CHAPTER THREE

RESEARCH METHODOLOGY

This section deals with some important aspects related to the research methodology and procedures in conducting the research. The research methodology comprises the aims of the research, research design, setting, and participants. In addition, the procedures deal with data collection and data analysis, which are based on a qualitative research design.

3.1 Research Methodology

3.1.1 The Aims of the Research

As mentioned in chapter one, this study aimed at:

(1) Investigating teachers' understanding of reflective English teaching

(2) Finding out the teachers' practice regarding to reflective English teaching

(3) Figuring out the teachers' level of reflectivity

(4) And Encountering the impediments that prevent teachers from being reflective

3.1.2 Research Design

In order to cope with the purposes of the research, this research applied a qualitative research design. This is due to the consideration that this study is concerned with teachers' perspective and practice regarding reflective English teaching. Moreover, qualitative research also attempts to describe social phenomena as they occur naturally, that is the experienced teachers' understanding and practice of reflective English teaching, particularly in selected high schools in Bandung.

This research is also characterized as a case study since the research is carried out in a limited scale, and is not to be generalized (Patton, 1987; Merriam, 1988 cited in Nunan, 1992); Creswell, 2003; Frankel, 2007; Alwasilah, 2009). In this case, this research only dealt with investigating four teachers in Bandung. Therefore, the results were not to be generalized as general conditions of the whole teachers in Indonesia. Rather the experiences of these four teachers provide insights into

some of these challenges and benefits of reflection in the life of a teacher. It is consistent with Stake (2000 in Silverman, 2005) and Dornyei (2007) that a case study is to examine a case mainly to provide insight into an issue. As a result, the study focused on investigating the teachers' understanding and practice regarding reflective English teaching particularly from the case of the participants. Likewise, Yin (1989) cited in Creswell (2003) mentions that case study work with the search for characteristics by comparing results with the characteristics predicted from the theory or literature. In this study, the characteristics of reflective English teachers were compared and contrasted to those characteristics proposed by the experts in the field.

3.1.3 Setting and Participants

This study employed purposive sampling, which is described as selecting a sample from which one can learn the most to discover, understand, and obtain insight (Merriam, 1998). In line with this, Gay et al. (2006) state that purposive sampling, indeed referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population. One of the aims of selecting the sample purposively, according to Maxwell (1996, cited in Alwasilah, 2009) is to get the uniqueness or representativeness of background, individual, or activities. In this study, there were four respondents selected based on the accessibility, the individual characteristics, and their teaching experiences.

3.2 Data Collection Techniques

To collect the data the researcher relied on qualitative research method since she was engaged to go deeply to generate rich data embedded in the context. Questionnaires, in-depth interview, classroom observation, and weekly teaching journal are the main sources of data collection and each of which are described below. To ensure the internal validity of this research, several methods of data collection were used for triangulation purposes (Yin, 2003)

3.2.1 Questionnaires

Questionnaires were distributed to the four participants a few days before the classroom observation. As an alternative data collecting technique (Dornyei,

2007; Patton, 1987), questionnaire is defined as "any written documents that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting among existing answer" (Brown, 2001 as cited in Dornyei, 2007, p. 102). The questionnaire were used in this research to find out certain facts about the respondents (Dornyei, 2007). The questionnaires aimed, first, to find out the teachers' personal information such as age, education, and their belief about teaching practices. Secondly, the questionnaires investigated the teachers' knowledge and understanding regarding reflective English teaching practice and their perception on the characteristics of reflective teachers. The aims of the questionnaire were to get the teachers' perspective and level of knowledge on reflective English teaching. Both types of questionnaire, open-ended and close-ended questionnaire are used in this study.

1.2.2 Observation

Observation was conducted several times for each teacher during two months period. It was conducted in four high schools in Bandung. The process of observation involves:

> Participating overly or covertly, in people's daily life for an extended period of time, watching what happens, listening to what is said, and asking questions. In fact, collecting whatever data are available, to throw light in the issues that are focus of the research (hammersley & Atkinson, 1995, p.1)

This observation is beneficial for studying reflection in teachers' practice and for discovering consistencies or inconsistencies between what the teachers say in the interview and what is observed in their practice. Context for observation included,

a. Classroom Settings

Classroom observations were conducted several times for each teacher for two months in which the researcher acted as a complete observer (see Meriam, 1998; Cresswell, 1994). It is very useful in exploring topics that may be comfortable for teacher respondents to discuss. During class observation, the researcher sat among the students observing teacher skills in conducting teaching-learning activities. The purpose of this was to see how far the teachers implemented the concept of

reflective teaching and their level of reflectivity during the teaching-learning process. The type of observation is a focus observation; the researcher illustrates the certain characteristics in order to get data more detail. In the same way, Swaffar et.al. (1982 cited in Nunan, 2000) point out that their study highlights the importance of collecting evidence directly from the classrooms (see also the study by Long and Sato, 1983, which emphasizes the importance of collecting classroom data).

Furthermore direct and intensive classroom observation may take an important contribution to descriptive research. Certain types of information can best be obtained through direct observation by the researcher (Best, 1981). Moreover, the researcher recorded the observation by using video camera. Best (1981) mentions simultaneous recording of observations is recommended to minimize the errors that result from faulty memory. The classroom observation gave the opportunity to the researcher to see wheter the process of reflection-in-action occurs during the period of teaching in the classroom.

b. School Settings

Observation in school setting was conducted to notice the context in which teachers talk with their colleagues, potentially reflecting-on action and reflecting-for-action that is before school, at lunch, after school, and during meetings. Observation in the school setting also allowed researcher to observe the context in which it became possible to observe structures in place that might involve reflection on and for practice such as study group, mentoring situations, and casual conversation.

3.2.3 Interview

Interview was conducted after the classroom observation. The participants were interviewed concerning their knowledge and perspective of reflective teaching and reflective teacher. The interviews were in the form of semi-structured interview

with open-ended questions (Cohen & Manion, 2004). The interview was initiated with semi-structured questions, which was recorded and analyzed after the interview. The rationale for employing semi-structured interviews was to probe and go into more depth (Robson, 1993). Moreover, semi-structured interview provides an openness to change of sequence and forms of questions in order to follow up the answers given by respondents (Kvale, 1996). In this interview, the researcher established the interview appointments with the teacher respondents. The responses were transcribed and all teacher respondents were asked the same questions. This enabled it possible for teacher respondents to remain anonymous. Moreover, the interview was carried out in Indonesian language to get more detailed data from the teacher respondents (Alwasilah, 2009).

The interview questions covers thirteen questions that can be divided into three themes. The themes were the teachers' teaching background and philosophy, teachers' opinion about their teaching practice, and their understanding regarding reflective teaching. The interview guidance was used to help the researcher keep the focus of the interview (see the interview guidance in appendix 3)

3.2.4 Teaching Journal

Various approaches have been defined in the literature to help develop reflective skills including peer observation, portfolios, action research, journal writing, etc (Calderhead, 1989). In this study, journal writing was seen as an opportunity for the teachers to use the process of writing to describe and explore their own teaching practice (Tressman and Edward, 1993). In this study, the teacher respondents were asked to write weekly teaching journals ranging from two to four times. Moreover, They were asked to select several questions from the guidelines adopted from Richard and Lockhart (1996) (see appendix). This data collection technique is used in order to know the teachers' level of reflectivity in their writing about their teaching practice.

The teachers wrote journals during five-week teaching in the semester. Since the aim of the study was not to improve teachers' level of reflectivity but to reveal current situation. Their journals were not collected or any feedback or guidance

were not provided during the study period. The journals finally collected at the end of the five-week period.

3.3 Data Analysis Method

The data of the research were analyzed through qualitative data analysis. Alwasilah (2009) mentions that qualitative data analysis can be done through analyzing the questionnaire result collected for the research. In this research the questionnaire result and the interview result were analyzed to answer the research questions. The data analysis was immediately conducted after the data from questionnaires in coping with teachers' understanding and practice regarding reflective English teaching. The research questions cover:

1. What is the teachers' understanding and practice of reflective teaching?
2. What is the teachers' levels of reflectivity?
3. What are the impediments that prevent teachers from being reflective?

All of the data were analyzed based on research questions stated above, and were categorized into four main central themes: the teachers' understanding of the reflective English teaching, the teachers' practice of reflective teaching, their level of reflectivity in their teaching journal, and the impediments that prevent teachers to do reflections. The coding of the data was constructed to protect the discretion of participants in order to make the data analysis easier. The coding is presented as follows:

Coding	Interpretation
T1, T2, T3, T4,	Teachers as participants of the research
INTV#	The data are drawn from the interview with the participants
QST#	The data are drawn from questionnaires
OBS#	The data are drawn from observation
TJ#	The data are drawn from weekly teaching journals

For analyzing the data, the data obtained were classified based on various theories discussed in chapter two. The classification of the data related to individual teachers' understanding and practice of reflective English teaching. In addition, the teaching journals were analysed qualitatively provided by Richard

and Lockhart (1994). The teachers' responses for each chosen question from the journal entry-guide were grouped based on their similarities. Journal entries together with the questionnaire and interview data were used to categorise the reflection areas and reflection levels.

Moon (2004)'s level of reflectivity provide a model to asses the levels of reflectivity in the teachers' teaching journal. The analysis of the journal entries included the placement of the extract into one of the four categories described by Moon as descriptive writing, descriptive reflection, dialogic reflection, and critical reflection. As it has been explained in chaper two:

a. descriptive writing (description of events or literature reports. There is no discussion beyond description)
b. descriptive reflection (there is no real evidence of the notion of alternative viewpoints in use)
c. dialogic reflection (a stepping back from the events considering alternatives of viewpoints)
d. critical reflection (the same action may be seen from different context)

Moreover, the data gained during observation were elaborated to find out whether teachers implemented what they believe as reflective English teachers. Since the data of this study were derived from different sources, then a data souce triangulation was implemented in order to find more comprehensive ideas to formulate the answers for the research questions (Patton, 1987; Creswell, 1994). Triangulation in this study was applied in order to enable the researcher to have multiple data sources, multiple theoretical perspectives, or multiple methods of different aspects interconnected (Holliday, 2005; Alwasilah, 2011, p. 136). Likewise, triangulation is also useful "in order to reduce the inherent weaknesses of individual methods by offsetting them by the strength of another, thereby maximizing the validity of the research" (Dornyei, 2007 p. 43). Furthermore, the data from all sources were compared and contrasted to enhance the validity of the findings. Freebody (2003) and Frankel (2007, p. 521) also state that "It improves the quality of the data that are collected and the accuracy of the researcher's interpretation".

3.4 Concluding Remarks

This chapter has presented research methodology. It has described how this study was conducted. This consists of the aim of the research, research design, setting, and participants. Besides, this chapter has provided data collection method, including: questionnaire, classroom observation, interview, and weekly teaching journals, and has also discussed data analysis method. The data presentation and discussion will be discussed in chapter four.