specific length of teaching experience, there is no set standard for categorizing in-service teachers. It varies depending on the organization or context. In the Indonesian context, as it's written in Law No. 14 of 2005 and Director General Regulation 6565 of 2020, teachers who complete Teacher Professional Education (*Pendidikan Profesi Guru* or PPG) are considered professionals. Teacher Professional Education (PPG) is one of the government's initiatives to improve the quality of teachers (Susilo, 2015). PPG's goal is to develop competent teachers and assist them in developing and enhancing their professional abilities (Widiati & Hayati, 2015). Teachers with at least three years of teaching experience can obtain the program (PPG), according to the Republic of Indonesia's Minister of Education and Culture's decree number 54 of 2022. As a result, in this study, teachers with more than three years of teaching experience are classified as in-service teachers.

As a reflective practitioner, she revealed reflective practitioner characteristics. The criteria are teachers with an open mind, responsibility, and wholeheartedness (Dewey, 1933), who are lifelong learners (York-Barr et al., 2016), and who assess their own practice to become better teachers (Valli, 1997). As evidence, she conducted Action Research as a reflection on her teaching as a reflective practitioner. In addition, she practiced reflection on her teaching practices and published some books about them. Lastly, she joined teachers' professional communities to enhance her teaching knowledge and abilities.

3.3 Data Collection Techniques

Choosing suitable data collection instruments is another factor to consider when conducting research. Narrative frames and semi-structured interviews were utilized to obtain the main data. Observation and document analysis served as additional instruments to collect additional data. The data from narrative frames, interviews, data analysis, and observations were reconstructed into re-story which was then validated by member checking with the participant to ensure that the reconstructed story represented her story. The various data collection tools are listed below.

3.3.1.   Narrative Frames

The current study employed a narrative frame as one of the main tools for data collection. The participant was given a narrative frame (NF) to collect the initial data for the study. The data from this narrative frame was reconstructed along with data from other instruments, including interviews, data analysis, and observations. To meet the research goals, this study's narrative frame was developed by Barkhuizen et al. (2014) to cover teachers' understanding of reflective practice and how the in-service EFL teacher reflects on her teaching experience in relation to reflection on her teaching philosophy and principles.

The narrative frame was used in this study because it is consistent with the research objective of having teacher reflect on her teaching experiences. According to Barkhuizen et al. (2014), these narratives can encourage teachers'

professional development through some form of reflection on practice. More specifically, Barkhuizen et al. (2014) have defined a "narrative frame" as a pattern for a written story consisting of a series of unfinished sentences and variable-length blank spaces. This narrative structure provided guidance and encouragement in terms of both the structure and contents of what was to be written (Barkhuizen & Wette, 2008; Lyons & LaBoskey, 2002; Webster & Mertova, 2007). The objective was for the participant to generate a coherent piece of writing by filling in the spaces with her own personal experiences and reflections on them. Figure 3.1 is an example of a narrative frame.

I am an English teacher. The best thing about my teacher training was that _____
_____
_____
_____

When I first started to teach, _____
_____
_____
_____

The place where I now teach is _____
_____
_____

My students are _____
_____
_____

Figure 3.1: A sample of Narrative Frame from Barkhuizen et al. (2014, p. 47)

In this study, one in-service teacher was given the first draft of the narrative frame to determine if she comprehended the instructions and questions as intended, thereby reducing the potential for misinterpretation in the main study. These teachers were different from the individual who participated in this study. After evaluating the narrative frame, I discovered that it had a lot of triggers, leaving the teacher with little space for writing down many stories. To anticipate the constraints of the narrative frame, such as restricting teachers' (who wish to produce more stories) and researchers' access to data, I presented narrative blank boxes with pertinent hints at the beginning so that the participant could freely add

more content (Barkhuizen et al., 2014). It was intended that by using this narrative structure, the participant would be able to share more honest stories of her experiences with reflective practice and the lessons she has learned through teaching. After getting a revision from the supervisor, the narrative frame was used to obtain real data.

However, one precaution was telling the participant that the reflections would not be graded, evaluated, or judged. Therefore, she felt free to express herself creatively. To reduce the detrimental effect of expressing emotion, the participant was promised that the story would only be read by me and used exclusively for research purposes.

3.3.2.   Semi Structured Interviews

Another data collection tool used in this study was semi-structured interviews. The reason to use semi-structured interviews was to find out more information and confirm what is in the narrative frame in order to gain more valid data related to the aims of this study in investigating the reflective practice of an in-service EFL teacher. The interview was conducted two times after the narrative frame was collected. Each interview was scheduled for half an hour in each Zoom session. The data from interviews was collected along with the data from narrative frame as primary source, document analysis and observations as additional sources. All data was then reconstructed into restory that would be analyzed thematically. For more detailed information on conducting the interviews, see Appendix 2, which describes the interview protocol.

As the basis of the interview questions, the teacher's understanding and the teacher's reflection on teaching philosophy and principles from Farrell (2015) were taken into consideration. As Cohen et al. (2018) propose, the interview procedure is developed after a number of factors, including the goals of the interview, the structure of the questions, and the participants' level of understanding, are considered.

This tool was selected since semi-structured interviews provide an opportunity to inquire into how a participant's background has shaped their

perception of the researcher's topic (Galletta & Cross, 2013). By using this technique, I could probe the participant for further information in her reflection to fill in gaps in her responses in her narrative frame. Moreover, semi-structured interviews were used because they allowed for the examination of hidden behaviors (Creswell, 2014). Another benefit of using interviews in this study was that I could learn more specifics about the participants (Alshenqeeti, 2014), which helped obtain comprehensive data.

In order to collect data from the interview, I adhered to the crucial principle of getting informed consent. Informed consent required me to present the participant with particular information about the research, including the nature of the study, the reason for conducting the interview, and what was done with the information obtained (Bell & Waters, 2014).

The interview process in this study employed a format for semi-structured interviews. In a semi-structured interview, I provided a list of questions to use as a guide. In addition, I asked follow-up questions all through the interview to learn more or get certain questions answered. The questions asked in this study's semi-structured interviews were not limited to those that had been predetermined before the session began. The purpose of this type of interview is to gain a comprehensive understanding of the person being interviewed.

Every single interview was recorded and then typed out word for word. Following this, the interview transcripts were classified using both descriptive (to summarize the content of the fragments) and interpretive (to represent the conceptual framework) codes (Vanassche & Kelchtermans, 2014).

3.3.3. Document Analysis

In this study, I utilized document analysis as a supplementary tool to obtain additional data and conduct a comprehensive analysis of Neneng's teaching experiences. According to Bowen (2009), document analysis is a systematic method for assessing or evaluating printed and digital documents. Two documents were analyzed for this investigation. The first document consisted of a series of

three books that documented Neneng's reflections on her teaching experiences. These books served as a valuable source of information for my research. The data included in this document analysis was obtained by combining with previously collected information derived through narrative frame and interviews, as well as data acquired from observation. Subsequently, all the data was reorganized into a form of narration that properly conveyed the story of the participant.

3.3.4. Observation

The utilization of observation as a supplementary tool was implemented in this study basically for the purpose of adding the data obtained from narrative frame and interviews. According to Creswell (2012), one of the key benefits of employing observation as a method of investigation is the ability to capture information in real time within a specific context. This approach allows researchers to examine authentic behaviors and investigate individuals who may encounter challenges in expressing their thoughts or opinions (p. 213). I employed three video recordings as a method of observing the participant's implementation of the teaching strategy described in the narrative frame and interviews. The data obtained through observations was then collected, paired with the data derived from narrative frames, interviews, and document analysis. The narrative was subsequently restored to portray the participant's story. The resulting narrative was examined through thematic analysis.

3.4 Data Analysis

The data in this narrative study was analyzed using thematic analysis (TA). The analyzed data was Re-story, which was a reconstructed narrative based on narrative frame data and interview as the primary source, with observation data and document analysis serving as supplements. This research follows the thematic analysis procedures proposed by Braun and Clarke (2006). In this study, these themes were derived from Farrell's (2015) reflective practice framework, which included the teacher's understanding of reflective practice, teaching philosophy and principles.

There are several reasons for choosing thematic analysis for the current research. The reason to use thematic analysis is that since narrative inquiry is a type of qualitative research, it often uses the same way to analyze data as other types of qualitative research (Barkhuizen et al., 2014). Moreover, thematic analysis is used because, due to the nature of qualitative research, a large amount of data is frequently collected, which can create some obstacles in terms of analysis. Therefore, adopting a thematic analysis assists in summarizing the most important features of this massive amount of data (Braun & Clarke, 2006).

For performing a thematic analysis in this study, the first step was becoming familiar with the data. The narrative frame and interview data were transcribed in their entirety. I read and reread the transcribed data multiple times to become familiar with it. The second and third steps were to categorize the codes and search for candidate themes. The ideas behind these themes came from Farrell's (2015) framework for reflective practice, which includes philosophy, principles, theory, practice, and beyond practice. Meanwhile, the code has been pinned to Table 3.3. The next step was reviewing themes. This study used a deductive method for thematic analysis, which means that a priori code templates based on the literature are used (Crabtree & Miller, 1999). After deciding the theme, it was defined and named. Lastly, the analysis was reported by connecting the themes to the research questions, the literature, and the analysis.

3.5 Research Procedures

I adopted a research procedure from Amalia et al. (2019), which modified Creswell's (2012) procedures to fit the needs of narrative inquiry in this study. The 7 steps of the original process were followed in this one as well to conduct the study. The only variation was in Step 6's activities. The sixth step of this investigation was to classify the research findings by theme. Figure 3.1 illustrates the study's process.
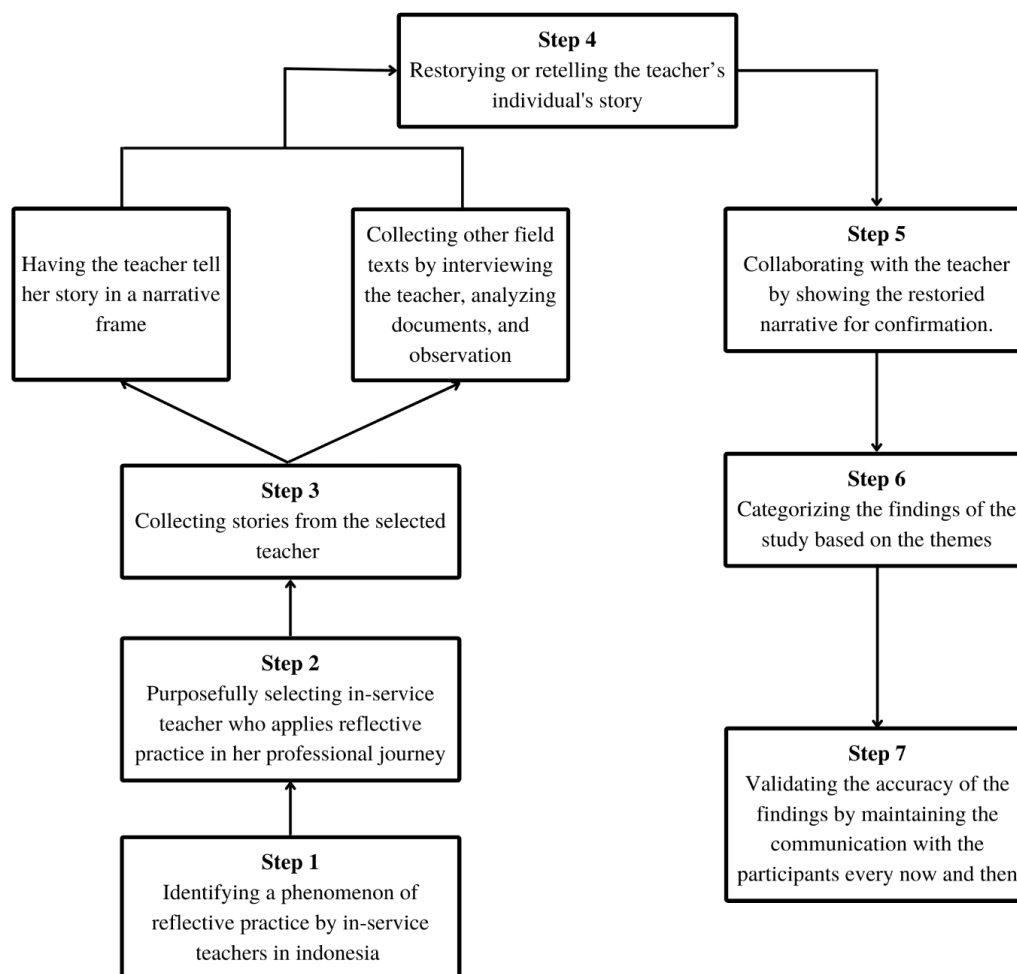
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┌─────────────────────────────────┐
│          Step 4                 │
│ Restorying or retelling the     │
│ teacher's individual's story    │
└─────────────────────────────────┘
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Figure 3.2 Steps in conducting narrative inquiry

(From Amalia et al. (2019), adapted from creswell, 2012, p.514)

3.5.1. Identifying a Phenomenon of Reflective Practice of in-service EFL in Indonesia

Reflective practice is essential for in-service teachers because it enables them to continuously examine and enhance their teaching methods. It enables teachers to critically evaluate their own teaching techniques, find areas for improvement, and examine new and innovative teaching strategies. Furthermore, it can improve their personal and professional development and work performance (Zeichner & Liu, 2010; McGregor & Cartwright, 2011; Zwodiak-Myers, 2012).

Research on reflective practice in the Indonesian context has mostly focused on how it is applied or how it might be nurtured among pre-service teachers. Most of the research concentrated on the methods that encourage reflection (Yang, 2009; Sun, 2010; Tang, 2013). Few studies use Farrell's (2015) paradigm to examine more comprehensive reflective practice among in-service teachers in Indonesia. Therefore, the purpose of this study is to determine how in-service teacher perceive reflection and how she reflect on her teaching philosophy and principles.

3.5.2. Purposefully Selecting Teachers for the Participant

The next step is selecting the participant who can meet the criteria to be a participant and understand the phenomenon. In this regard, it is crucial to establish criteria for selecting participants with valuable contributions to the field of reflective practice. Developing a framework for how specific sampling techniques are implemented makes it possible to explain why a particular study participant is chosen. The criteria for selecting participants, as aforementioned in the previous section, are based on the categories of exemplary teacher, in-service teacher, and reflective practitioner (see 3.2).

3.5.3. Collecting stories from the participant

In collecting participant's stories, I used a narrative frame and an interview guide as the main instruments, with document analysis and observation as additional instruments (see 3.3). The participant shared her stories through a narrative frame in written form and interviews in verbal form. I collected additional information from documents, including her published books, as well as through observation of her teaching practices. Table 3.2 describes the outline of the data collection for this study.

Table 3.1 Blueprint for Data Collection

Data	Data Collection Method	Instruments	Procedures for Collecting Data
Teachers' story or experiences	Writing the story by recalling the experiences as an in-service teacher for several years in terms of his or her reflective practice on philosophy, principles, theory, practice, and beyond practice (Farrell, 2015).	Narrative Frame (Main instrument-narrative data)	The participant taking part had to fill in the frame with the beginning of the statement and any extra information in the blank spaces. She wrote whenever and wherever it was most convenient for them.
	Semi-structured interview to help discover additional information and clarify narratives that are not clear.	Interview guide (Main instrument-narrative data)	Once the narrative framework has been completed, the teacher was invited to attend face-to-face sessions equipped with a recorder to study the reflective practice on their teaching using Farrell's (2015) framework

	Document analysis to discover additional information and to ensure that the teaching experiences she wrote about and described in narrative frame and interviews were consistent	Document analysis, including her published books and her lesson plans (additional instrument-non narrative data)	After writing narrative frame and conducting interviews, I collected the documents from the participant
	Observation to observe the participant's implementation of the teaching strategy described in the narrative frame and interviews	Observation with video recording (additional instrument-non narrative data)	After writing the narrative frame and conducting interviews, I collected some recorded videos when the participant implemented the teaching strategy.

3.5.4. Re-storying the teacher's story

The information was obtained from the narrative framework, interview transcripts, document analysis, and observations has been organized and reconstructed during this phase. The narrative framework forms the base upon which the restoration process is built. Additionally, content from the interview

transcripts, document analysis, and observations has been incorporated into the retelling, enhancing the relevance and coherence of the story for the participant involved in this study. According to Barkhuizen et al. (2014), in order to achieve narrative focus, stories must be "tellable," have a strong storyline, refer to significant elements, and have clear objectives to explain one's experience. The final restoration conveys a story of events and reflections related to one's teaching experience.

Furthermore, when creating the re-story, I incorporate the material collected from the interviews, document analysis, and observation, into the narrative frame that the participant filled out.

3.5.5. Collaborating with the participant by showing the re-storied narrative for confirmation

In this step, I work closely with the participant to validate that the results of the retelling are true and acceptable. When information is lacking, the re-narration is altered. The quality of the interpretation is validated through communication with the participant. She receives a complete draft of the recount stories and is asked if she agrees with the way her story is portrayed, the period in her journey, and her interpretation of the experience during this phase of reflective practice (Vanassche & Kelchtermans, 2016).

3.5.6. Categorizing the restory based on themes

In this part, the data collected from the narrative frame, the interviews, the document analysis, and observations was classified and labeled according to the theme. Data first was coded before it can be compared, contrasted, and classified. Coding means to tag or name the parts of a text that express specific ideas or refer to a level (Adu, 2019). In this study, these themes were derived from Farrell's (2015) reflective practice framework, which in this study includes philosophy and principles. However, coding divides data into manageable pieces and assigns labels or tags to these pieces, allowing me to manage them, by grouping, regrouping, and classifying them. Having a list of codes helps prevent

using several codes for the same phenomenon (Heigham & A. Croker, 2009). (Heigham & Croker, 2009)

In this stage, the data was analyzed in the process of coding to construct descriptions and themes by going through the data to get a general sense of the data. In addition, I coded the data by reviewing the data to determine what was required to answer the research questions. The meaning of each code is in Table 3.2

Table 3.2 Coding System

No.	Item	Coding	Remark
1.	Definition of Reflective Practice	RPD	RPD=Reflective Practice
2.	Philosophy	TPh/ST1,etc	Pl=Philosophy
3.	Principles	TPr/ST1,etc	Pr=Principles

3.5.7.   Validating the accuracy of the study

To ensure the authenticity and credibility of the research, I collaborated with the participant throughout the process of gathering, retelling, and reporting the information. According to Creswell (2014), participants in qualitative reports provide proof of the data's accuracy to validate the data.

3.6 Trustworthiness of the Study

To fulfill the requirement for trust, this study included four primary characteristics: credibility, dependability, transferability, and confirmability (Guba, 1981; Richards, 2003; Shenton, 2004; Loh, 2013). Trust is frequently investigated in qualitative research (Shenton, 2004). Specifically, it comprised narrative inquiry, which aims to describe, investigate, and identify situations of personally and socially constructed realities in which people actively participated (Johnson & Christensenm, 2004). I paid attention to Barkhuizen et al.'s (2014) concerns about accuracy and reliability to keep the quality of the study high. In

order to achieve rigor, I evaluated the data systematically by reading and coding repeatedly in order to identify themes, gather useful experiences that may be learned from others, and share the unique experiences of teachers with others. These criteria, as well as the measures required to meet them, are explained below for this study.

Credibility refers to accurately describing and interpreting the data while taking into account the degree of confidence in providing the data as precisely as possible (Mertens, 2014). In other words, a study's credibility demonstrates how accurate its results are to the truth (Merriam, 2009). To establish the credibility of the findings in a narrative inquiry, triangulation of data sources and member checking (Creswell, 2014) are applied in this study. First of all, different tools were used to collect data. These include the narrative frame and the semi-structured interview. These two instruments are set up to accommodate any deficiencies they may have. The acquired data were triangulated in order to gain a more comprehensive understanding of the issue and to reinforce its credibility (Houghton et al., 2013). Secondly, the member check (Guba, 1981) was implemented to achieve credibility. This indicates that the participant receives a restory version, and I asked her if it still represented her message from the original story. In addition, peer validation (Loh, 2013) is utilized to maintain the trustworthiness of the data and provide additional context for its interpretation.

Dependability, like reliability and credibility, has to do with how well a study, researcher, or method matches up with other studies, researchers, or methods (Miles et al., 2014). Dependence is also a sign that researchers are not missing or misinterpreting data (Carcary, 2009). Transparency is vital for increasing reliability at this time. Therefore, audit trails are utilized to increase transparency and further verify the dependability of the study (Carcary, 2009). The audit trail consists of describing the primary research steps and making explicit methodological, theoretical, and analytic decisions (Koch, 2006). Detailed procedures for data collection (see Section 3.3) and data analysis (see Section 3.4) are also provided.

Another way to make the research more reliable is to think about how it can be used in other situations. Several strategies were used in this study to achieve the requirements for transferability and to enhance trustworthiness. First, the individuals involved are introduced with some background information (see 3.2). Information about the participants' ages, levels of experience, and current workplaces is provided. In other words, detailed characteristics about the study's participant are emphasized in bold to help future researchers and readers determine whether the results may be adapted to their own situations. A further method for maximizing transferability is to detail the setting in which the research is conducted (see 3.2). After that, the data analysis procedure is outlined in great detail (see 3.5).

The objectivity of researchers influences confirmability. Confirmability decreases researcher bias despite the fact that the participant and instruments were created by humans. Two actions satisfied this requirement. First, the researcher's biases and perspective were evaluated. I considered myself open-minded to the different ideologies and beliefs of the participant (Norris, 1997) and did not implement any interventions. It is vital to base findings and conclusions on the responses of the participant rather than the researcher's tendencies (Shenton, 2004). Thus, member checking was implemented. Data triangulation consolidates confirmations (Guba, 1981). In Section 3.3, several methodologies were utilized in depth to provide a broader understanding of this topic. When evaluating the level of reflection based on Farrell's (2015) framework, it is imperative to ensure robust support for the conclusions, interpretations, and recommendations. The primary data sources, namely narrative frames and semi-structured interviews, along with additional data from observation during data analysis, should collectively provide substantial evidence to validate the findings. This comprehensive approach to data validation reinforces the credibility and reliability of the study's outcomes.

3.7 Concluding Remark

The study's methodology has been laid out in this chapter. The research design, research participant, and site of the research are all discussed. The chapter's sections cover the study's context, data collection (including the instruments and methods to be utilized), data collection procedures, data analysis (including a description of the analytical process), trustworthiness of the study, and concluding remarks (summarizing the chapter's contents).