

CHAPTER III

METHODOLOGY

This chapter pertains to prevailing the approach, methods, and instrumentations which were utilized in the research. The chapter also elaborates research design, clarification of terms, research site and participant, data collection, and data analysis.

3.1. Research Design

As what has been informed by prior chapters, the research called for in-depth understanding in regard to the pre-service teacher's professional development. Thus, the research considered qualitative approach nodal and eligible to the intended purpose. Qualitative approach allowed the research to attain holistic mechanisms of obtaining data to answer the initial research questions, because qualitative research functioned to comprehend social phenomenon from participant's (in this case, the pre-service teacher's) point of view (Fraenkel et.al, 2012). Moreover, Merriam (1988) also professed that qualitative research will make one able to disclose individual's social actions, beliefs, thoughts, and perceptions throughout descriptive explanations of a phenomenon-discovery. Going hand-in hand with that, the research, employing qualitative approach, then aimed at elucidation in investigating the pre-service teacher's visualized ideologies and making sense of the circumstance of changes found in the ideologies.

Not only did the research espouse qualitative approach, it was also supplemented by multidisciplinary approaches to qualitative research, namely grounded theory and an intrinsic case study (Fraenkel et.al, 2012, p.433-435). These two approaches enhanced the qualitative research to both operate data collection and analysis.

Grounded theory was intended to generate a theory (more specifically, Barthes' Orders of Signification) that is embedded in the data from the pre-service teacher whose ideology experienced the process in the aforementioned theory (Fraenkel et.al,

2012, p.434:5; Olafson & Bendixen, 2002, p.5). Departing from that point, the research, associated with grounded theory, would be accompanied by constant comparative method which would continually attempt to integrate the obtained data and theory until they fit each other (Fraenkel et, al, 2012; Olafson & Bendixen, 2002).

On the other hand, an intrinsic case study was utilized to get an access to holistically studying the pre-service teacher's educational experiences or practices to construe the ideologies being developed in a small, single case (Emilia, 2005; Fraenkel et.al, 2012; Schulte, 2009; Timperley, et.al, 2007). By implementing an intrinsic case study, the research was expected to be able to investigate the ongoing process of professional development by describing, in detail, particulars of the factors contributing to the ideologies of the pre-service teacher (Stake, cited in Fraenkel et.al, 2012).

3.2. Clarification of Terms

As a sustainability of convenience for this research, several main terms in this research are sufficiently specified as described below.

Teacher Professional Development refers to a field of study in education, specifically targeted to teacher education—which disseminates information on how teachers are both improving their professional teaching and learning development and evaluating their pedagogical practices (Evans, 2002; Schulte, 2009, Timperley, 2007). Teacher Professional Development also has substantial impact on literacy as it is dealing with how teachers reflect his or her profession to students' learning (Hugh et.al, 2001; Timperley, 2007).

Teaching Ideologies are entitled to a definition of a coherent and relatively stable set of beliefs, values, and attitudes which guides the pre-service teacher to execute actions and posit herself in society (classroom), closely related to power and issues of position in behaving, through which one can be evaluated (Barker, 2000; Levine & Adelman, 1993; Wodak & Meyer, 2009).

Teaching Practices are limited to series of discourses in teaching elicited from pre-service teacher's verbalized thoughts (gotten from interviews), genuine actions in her classroom activities (transcribed from videotaped classroom observations and observer's field notes), and metaphorical drawings (originally drawn by the pre-service teacher after teaching). All these discourses will employ as sources where the ideologies of teaching can be traced to embody the pre-service teacher's professional development (Calderhead & Shorrock, 2005; van Dijk, 2002; Weber & Mitchell, 2003).

Pre-Service Teacher is attributed to a beginning teacher who, at the moment, is learning through legitimate educational instance and courses to become a professional teacher. Referring to the research, a pre-service teacher was the participant of the research who happened to be enrolling in a teaching practicum assignment—where she had to teach in one of senior high schools in Bandung as a temporary teaching staff.

3.3. Research Site and Participant

The research was conducted in a private senior high school in Bandung. The school was chosen for two reasons; first, the school authorities permitted the research to be conducted in the school—which engineered the feasibility of the research; second, the school was where the participant and the researcher enrolled in terms of teaching practicum assignment. This made ease of the research to be practically conducted, because it was easier for the research to undergo data collection process remembering schedule, distance, and accommodation issues.

The research employed an individual to be a single participant of the research. The participant was selected based on purposive sampling by the research, considering fulfillment of criteria; she was a pre-service teacher, she was employed to be a temporary teaching staff (that she was in teaching practicum program), and she had undergone education for professional teacher (proven by her occupation as an 8th

semester student of English Education Department, Faculty of Language and Arts Education, Indonesia University of Education).

3.4. Data Collection

The data of the research were collected by the use of three instruments; classroom observations, pictorial and written documents, and interview. The use of those three instruments adopted the nature of qualitative research which is strengthened by multiple methods to provide complete story (Fraenkel et.al, 2012; Naela, Thapa, and Boyce, 2006; Patton; 1990; Vidovich, 2003) as finely as to validate the data through cross-checking sources of information—namely triangulation (Fraenkel et.al, 2012, p.426). The use of them also put the emphasis on gaining accurate data to answer the proposed research questions.

The research was progressing both inside and outside the school. Observations (including videotaping) and interviews were conducted at school, meanwhile pictorial and written documents were analyzed outside the school. In-school instruments were conducted along with regular schedules of the school in two months (see Table 3.1.)

In order for this research to clearly illustrate how each of the instruments collected the data, the more specific descriptions will be elaborated below.

3.4.1. Classroom Observation

Classroom observations were used by the research as one of the instruments to collect data. It was purposively done to portray genuine situations happening in the classroom (Nunan & Carter, 2001), especially when the pre-service teacher encountered a series of developments—more specifically, in the idea of ideologies, prior to being in the drawings. Classroom observations were initiated six times, for the research tried to elicit as much information as possible, regarding the stance of professional development of the pre-service teacher. Each of the observations was video-taped, therefore easy to be transcribed into written documents (transcripts).

Not only did the research videotape the observation, but it also recorded the activities in the classroom in observer's field notes. As Patton (1990) asserted, that

field notes are very useful in qualitative research, because they help record real-life teaching and reflection to acquire content analysis. This is also echoed by Fraenkel et.al (2012) who stated that field notes would be fruitful source when the data are to be analyzed.

Table 3. 1. Research Schedule

First month period					
February 4 th , 2014	February 10 th , 2014	February 13 th , 2014	February 17 th , 2014	February 17 th , 2014	
Collecting 1st drawing (pre-entry ideology)	Classroom Observation 1	Collecting 2 nd drawing (entry ideology)	Classroom Observation 2	Collecting 3 rd drawing (post-entry ideology)	Classroom Observation 3
Interview session 1		Interview session 2		Interview session 3	
Second month period					
February 24 th , 2014	February 27 th , 2014	February 29 th , 2014	March 13 th , 2014	March 14 th , 2014	
Collecting 4th drawing (pre-exit ideology)	Classroom Observation 4	Collecting 5 th drawing (exit ideology)	Classroom Observation 5	Collecting 6 th drawing (post-exit ideology)	
Interview		Interview			

Following directive suggestions from former research (i.e Olafson & Bendixen, 2002; Schulte, 2009, Ibrahim et.al, 2013), the collected data from the intended research were both coded and categorized. Coding and categorizing were intentionally done in order for the research to adjust the focus of data (or content) analysis on one rigid target (Fraenkel et. Al, 2012, p. 478-490).

During collecting the data through observation, the researcher held a role as non-participant observer, whose presence was not included in influencing the lived experiences (Fraenkel et.al, 2012, p.446) in a purpose of observing naturally the phenomenon.

3.4.2. Pictorial and Written Documents

Pictorial and written documents were taken into account when collecting the data of this research. Pictorial documents were in a form of a set of drawings, made originally by the observed pre-service teacher, which was gradually made along with the classroom observations. The pre-service teacher was repeatedly asked to draw image/picture, based on these guiding questions (adapted from Olafson & Bendixen, 2002):

1. How is/was teaching to you (today)?
2. What do/did you do as a teacher (today)?
3. How do/did you deal with your students (today)?

The pictorial documents were collected in order for the research to be able to analyze the ideologies depicted in each of the pictures/images, as well as to notice developmental changes in the ideologies (Weber & Mitchell, 1996, p.305).

Besides that, written documents were also an inclusion of data collection in the research. Written documents were in a form of observer's field notes and videotape

transcriptions. Observer's field notes—as Nunan and Carter (2001) contended—provide ongoing commentaries on the events which occur in particularities of situations. Similar to that is what Patton (1990) suggested, which articulates that observer's field notes can promote humanely interpretive data to take place. Thus, the research met verisimilitude of capturing real moments in the observed classroom in which interpretations of observational data (regarding classroom discourse, emotions, and affective circumstance) were served by the observer. Observer's field notes were also assisted by the use of videotape transcriptions. During each classroom observations, all the meetings were transcribed into transcripts, carrying out raw data from which analyses of the research were further examined.

3.4.3. Interviews

In the research, interviews were conducted to elicit information from a fruitful source, namely the participant (the pre-service teacher) itself. Interviews captured the thoughts, feelings, responses, difficulties, and expectations carried out by the pre-service teacher. Through interviews, the research was expected to gain more insights of the developing ideologies of the pre-service teacher.

Borrowing a term cited in Fraenkel et.al (2012), the type of the interviews conducted was informal-conversational interviews (p.452;19.1). Since the research departed from foreshadowing problems (Fraenkel et.al, 2012; Evans 2001), the questions of the interviews relied heavily on the observations conducted in each meeting, with less predetermining salience of interference. This was intentionally done in a purpose of summoning open-ended approach to responsive, individual differences and situational changes (Fraenkel et.al, 2012; Merriam, 1991; Patton, 1990).

3.5. Data Analysis

Once the data were obtained, they were then to be analyzed. The way how the data were analyzed espouses suggestion from Vidovich (2003) who theorized that qualitative data shall be cross-checked using triangulation, therefore enhanced both

reliably and validly. Furthermore, that statement is echoed by Fraenkel et.al (2012) who stated that triangulation enables the analyses of the data to avoid personal bias from single-bound of point of view and subjectivity. The steps of data analysis will be explored below.

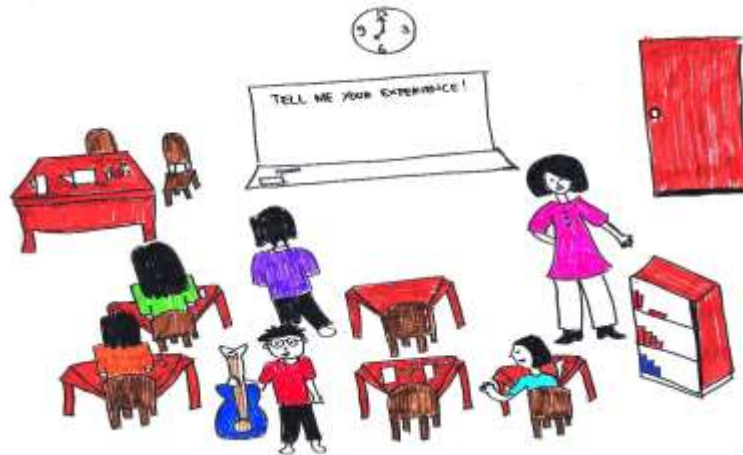
3.5.1. Analysis of Classroom Observation

Classroom observations were analyzed from videos capturing real situations in the classroom, particularly useful in supplementing the use of observer's field notes. The videotaped classroom observations enabled the research to holistically attain the information of the pre-service teacher's experiences (regarding classroom discourse, emotions, and affective circumstance) which were then both coded and categorized to be addressed to answering the attended research questions. Besides, videotaped classroom observations were the source of written video transcriptions.

3.5.2. Analysis of Pictorial Documents

The analysis of pictorial documents adopted semiotic theory, namely orders of signification, proposed by Barthes (cited in Chandler, 2007, p.140). The theory suggested the research to analyze the drawings as a means where signs could be interpreted based on three orders; denotation, connotation, and myths. All those significations were analyzed in particular to reveal different aspects; denotation revealed concrete objects appearing in the drawings (actors, settings, properties, angles, and attributes)—or what was known as 'signifier' (Chandler, 2007); connotation disclosed signified objects which focused on colors and physical appearances; and myths identified greater interpretation of beliefs, construed as representation of ideology (Chandler, 2007, p.145). The format of pictorial documents analysis followed this specified table as analyzed (see Figure 3.1.).

SECOND DRAWING



FIRST ORDER OF SIGNIFICATION	SECOND ORDER OF SIGNIFICATION	THIRD ORDER OF SIGNIFICATION
<p>Actors:</p> <ol style="list-style-type: none"> 1. A female teacher 2. 1 female student 3. 4 male students 	<p>The actors drawn (a female teacher and 5 students) portray robust, presentable characters available in classroom context.</p>	<p>This drawing disseminates paramount information related to irregularity and negotiation of power. Irregularities are presented by multiply unfocused narrativizations performed by The teacher is no longer a core of existence from where narrativization exists and is narrated, but instead, all actors are drawn in differentiated adjustment of vectors.</p>

Figure 3. 1. Drawing Analysis Using the Orders of Signification

Moreover, the analysis of pictorial documents also underwent process of coding and categorization, framing the work of Olafson and Bendixen (2002). This was done

in order to gain most frequently occurring themes to be issued, and leave the seldom ones (Olafson & Bendixen, 2002, p.6-7). The analysis of pictorial documents was initiated to answer the first research question about teacher's ideology.

3.5.3. Analysis of Written Documents

As what has been informed above, the research employed observer's field notes and videotape transcriptions. Those two instruments were employed in order for the research to capture fruitful insights, as well as situations taking place in the classroom observations.

Observer's field notes were served as a platform of this research to reach evaluative interpretations of what happened in the classroom. These field notes portrayed occurrence of notable experiences undergone by the pre-service teacher, which was related to how she behaved, how she interacted with her students, what she encountered during the lessons, what emotion she deliberately showed, and any marked circumstances. The interpretations, narrated by the observer, were also made justifiable by the juxtaposition of videotape transcriptions.

Videotape transcriptions were transcribed classroom discourse, where teacher's talks and students' were documented originally in optimization. Not only did the transcription include transcribed forms of utterances, they also managed to include behaviors and non-verbal patterns of communications—exemplified in slots of information. The way how the transcriptions were presented espoused format in Suherdi (2006). Videotape transcription crystallized interpretations collected in observer's field notes because they proved it in evidence of teacher's sayings or actions, or students'. Accompanied by analysis of interviews—which will be elaborated below, analysis of written documents enabled the research to answer the second research question—which attempted to figure out contributory factors which influenced the ideology of the pre-service teacher.

3.5.4. Analysis of Interviews

The last data to be analyzed were that from interviews. Prior to having been informed before, the interviews were conducted without predetermining barriers and adjustments, but instead, they were constructed naturally, along with the appearing urge to elicit particular information, as this research was concerned. Nevertheless, the results from the interviews were evaluated sufficiently, for they were all recorded and transcribed into written documents. Having them evaluated that way, the research was made able to pluck related and relevant information of what was needed based on analyses of other instruments. The data from interviews strengthened how interpretations of drawings, field notes, and classroom observations were judged in a more robust verisimilitude, because they catered perspectives of the pre-service teacher explicitly.

As the final touch, all those analyses of classroom observations, pictorial and written documents, and interviews were verified using triangulation process which gave the research stronger stance and confidence to deliver judgment (Nunan & Carter 2001). Moreover, triangulation process also promotes immense credibility to give an upper hand to internal validity in analyses of qualitative data, since it entails incorporation of various data sets in one integrated thread of relevance.