CHAPTER III

RESEARCH METHODOLOGY

This chapter gives explanation of how the research methodology is organized to provide the answers for the three research questions. It begins with statements of problems, followed by the research design, setting and participants, data collection, and data analysis.

3.1 Statement of Problems

The research investigates reflective teaching practice of pre-service teachers (PRESETs) at a teacher training institute in teaching English to young learners and is intended to address the following questions:

1. What do PRESETs know about English language teaching to young learners?

2. What can PRESETs do in their teaching practicum with what they know?

3. What do PRESETs need to improve in teaching English to young learners?

3.2 Research Design

With the intention of investigating PRESETs' learning experience by working on reflective journal (RJ) writing, descriptive qualitative study was adopted. Qualitative study is best chosen for this study for its nature that is suitable to unveil the reality about the things being studied. In this research, the focus is teaching experience studied with the deep understanding on what teacher

and students did in various interactions through the process of teaching and learning during the period of their practicum in teaching English to young learners (Hewitt-Taylor, 2001). The idea about descriptive study could represent the purpose of this research in unfolding what PRESETs think about their experience as the part of their learning process.

Holding the basis of qualitative study, the research takes narrative inquiry as the main research design. In relation to this research, the design entails the data in the form of narration which describes PRESETs' teaching experience during their teaching practicum from their own point of view. The main reason of requiring the detailed description in the form of narration in this research is the nature of narrative text which is more personal. Regarding this nature, the logical manner could explain that the more accurate information about the phenomenon in classroom practice during teaching practicum indeed could be portrayed more accurately when it is told personally by PRESETs themselves as they were involved in the experience actively. They know exactly what was happened during their period of teaching practicum (Clandinin & Connelly, 2000).

3.3 Data Collection

According to Fraenkel et al (1993), this study was conducted with the document analysis technique in which the analyzed document provide the data sought under investigation. In this case, the document used is reflective journal (RJ). The rationale for choosing RJ as the data collection tool is due to the

appropriateness of its content for the criteria of data expected for the research. RJ includes the narration of reflection elaborating the comments on teaching experiences described in it with the details from the teaching and learning events happened (Faizah, 2008).

The writing of reflective journal to provide the data for the purpose of the research was conducted as a part of sequential learning process of 35 PRESETs in English Teaching to Young Learners course. As the requirements to complete the course program, PRESETs were assigned to teach English at primary schools.

Prior to the RJ writing they went through several processes. It started by having them made small groups consisted of four to five people to design storyline based teaching to teach in the same class for four consecutive meetings by using a sequential storyline as the theme for every learning activity conducted.

During the teaching practicum, they were involved in reflective teaching activities including observation on the teaching practice, discussion about the observed teaching practice, and finally making a report of reflection on their teaching during the practicum. According to Fatemipour (2009), the three activities refer to the peer observation, peer feedback and teaching diary or reflective journal. For the purpose of this study, RJ as the last assignment was submitted by PRESETs and was then used as the data source for this study.

3.4 Data Analysis

The data analysis of the qualitative data in this research used Constant Comparative Analysis (CCA) method. The decision to use the method is in accordance with Hewitt-Taylor (2001: 42) who suggested that "*CCA is useful to identify the type of data which have broad themes and patterns of categories*" like the data of narration written by participants in their RJ collected for this research. For the procedure, the analysis went through the following steps.

3.4.1. Coding the data

According to Hewitt-Taylor (2001: 39), in this very first step, the whole RJs written by participants were read. The main information that was going to be investigated by the research questions found during reading process was then highlighted. The information may be contained in the sentences, paragraphs or sections of the journal. In the last step, each highlighted section was named by the appropriate code which could embody the idea brought in it.

To give clear idea of how the coding process was carried out, what follow is the example of coded excerpts taken from RJ.

I gave the smiles during my teaching, and never forget to praise them after they did something good. I also provided them with various activities so they didn't feel bored during my lesson.

- Creating a positive classroom climate
- Creating a positive classroom climate
- Attention span
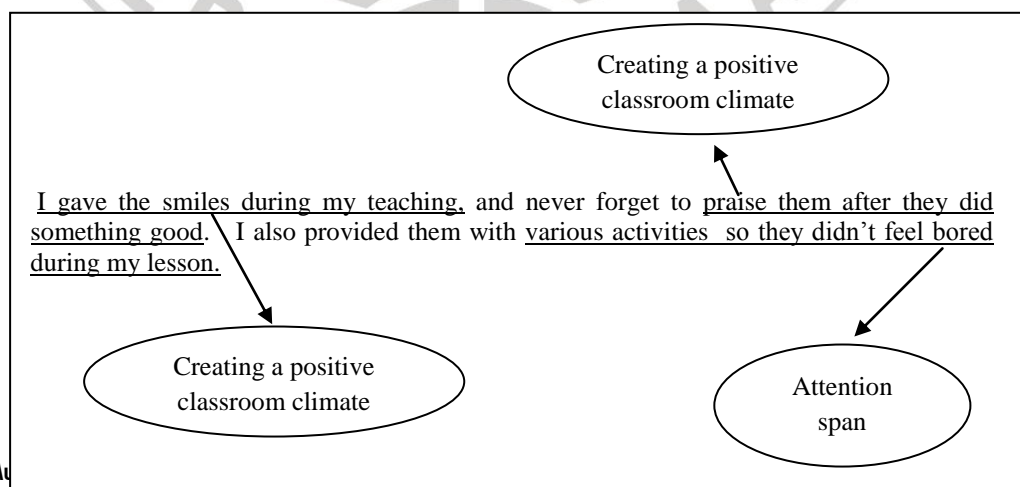
Figure 3.1 Example of Coded Excerpt 1
(Source: Reflective Journal No. 24 in Appendix A)

Voice projection

I realized that my voice is not loud. So, I should make my voice to be loud enough to hear from the entire class. Then, the most crucial one is concerning my grammar and pronunciation. I found that I mispronounce some words and forgot about the concord during my teaching.

Comprehensible input provider
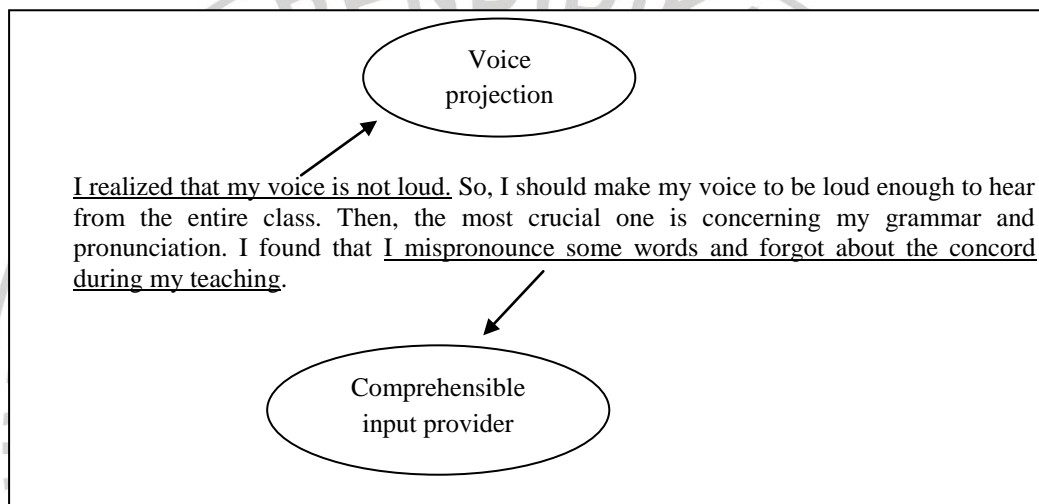
Figure 3.2 Example of Coded Excerpt 2
(Source: Reflective Journal No. 2 in Appendix A)

Song that covers whole lesson was used in the very beginning and it helped the students a lot in familiarizing the learning content. When story was being delivered, I could control the movement of the puppets so it was clear which puppet got its turn to speak and the one which didn't. During whilst, I gave various activities which were scaffolding
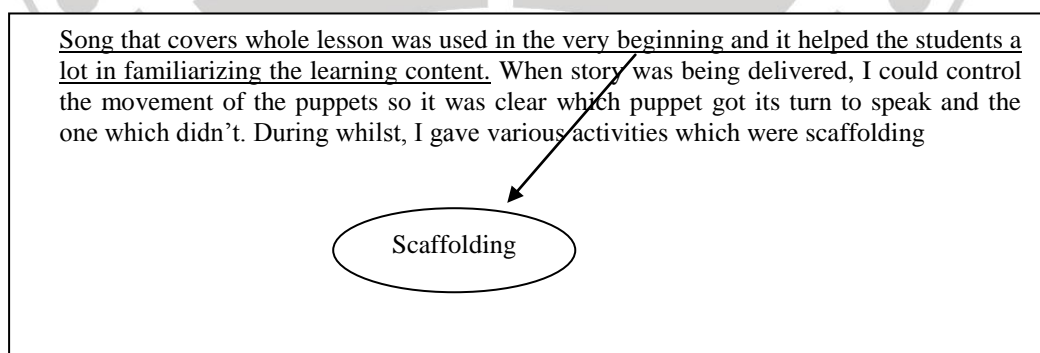
Scaffolding

Figure 3.3 Example of Coded Excerpt 3
(Source: Reflective Journal No, 32 in Appendix A)

In solving all of those problems, I did several treatments for every problem. First, when I made my lesson plan I did a discussion with my group members. My friends gave me some suggestions related to the material which were going to be taught. In designing the lesson plan I also compare my lesson plan with another lesson plan which has the same topic with me.

Peer feedback

Figure 3.4 Example of Coded Excerpt 4
(Source: Reflective Journal No, 14 in Appendix A)

The terms used to code the two excerpts above are not taken for granted. Each code is made based on the existing theory about teaching practice mainly combined from Harmer (2007) and Brown (2001) which can be traced in chapter 2, section 2.3.3 for the complete explanation.

In figure 3.1, creating a positive classroom climate as the code refers to praise and smiles in the excerpt for both of them are needed in establishing rapport with students which could create a positive climate in the classroom to support successful teaching and learning process. In addition, attention span is made as the code to refer to students' ability to give out their attention which is usually influenced by the variety of learning activities provided (Brown, 2001).

In figure 3.2, voice projection to code the excerpt according to Brown (2001) is related to how teacher makes their voice useful to talk and give instruction effectively that students could listen to the voice clearly. The next code is comprehensible input provider. It could represent PRESETs' concern on the language accuracy issue which they need to improve to fulfill their role as the comprehensible input provider for their students (Harmer, 2007). Following the

codes in figure 3.2, the next figure contains scaffolding as the code for the excerpt. This code is another term for sequential learning activities which are intended to help learners learn through the appropriate stages (Cameron, 2001). As for the last code in figure 3.4, peer feedback is selected to name the discussion held after observation on teaching for finding the solution to the problem in the teaching practice (Fatemipour, 2009).

3.4.2. Forming categories

In this stage, some categories are formulated to group the information coded in the document. Actually, "*each code can be included into more than one category since the code may still bring broad ideas from the excerpts*" (Hewitt-Taylor, 2001: 40). However, to avoid overlapping in interpreting the data, the focus idea of code will allow it to only have one place in the category. With the purpose of giving clearer idea about the forming of categories and its limitation, several codes from the previous section, including creating positive climate, attention span, voice projection, comprehensible input provider, and peer feedback will be grouped into categories as what are provided in the following table.

Table 3.1 Forming Categories

No	Categories	Codes
1	Learner variables	Attention span
2	Teacher role	Comprehensible input provider

3	Classroom activity	Scaffolding
4	Classroom management	Voice projection
		Creating positive climate
5	Teacher development	Peer feedback

In categorizing the codes, the limitation is made based on the focus idea of the code in relation with the relevant theory. In evidence, attention span is categorized into learner variables for it is a part of student's characteristics in their tendency to lose attention during language learning process (Brown, 2001). The next category is teacher role which includes the role of teacher as comprehensible input provider because in language learning, teacher indeed has the duty to give language input or exposure to help students acquire the language (Troike, 2006; Harmer, 2007). For the third category, scaffolding is included for it is needed to be applied to the steps for conducting activity. Different from other categories, classroom management could embrace two codes including voice projection and creating a positive classroom climate because according to Brown (2001) voice projection is needed by teachers to communicate with students and to give instruction, and creating a positive classroom climate as means needed for effective teaching and learning process. The last code is about teacher development. It may take in various forms, and peer feedback is one of them. For more detail information about peer feedback, see section 2.2.2 in chapter 2 of this

paper. Finally, for more detailed information about categorization of codes in this research, the table is provided in appendix B.

3.4.3. Developing clusters

As the further step, the categories made are then clustered based on the research questions. In this clustering stage, the answers of research questions are decided from the existing categories. Started from this stage, the finding of the research is slightly revealed. Continuing the process of categorization in the previous section involving learner variables, teacher role, classroom activity, classroom management, and teacher development; the examples in forming clusters will be provided in the following table.

Table 3.2 Clustering Categories

No	Research Questions	Categories	Codes
1	What do PRESETS know about English language teaching to young learners?	Learner variables	Attention span
		Teacher role	Comprehensible input provider
		Classroom activity	Scaffolding
		Classroom management	Voice projection
			Creating positive climate
		Teacher development	Peer feedback
2	What can PRESETS do in their teaching practicum with what they know?	Learner variable	Attention span
		Classroom activity	Scaffolding
		Teacher development	Peer feedback

3	What do PRESETS need to improve in teaching English to young learners?	Classroom management	Voice projection
		Teacher role	Comprehensible input provider

For further information about clustering categories that will bring the main finding for this research, the complete table can be checked in appendix B.

3.4.4. Compiling report

In order to get the clear yet accurate answer for the three research questions, each category was elaborated into detailed description. Furthermore, the categories were examined by using the relevant theories to provide more accurate findings. In the end, the findings were rechecked by reviewing the reflective journals for the sake of establishing the validity of the analyzed data.

3.5 Concluding Remark

This chapter has described the statement of problems, research design, setting and participants, followed by the elaboration of data collection and data analysis procedure. The following chapter will describe the findings and the discussion of the research in more detailed manner.