

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology employed to evaluate how an experienced EFL teacher in Indonesia engages in reflective practice, particularly emphasizing affective and meta-cognitive reflection. It details the research design implemented for the study, including data collection methods, participant selection, and procedural steps. The chapter concludes with a summary of the methodology and its implications for the study.

3.1 Research Design

This study utilized a narrative inquiry approach for its research design. Narrative inquiry, a qualitative method, focuses on analyzing and understanding the personal stories of participants (Pinnegar & Daynes, 2007). It prioritizes interpreting the meanings embedded in these individual stories rather than examining broader cultural norms or abstract theories (Creswell & Poth, 2016). This microanalytic approach allows for a deeper investigation into the affective and meta-cognitive reflections of language teaching and learning. By exploring the specific experiences and reflections of an experienced EFL teacher, this research aims to provide a detailed and nuanced understanding of how reflection contributes to the enhancement of teaching practice.

This study narrated the participant's story and then identified themes based on inductive analysis of the data. Qualitative data analysis involves both describing the narrative and identifying the themes that emerge (Braun & Clarke, 2006). Themes

are important as they capture significant aspects of the data concerning the research questions.

3.2 Site and Participants of the Study

This research was conducted at an Islamic Junior High School in Bandung, West Java, focusing on one experienced EFL teacher. To protect the participant's rights and privacy, the participant's name was disguised in this case as Melati. She had over four years of teaching experience, teaching both primary and secondary school students in various group sizes. She holds a Bachelor's degree in Education with a major in English Education from a well-known Staten Teaching Education University in Bandung, West Java, Indonesia.

Melati is proficient in English, as evidenced by her TOEFL score above 500, which she obtained in November 2019. Her professional background includes roles as an English teacher, news anchor, announcer, and storyteller. She has also worked as a master of ceremonies for various events, showcasing her strong communication skills. Additionally, she has participated in numerous training programs and workshops, such as the Oxford Teacher Training on Effective Collaboration Through CLIL and Using Technology Effectively and the ESQ Public Speaking training.

Melati's organizational experience includes active membership in the Young Announcer Club at the Asian African Museum. She has demonstrated leadership and adaptability through her involvement in various educational and cultural programs, contributing to her development as a reflective and effective educator.

As an experienced EFL teacher, Melati had been teaching for over four years when this study was conducted. According to Richards & Farrell (2005) An experienced EFL teacher is defined as a teacher with professional experience, typically three years or more. Melati's participation in various professional development activities reflects her dedication to improving her teaching practice and becoming a more effective educator.

Melati also exhibited the characteristics of a reflective practitioner. Reflective practitioners are teachers who regularly assess their teaching practices to improve and adapt their methods. This involves an open mind, responsibility, and wholeheartedness (Dewey, 1933). Melati has demonstrated these qualities by engaging in continuous professional development and applying reflective practices in her teaching. Her participation in this study provides a comprehensive perspective on the reflective practices of an experienced EFL teacher, focusing on affective and meta-cognitive reflection. This study explores her experiences, insights, and the impact of her reflective practices on her teaching effectiveness and student learning outcomes.

Information on a participant's background as part of research provides a comprehensive view of their background, qualifications, experience, and expertise. This information is crucial as it helps researchers understand the context and characteristics of the participant, which ultimately affects the interpretation of research results.

Firstly, a participant's background includes personal identity details such as full name, place and date of birth, and contact information. This data establishes who the participant is and ensures their identity within the research.

Next, the educational background section outlines all levels of formal education completed by the participant, from primary school to higher education, including degrees earned and institutions attended. This information is essential for understanding the participant's educational level and field of study relevant to the research topic.

The participant's background also details the participant's work experience, specifying past job roles, the names of companies or organizations, and the duration of each position. This allows researchers to assess how relevant the participant's practical experience is to the research focus.

Qualifications and skills listed on the participant's background include professional certifications, specialized training, and relevant competencies. This section highlights the participant's technical abilities and knowledge that support the research area.

Additionally, awards and recognitions received by the participant are noted, including academic awards, professional accolades, or other forms of acknowledgment for significant achievements. This offers insight into the external recognition of the participant's abilities and contributions.

Finally, professional activities and memberships provide an overview of the participant's engagement with the professional community. This includes

membership in professional organizations, participation in seminars or conferences, and other activities demonstrating active involvement in their field.

By presenting this information in detail, researchers can ensure that the participant's qualifications and experience align with the research topic. This also aids in understanding the participant's perspective and context, leading to a more accurate and valid interpretation of the research findings.

3.3 Data Collection Techniques

Selecting appropriate data collection instruments is crucial for conducting research. In this study, narrative frames and semi-structured interviews were used as primary data collection tools. Questionnaires were also employed to gather supplementary data. The data obtained from these sources—narrative frames, interviews, and questionnaires—were synthesized into a re-storied narrative. This reconstructed story was then validated through member checking with the participant to confirm that it accurately reflected her experiences. The specific data collection tools used in this study are outlined below:

3.3.1 Narrative Frames

Narrative frames, as outlined by Barkhuizen (2014) Narrative frames are structured templates that assist participants in narrating their experiences coherently and organized. These frames serve as scaffolds, guiding individuals through the storytelling process and helping them articulate their thoughts and reflections more

effectively. In qualitative research, narrative frames are valuable for collecting in-depth, nuanced data about personal experiences.

In this research, narrative frames are used to explore an experienced EFL teacher's experiences by reflecting on a specific teaching session. These frames help the teacher articulate their reflections on what went well, the challenges faced, and their emotional responses. The narrative frame might include prompts such as:

<p>This is what I know about reflection. For me, Reflection</p> <hr/> <hr/> <p>When I reflect on my teaching belief, my teaching belief is</p> <hr/> <hr/> <p>During the learning process, the students</p> <hr/> <hr/> <p>After teaching, I consider that</p> <hr/> <hr/>
--

Figure 3. 1 Narrative Frame
(Adapted from Barkhuizen, 2014)

These prompts assist the teacher in creating a comprehensive narrative that encompasses their experiences and reflections. Researchers can analyze these narratives to uncover insights into the teacher's reflective practices, identify recurring themes, and derive conclusions about effective teaching strategies.

However, a precaution was taken to assure the participant that their reflections would not be graded, evaluated, or judged. This promise allowed the participant to express themselves freely and creatively. To mitigate any negative impact of

sharing personal emotions, the participant was guaranteed that their story would only be read by me and used solely for research purposes.

3.3.2 Semi-Structured Interviews

Semi-structured interviews, as described by Farrell (2015), are a qualitative data collection method that combines a set of predefined open-ended questions with the flexibility to explore emerging topics during the conversation. This approach facilitates a comprehensive examination of participants' experiences, thoughts, and feelings while allowing the interviewer to delve deeper into areas of interest that arise during the interview.

In this research, semi-structured interviews are utilized to gain insights into the reflective practices of an experienced EFL teacher. This method enables the researcher to collect rich, detailed data that captures the complexities of the participant's experiences and reflections. The flexibility inherent in semi-structured interviews ensures that significant themes are not missed and allows participants to express their thoughts and feelings comprehensively.

The interviews were conducted on 19th July 2024, and there was one interview session divided into two parts: the first session lasted 17 minutes and focused on understanding reflective practice, while the second session lasted 23 minutes and focused on teachers' reflection on affective and meta-cognitive reflection. An interview guideline/protocol was followed, which can be found in Appendix II.

Each interview was recorded and transcribed verbatim. The resulting transcripts were then categorized using both descriptive codes, which summarize

the content of the excerpts, and interpretive codes, which align with the conceptual framework of the study (Vanassche & Kelchtermans, 2014).

3.3.3 Questionnaire

Creswell & Creswell (2017) describe questionnaires as a widely used and effective tool for data collection in both quantitative and qualitative research. They involve presenting respondents with a series of written questions that they can answer at their convenience. This method is especially useful for efficiently gathering data from a large number of participants.

In this research, the questionnaire for students is designed to collect their views on the reflective practices of their EFL teacher and how these practices influence their learning experience.

Table 3. 1

List of Questionnaire

No.	Section	Questions	Answers
1	Affective	My teacher talks to you to learn about your learning styles and preferences.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
2		My teacher talks to you to learn about your family background.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
3		My teacher talks to you to learn about your hobbies.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often

No.	Section	Questions	Answers
			<input type="checkbox"/> Always
4		My teacher talks to you to learn about your interests.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
5		My teacher talks to you to learn about your abilities.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
6		My teacher asks you whether you like a teaching task or not.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
7		My teacher considers your emotional responses to her instruction.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
8		My teacher asked for your feedback on what you liked or disliked about her lesson.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
9		My teacher asked you to write/talk about your perceptions of her classes and the things you liked/disliked about her.	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always
10		When you are having an emotional problem or are neglected by your	<input type="checkbox"/> Never <input type="checkbox"/> Rarely

No.	Section	Questions	Answers
		friends, your teacher tries to spend more time with you.	<input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Always

(Adapted from Faghihi & Anani Sarab, 2016)

3.4 Data Analysis

Inductive Thematic Analysis, as outlined by Braun & Clarke (2006), is a qualitative method used to identify, analyze, and report patterns or themes within data. The process starts with immersing oneself in the data through repeated readings and noting initial ideas to grasp the context and subtleties. Researchers then generate initial codes to organize data into meaningful categories systematically. Braun & Clarke (2006) highlighted the importance of coding interesting features throughout the dataset while Farrell (2015) recommends integrating inductive coding, which emerges directly from the data, with deductive coding based on existing theories or frameworks. This method is valued for its flexibility and ability to provide rich, detailed, and complex insights, making it a popular choice in qualitative research.

The next step in Inductive Thematic Analysis involves searching for themes by organizing codes into potential themes and collecting relevant data for each theme. This is an iterative process where themes are continually refined to ensure they accurately represent the data. Reviewing themes entails checking their validity against the coded extracts and the entire dataset to ensure they form a coherent pattern. Farrell (2015) underscores the importance of validity at this stage, confirming that the themes genuinely reflect the data. Themes are then defined and named, with each theme receiving a clear, concise name that captures its essence.

The final stage involves producing the report, which requires a thorough analysis and writing a report that offers a clear, engaging, and coherent account of the data's narrative. Farrell (2015) stresses the significance of a compelling narrative that connects themes to the research questions and existing literature, using vivid examples and direct quotes to illustrate the findings.

In this study on the reflective practices of an experienced EFL teacher, thematic analysis (TA) was utilized by first familiarizing oneself with the transcriptions from interviews and questionnaires. Significant features related to reflective practices are coded, and these codes are organized into broader themes. The themes were reviewed and refined to ensure they accurately represent the data. Finally, a report is produced that integrates these themes into a coherent narrative, addressing the research questions. This method enabled researchers to uncover rich insights and patterns, contributing to a deeper understanding of the research topic.

3.5 Research Procedures

The research procedure was adapted from Creswell & Poth (2016), providing a structured framework for conducting this narrative inquiry. The procedure was tailored to fit the specific research context and was operationalized into the following steps:

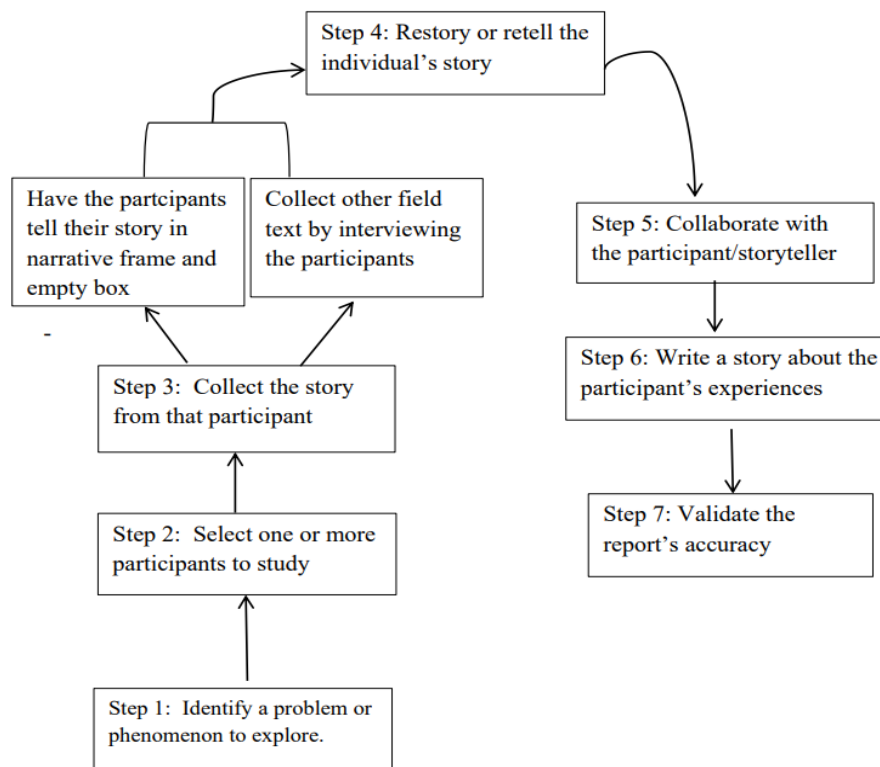


Figure 3. 2 Steps in conducting Narrative Inquiry

(Taken from Creswell & Poth, 2016)

3.5.1 Identifying a Phenomenon of Reflective Practice of Experienced EFL Teacher

Reflective practice plays a crucial role in the professional development of teachers, offering a pathway for continuous improvement in teaching methods and responsiveness to student needs (Danielson, 2007; Diaz-Maggioli, 2004; Zeichner & Liston, 2013). For experienced EFL teachers, this practice is especially significant as they confront the complexities of teaching a new language within varied classroom environments. Exploring the phenomenon of reflective practice involves examining how these teachers engage in reflection, the strategies they employ, and the subsequent effects on their teaching practices and student learning

outcomes. This understanding helps in identifying how reflective practices contribute to the growth and effectiveness of experienced EFL teachers, ultimately enhancing their ability to support and engage their students (Zeichner & Liston, 2013).

To identify the phenomenon, the researcher conducted a semi-structured interview with an experienced EFL teacher at an Islamic Junior High School in Bandung, West Java. The interview, along with a questionnaire, focused on exploring the teacher's understanding of the affective and meta-cognitive reflection of her teaching practice. This approach aimed to gain insights into how these elements influence her reflective practices and overall teaching effectiveness.

3.5.2 Purposefully Selecting Teachers for the Participant

In this research, participants are selected using purposeful sampling, a method that involves deliberately choosing individuals who can provide valuable and relevant data for the study (Creswell & Poth, 2016). This approach ensures that the selected participants possess the specific characteristics and experiences necessary to meet the research objectives. For this study, the criteria for selecting the EFL teacher participant, an experienced EFL teacher in West Java, include:

a. Experienced Status

The teacher is chosen based on their extensive experience in teaching EFL, ensuring they have a deep understanding of the subject and classroom dynamics.

b. Engagement in Reflective Practice

The teacher actively engages in reflective practices, regularly evaluating and improving their teaching methods.

c. Willingness to Participate

The teacher has agreed to participate voluntarily, showing interest and commitment to the study.

For this reason, the researcher selected one experienced EFL teacher as a participant in the study. Selecting an EFL teacher at one Islamic Junior High School in Bandung as a participant in my research can be based on the following reasons:

1. Professional Experience: The teacher has experience in teaching English as a Foreign Language in a specific educational setting, which can provide valuable insights into teaching practices.
2. Environmental Context: Teaching in an Islamic school can offer a unique perspective on how Islamic values and culture influence teaching and interaction with students, which is relevant for affective and metacognitive analysis.
3. Reflective Practice: The teacher may already be engaged in reflective practice, either formally or informally, making them a good subject for exploring how this reflection affects the affective and meta-cognitive reflection.
4. Accessibility and Cooperation: Teachers at this school may be more accessible and willing to participate in the research, which is important for the smooth collection of data.

5. **Academic Relevance:** Selecting a participant from a well-reputed school can enhance the credibility and relevance of your research findings among academic and educational practitioners.

The National Accreditation Board for Schools/Madrasahs (BAN-S/M) (2005) is an institution that provides accreditation assessments to schools in Indonesia, including Al-Azhar.

3.5.3 Collecting Stories from the Participant

The researcher used a narrative frame and an interview guide as the primary instruments to collect the participant's stories. Additionally, I used observation and questionnaires to gather supplementary data. The participant provided her stories in written form through the narrative frame and verbally during interviews (Creswell & Poth, 2016). Supplementary information was obtained from observations of her teaching practices and questionnaires completed by her students.

Table 3. 2

Blueprint for Data Collection

Data	Data Collection Method	Instruments	Procedures for Collecting Data
Teachers' stories or experience	Narrative frame from Barkhuizen (2014)	Narrative Frame Guide	Provide structured prompts to guide the teacher in recounting their experiences.

Data	Data Collection Method	Instruments	Procedures for Collecting Data
	Semi-structured interview from Akbari et al. (2010)	Interview Guide	Conduct interviews using a mix of predefined questions and follow-up probes.
Student's perspective	Questionnaire from Faghihi & Anani Sarab (2016)	List of Questionnaire	Distribute questionnaires to students to gather their perspectives on the teacher's practices and their impact.

3.5.4 Re-storying the Teacher's Story

Re-storying the teacher's narrative involves converting the raw data collected from the participant into a structured and meaningful account (Bromley, 2024; Brown, 2007). This process highlights significant themes and insights from the teacher's reflective practices and experiences. It begins with transcribing all interviews, narrative frames, and observational notes to ensure accuracy and capture all nuances. After transcription, the researcher reads the data multiple times to gain a deep familiarity with the content (Creswell & Poth, 2016).

3.5.5 Collaborating with the Participant by showing the Re-Storied Narrative for Confirmation

Collaborating with the participant to validate the re-storied narrative is essential for ensuring the accuracy and authenticity of the research findings (Bromley, 2024; Brown, 2007). After re-storying the data, the researcher drafts a narrative that highlights key themes and episodes from the participant's experiences (Creswell & Poth, 2016). This draft is then shared with the participant to confirm that their voice and perspective are accurately represented. This step ensures that the final narrative truly reflects the participant's experiences and insights.

The researcher actively engages the participant in reviewing the re-storied narrative to ensure its accuracy and representation of their experiences (Bromley, 2024; Brown, 2007). This feedback process involves asking the participant to read the narrative and respond to questions such as: "Does this narrative accurately reflect your experiences?", "Are there any details or themes that seem misrepresented or missing?" and "Do you have any additional insights or reflections to include?" The researcher then revises the narrative as needed based on the participant's feedback to ensure it authentically represents their story.

3.5.6 Categorizing the Re-story based on Themes

Categorizing the re-storied narrative based on themes is a crucial step in data analysis, as it helps to systematically organize and interpret the rich qualitative data collected from the participant (Bromley, 2024; Brown, 2007). By identifying and grouping themes, the researcher can better understand the key patterns and insights

from the participant's experiences, facilitating a deeper analysis and clearer presentation of findings (Creswell & Poth, 2016).

Table 3.3
Coding System

No.	Item	Coding	Remark
1	Reflective Practice	RP	RP = Reflective Practice AR = Affective Reflection MCR = Meta-Cognitive Reflection
2	Affective Reflection	AR	
3	Meta-cognitive Reflection	MCR	

3.5.7 Validating the Accuracy of the Study

To ensure the authenticity and credibility of the research, I collaborated closely with the participant throughout the stages of data collection, re-storying, and reporting. Following Creswell & Poth (2016) guidelines, this collaborative approach involved obtaining the participant's feedback to validate the accuracy and reliability of the data, thereby enhancing the overall trustworthiness of the research findings.

3.6 Trustworthiness of the Study

Ensuring the trustworthiness of a qualitative study is crucial for validating its findings and establishing credibility (Cope, 2014; Leung, 2015). Trustworthiness

encompasses several key aspects: credibility, transferability, dependability, and confirmability (Cope, 2014). To enhance credibility, this study incorporates several strategies. Prolonged engagement involves spending sufficient time with the participant through multiple interviews, observations, and follow-up discussions to build trust and gain a comprehensive understanding of the context (Cope, 2014). Triangulation is employed by using multiple data sources and methods—such as narrative frames, semi-structured interviews, observations, and student questionnaires—to cross-verify findings (Creswell & Poth, 2016). Member checking involves the participant reviewing the re-storied narrative and themes to ensure accurate representation and validity of interpretations (Cope, 2014). Additionally, peer debriefing provides external perspectives to help identify potential biases and further strengthen the study's rigor (Leung, 2015).

Transferability is addressed by providing rich, detailed descriptions of the research context, the participant, and the findings, which helps readers assess the applicability of the study to their contexts (Cope, 2014). In this research, detailed information about the Islamic Junior High School in Bandung and an experienced EFL teacher contributes to this reflection. Dependability is ensured by maintaining a comprehensive audit trail that documents all research activities, including data collection methods, coding procedures, and theme development (Creswell & Poth, 2016). This transparency allows others to review and understand the research process. At the same time, the consistent use of data collection methods, such as narrative frames and semi-structured interviews, supports the study's reliability.

Confirmability is achieved by ensuring that the findings are directly shaped by the participants and the data rather than being influenced by researcher bias or assumptions (Leung, 2015). Reflexivity is crucial in this process, with the researcher maintaining a reflexive journal to document personal thoughts, feelings, and potential biases throughout the study. Additionally, triangulation is employed to corroborate findings by using multiple data sources and methods, thereby reinforcing the objectivity of the interpretations (Creswell & Poth, 2016). The audit trail further supports confirmability by providing a transparent record that allows others to verify the findings and interpretations (Cope, 2014).

3.7 Concluding Remarks

To conclude, this chapter has thoroughly detailed the research methodology used in the study, encompassing the research design, context, and participant selection. It has described the data collection methods, analysis procedures, and overall research process. By outlining these aspects, the chapter ensures that the research is conducted with systematic rigor, offering a clear framework for examining the reflective practices of an experienced EFL teacher.