

CHAPTER III

RESEARCH METHODOLOGY

This research methodology is aimed at providing an overview of methodological approaches and research design selected for application to a study of reflective teaching.

3.1 Research Problems

In conjunction with a major concern on improving novice teacher classroom performances through reflective teaching, the problem of the present study is accordingly formulated as follows.

1. How can novice teacher classroom performances be improved through reflective teaching practice?
2. What are the teachers' perceptions toward the practice of reflective teaching they have engaged with?

3.2 Research Design

This study used action research design. The reasons underlying the employment of this research design were based on the following considerations. First, since the present study required systematic procedures in its attempt to figure out what needed to improve and/or to solve the problem possessed with regard to novice teacher's classroom performance, classroom action research was considerably suitable to be applied upon the context of the present study. This is in line with what has been agreed by scholars like Mills (2000 as cited in Cresswell, 2008: 597) and Fraenkel, Wallen, and Hyun (2012: 589) who postulate that action research must be aimed at seeking solutions to a problematic situation possessed by teacher(s) and subsequently giving an attempt to improve the performances of either teacher teaching or student learning. However, to relate to the context of the present study, the term problematic situation did not necessarily imply as if the teacher teaching was worse and not effective. Rather, as referred to what had been contended by Burns (2010: 2), 'problematic' was addressed to an area wherein teacher(s) and

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researcher may seek for a better condition through questioning and then answering it with any developing ideas and alternatives.

Second, another consideration was relied on the practical basis of reflective teaching, in which its implementation is ensued in cyclical or spiraling process engaging the practitioner to start from collecting samples of teaching, analyzing and evaluating the samples, reflecting and interpreting the samples, planning to generating provision and act (Pollard et. al., 2008: 18; Gebhard, 2009: 19; Carr & Kemmis, 1986 as cited in Zwozdiak-Myers in Green, 2011: 30). This so doing is aligned with the process of the conduct of action research, in which reflection is of an important act (Burns, 2010; Zwozdiak-Myers in Green, 2011: 30; Fraenkel, Wallen & Hyun, 2012: 590). In addition, Burn (ibid) addresses this action research to the practice of ‘reflection-on-action’ theorized by Schon (1983 as cited in Burn, ibid). The following figures show similarities of both cyclical process of action research and reflective teaching.

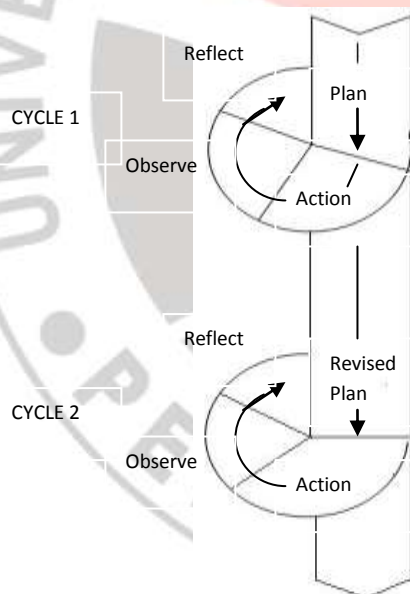


Figure 3.1. Cyclical AR model based on Kemmis & McTaggart (1988) as cited in Burns, 2010: 9

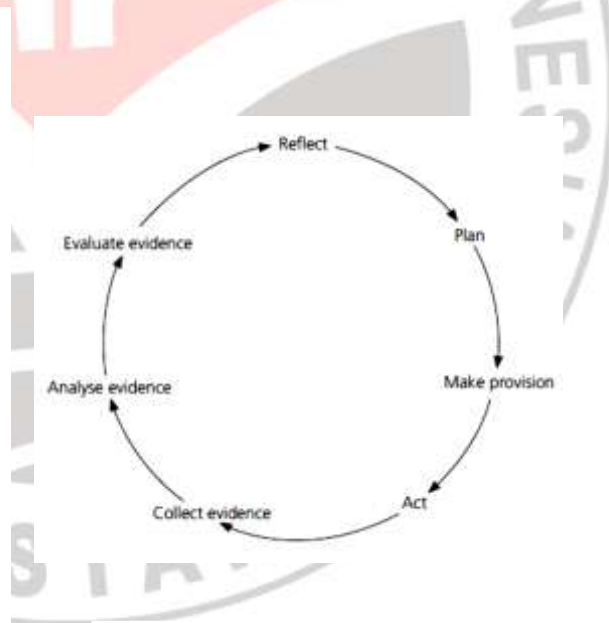


Figure 3.2. The cyclical process of Reflective Teaching

Third, the reason also relied on the consideration of the context of the present study, in which the reflective practice to be carried out was in form of collaborative

work between the novice and experienced teacher. This was in alignment with one of the characteristics employed by action research, as reported by Fraenkel, Wallen & Hyun (2012: 591), that action research may be chiefly carried out in a joint work with other co-researcher, and/or the so-called ‘collaborative action research’.

3.3 Site & Participants

This study was conducted based on some particular considerations, they are as follows: (a) the accessibility to the teacher and the school in that this study was permissible, and they readily welcome this proposal and/or study; (b) the teacher’s high willingness and commitment to do the reflective practice, or the so called ‘voluntary-based’.

The participant involved in this study was one novice English teacher teaching vocational school students in an Islamic boarding school in Cianjur, West Java. However, since this reflective teaching was undertaken through the process of a mentoring program, there was also the involvement of one senior teacher acted as the more skilled person who helped and guided the teacher mentee to do reflection. The elaborated explanation on this issue is delineated on the following section.

3.4 Context of the Present Study

Teacher Mentee

Asep (pseudonym), a male EFL teacher, holds a Bachelor degree in English Education. He completed his S1 degree in July 2012 from a State University in Bandung, and directly commenced teaching in an Islamic Boarding School in Cianjur in the same year. Until the present time, Asep had had nine months teaching experience at the school. The nine month teaching experience that Asep had had indicated that he was still novice in his work-field. This aligns with what was claimed by Danielson & McGreal (2000: 80) while carrying out a project of teacher evaluation to enhance professional practice, they subsequently categorized their

novice respondents (teachers) into those who have only 1 to 3 years of teaching experience.

Referring back to '*Chapter II*' (Section 2.2.2. Roles of Mentor & Mentee in Mentoring Activities of RT), there were some roles of teacher mentee that were implemented throughout the process of mentoring. The teacher mentee was supposed to do the following: (i) listened to teacher mentor and be open to feedback given; (ii) be proactive and involved in taking decision related to his teaching practice; (iii) engaged in critical reflection; (iv) asked questions to teacher mentor about the related topic discussion; (iv) respected and built a trust of mentor; (v) appreciated what had been contributed by teacher mentor during the mentoring processes; (iv) expressed reciprocal relationship with teacher mentor, in which the ideas for the improved changes and/or behaviors were not merely coming from teacher mentor, but teacher mentee could do so.

Teacher Mentor

Neneng (pseudonym), a female EFL teacher, has been teaching for 28 years. She spent 10 years teaching junior high school level, 10 years in senior high school level, and the rests were in elementary school and a higher education institution like Akper (Nurse Academy). Right now she is a teacher in a public senior high school in Cianjur.

Neneng holds a Bachelor Degree in English Education. She completed her Bachelor Degree in 1992, and now she is joining a master degree program in English Education in a state university in Bandung, West Java. As a teacher, Neneng has been certified and once she was awarded as "*Guru Teladan Tingkat Jawa Barat*" (Model Teacher in West Java).

Similar to teacher mentee, there were also some roles that teacher mentee needed to fulfill throughout the mentoring activities (see also Chapter 2. Section 2.2.2, pp. 29-30). To mention, a teacher mentor: (i) shared experiences, ideas and/or

knowledge about teaching and any other related discussion with teacher mentee; (ii) gave emotional support and/or encouragement to teacher mentee in an attempt to help teacher mentee improve his teaching practice; (iii) became a role model for teacher mentee; (iv) observed and provided feedback on some particular tasks accomplished by teacher mentee; (v) helped teacher mentee figure out problem solving regarding the teacher mentee's teaching practice.

Researcher

In the context of this study, the researcher took role as the facilitator for both teacher mentee and teacher mentor to implement the reflective teaching practice in mentoring activities. The researcher organized the overall process of the project, and then recommended any opportunities that might be worth doing for teacher mentee to reflect and to manage her classroom instructional practice. However, to certain extent, it was the teacher mentor who had an authority to control the direction of the reflective process.

3.5 Data Collection Techniques

In order to answer the research questions, the present study assembled more than one type of data through which a multi-method approach was carried out. This so called '*multi-methods*' is also well-known as the technique of triangulating the data (Baumfield, Hall & Wall, 2008: 28), that is to say, the use of a variety of instruments by which the researcher can see the data objectively from various angles (Fraenkel, Wallen & Hyun, 2012: 458; Harklau in Hinkel, 2011: 180; Burns, 2010: 95-6; Alwasilah, 2009: 150). More precisely, Dawson (2009: 23) maintains that triangulating the data should come up with the combination between qualitative and quantitative inquiry. This so doing is aimed at producing the more robust and credible results of data analysis (Burns, 2010: 97)

Considering the abovementioned theorization, the data in forms of qualitative information and of quantitative information were thus utilized. The qualitative information came from some sources, that is to say, from classroom observation, interviews (both from triadic and/ dyadic conferences) and document collection such as teacher mentee's lesson plan. Meanwhile the quantitative information was derived from some different questionnaires administered to teacher mentee, teacher mentor and students.

Observation & Triadic and/or Diadic Conferences

For observation, videotaping which might capture the mentee teacher behaviors was carried out deliberately. The purpose was to record the sufficient and accurate verbal exchanges during the classroom instruction, which was impossible to do by the use of the notes alone (Nunan, 2009: 53; Gebhard, 2009: 20; and Burns, 2010: 70). Even, Baumfield, Hall & Wall (2009: 41) assume that video is the research tool that can yield the most comprehensive data from a context.

Only one camcorder was used. This camcorder recorded the whole lesson. During the process, there was certainly a possibility where those who were being taped, the teacher and the students, acted differently and not normally. However, such situation did not take so long because those being taped accepted it and got used to it once the camcorder was treated as a natural part of the classroom setting (Gebhard, 2009: 20). Therefore, on the basis of this claim, the use of camcorder was not hidden. Instead, the place where the camcorder was best put was highly considered. This was supposed to anticipate the unexpected results, such as unclear view and voices and the like.

Having attained the data from videotaping, there was a technique to do the analysis. To this respect, the present study conducted the so called 'stimulated recall', which was acknowledged by Nunan (1992: 94-6). The data from videotaping were transcribed, and subsequently the participants, teacher mentor and mentee, were engaged to comment on the captured performances (ibid). Henceforth, to elicit the

participants' comments, an interview session was somehow embedded in this technique.

With regard to interview session, the semi-structured interview of which questions were structured and organized and yet flexible for the interviewee to answer (Fraenkel, Wallen & Hyun, 2012: 451; Burns, 2010: 75; Dawson, 2009: 28) was carried out in a 'triadic conferences' or else 'dyadic conference' (see appendix F, G, H & I). Triadic conference was addressed to one type of interview, where teacher mentee, teacher mentor and researcher were seated together to discuss a particular issue. This so doing was expected to trigger an individual participant to express ideas that come from what the others in a group said. Meanwhile, dyadic conference was carried out only between the researcher and the teacher mentor in an attempt to solicit any further information on the related issues of the preceding discussion in triadic conference.

A type of field notes (see appendix M) complementing the observation was also used in this study, in which the writings of the practical details regarding the events were recorded during the direct observation (Fraenkel, Wallen & Hyun, 2012: 512; Dawson, 2009: 110; Cresswell, 2008: 224). These notes were basically aimed at recording the events that might be missed by video-taping. Say, the unspoken thoughts and feelings of the participants could not be captured by videotaping (DuFon, 2002: 44).

Questionnaires

Besides observation, this study employed and/or administered some questionnaires both to the teachers, teacher mentor and mentee. This study comprises two kinds of questionnaires; each of which was used as the primary data of the study.

The first, the questionnaires for classroom teaching evaluation that were administered to teacher mentor and teacher mentee used 80 closed items that were clustered into 4 domains of teaching aspects (to see the sample of questionnaires and the criteria set up of each observed aspect, go to appendix D & appendix E). The closed items, according to Nunan and Bailey (2009: 130), were the items that consist

of some possible responses determined by the researcher himself. In this case, the possible responses of the items that the researcher had composed consist of 5 rated scales, say, 'does not meet the indicator', 'somewhat meets the indicator', 'almost meets the indicator', 'clearly meets the indicator', and 'exceeds the indicator'. This item format was the so called 'a likert scale'. This format was suitable for the purposes of the present study, in which the desirability and attitudes of both teacher mentor and teacher mentee toward teacher mentee's performances on teaching practice were acquired. This is in line with the importance of likert scale postulated by Nunan & Bailey (2009: 133).

The second, the questionnaires administered to the same respondents, teacher mentor and teacher mentee, regarding their opinion about reflective teaching in mentoring they have undertaken used 20 closed items (see appendix K). The items were clustered into 3 broad evaluated aspects. Similar to the previous one, the responses of the items encompass 5 rated scale, say, 'strongly disagree', 'disagree', 'somewhat agree', 'agree', 'strongly agree'. The item format used in this questionnaire was also in a likert scale (as mentioned in the preceding paragraph).

Supplementary Data

For contextualization and further data triangulation, this study employed some supplementary data, say, the data from dyadic conference between teacher mentor and researcher and/or between teacher mentee and researcher. The data were collected to acquire further information and/or confirmation from the teacher mentor on the related issues raised during the ensued cycle of classroom action research.

Document Collection

Relevant documents were also collected during the study, such as teacher mentee's lesson plan for several classroom meetings.

3.5.1 Data Collection Tool Matrix

Questions	Data source 1	Data source 2	Data Source 3
1. How can novice teacher classroom performances be improved through reflective teaching practice?	Observed teachers using field-notes, and then videotape the teacher performances during his/her teaching, transcribed and analyzed them.	Implemented the reflective triadic conferences between teacher mentee and teacher mentor, and researcher, and then recorded the conferences, transcribed and analyzed them.	Collected & documented teacher mentee's lesson plans. Since the focus of the first cycle was about teaching preparation, the lesson plans therefore became of the main sources to analyze.
2. What are the teachers' perceptions toward the practice of reflective teaching they have engaged with?	Administered the questionnaires to re-evaluate the RT in mentoring that had been undertaken, whether or not it was significantly influential and effective to the teacher mentee improved behaviors.	Implemented the interview sessions with teacher mentee and teacher mentor regarding their opinions about RT in mentoring.	

Table 3.1 Data collection tool matrix

3.6 Classroom Action Research Procedures: as Modified into Reflective Teaching Cyclical Processes

There were several stages that this study had set out for its implementation. The stages were started from the initial actions (the results can be seen in subsection 3.8) to the accomplishment of cycle 2 phase 2.

The initial actions were addressed to the preliminary investigation that was aimed at diagnosing the problematic issues possessed by the teacher mentee in his classroom. The conduct of this initial action consisted of several activities, such as: i) Getting permission; ii) Doing initial observation & videotaping; iii) Interviewing the teacher mentee; iv) Watching the results of videotaping; v) Administering evaluation questionnaires to teacher mentee and teacher mentor; and vii) Implementing triadic conferences between teacher mentee, teacher mentor and researcher.

Regarding the first point above, the activities of getting permission, were aimed at making sure that those being studied were not harmed. In this case, the researcher obtained the permission from the school principle; Meanwhile, the rests including the activities of doing initial observation and videotaping, Interviewing the teacher mentee, watching the results of videotaping, administering evaluation questionnaires to teacher mentee and teacher mentor; and implementing triadic conferences between teacher mentee, teacher mentor and researcher, all of them were aimed at collecting the baseline data for the initiation (see Nunan, 1992:17). The baseline data the researcher collected in the context of the present study were the identified teaching areas and/or domains at which the teacher mentee felt uncomfortable to work with, or in other words, they included the teacher mentee's teaching weaknesses. In this respect, the teacher mentee's teaching weaknesses were viewed upon four pedagogical domains, say, teaching preparation, classroom management, teacher student interaction and teacher presentation as mentioned earlier in the discussion of data collection techniques (see subsection 3.5). The results of the baseline data

collection for this present study initiation were explained in the subsequent subsection (see subsection 3.7).

As this study came up with the accomplishment of its cyclical processes, the conduct was consequently based on the aforementioned practical basis of action research (see chapter 3, subsection 3.2). It was started from planning, acting and observing (collecting evidence), reflecting that included the activities like analyzing, evaluating and reflecting, and re-planning and/or making provision. Since the accomplishment of the present study consisted of two cycles, the activities in cycle 1 were therefore repeated in cycle 2 with some improvement and/or modification.

In the stage of planning, it aimed at bringing about some improvements on the matters that had been prior identified in the initial actions. In doing so, the teacher mentee was helped and guided by teacher mentor. There was a 'do list activities' that the teacher mentee and teacher mentor must implement throughout the process of planning making: (i) Set out the aspects of observed behaviors to be improved by the teacher mentee; (ii) Set out the planning for different actions regarding the aforementioned observed behaviors to be improved by the teacher mentee; and (iii) Set out a lesson plan (lesson plan for cycle 1 phase 1 and 2 can be seen in the appendix W).

In the stage of acting and observing (collecting evidence), the teacher mentee put action on what was carefully planned in the preceding phase, while the researcher continued collecting the data by observing and videotaping the teacher mentee classroom teaching performances. Throughout the observation session, the researcher monitored and took notes the changes in teacher mentee's practice and/or the necessary information to answer the questions (see also Fraenkel, Wallen & Hyun, 2012: 592).

Next, in the stage of reflecting, the teacher mentee analyzed, evaluated and reflected on his performance. The identification of the shortcomings and the strength that had been reached, and/or the identification of the causes that might make the implementation of previous action planning less successful was carried out. The

results of this reflection were later taken as a consideration to plan the next treatment for the next cycle and to determine whether or not the following cycle was needed. There was no need to analyze and evaluate on all aspects of classroom observation in this phase of reflection (as implemented in the stage of initial actions). Otherwise, the evaluation was addressed only to some particular observed problems and/or issues that had been decided and narrowed in the stage of the initial actions.

Next, in order to bring about improvements on the evaluated teaching aspects in the preceding phase, re-developing a plan of action was subsequently implemented. This so doing was the so called the stage of 'replanning'. It even seemed to be a follow up given by the teacher mentee as a response to the prior results of reflection activities. In this case, the teacher mentor somehow might still guide and help the teacher mentee.

3.7. Classroom Action Research Data Collection Analysis

As mentioned in the previous explanation, since the data obtained in this research were in forms of both quantitative and qualitative information, they were therefore analyzed both quantitatively and qualitatively. Basically, the analysis collection and the data analysis itself were conducted simultaneously along with the transcription of interviews and field notes. This so doing, according to Merriam (1998 as cited in Lin, 2005: 27) is helpful to enable the researcher to "focus and shape the study as it proceeds".

For the quantitative data, both the questionnaire for classroom teaching evaluation and the questionnaire for teacher mentor and teacher mentee perceptions on the RT in mentoring, they were quantified on the basis of the responses rated by the respondents. All these items were analyzed using likert scale analysis, since the item format employed '*a likert scale*' (see the previous explanation in the preceding subsection). Meanwhile, for the questionnaires acquiring students' perceptions on the teacher mentee's teaching practice, the more structured answers resulted from semi

open questions were firstly listed into some categories. Say, the first category listed how many students answered happy with the lesson because of the teacher teaching method, the second one was because of the materials, and so on. Subsequently, they were totalized and converted into percentage.

For qualitative data, the videotaping of classroom observation and the recorded interviews from the triadic and dyadic conferences were transcribed and divided into some segments. This so doing was supposed to ease the analysis of the verbal interaction emerged during the captured lesson session.

Following the work of Richards (2003, as cited in Burns, 2010: 113-115), there were actually four steps implemented for the verbal data analysis of classroom observation. The first is providing general characterization, where the situation and/or condition upon which the verbal interaction was being undertaken was labeled. For example, such a verbal interaction happened during the opening lesson session. The second is identifying grossly apparent features, where the obvious features were observed more closely. Say, in the opening lesson session, the teacher showed a realia and started to invite students to speak. The third is focusing in on structural elements, where the finer details of how interactions are structured and the most noticeable features are described. The last is developing a description, in which the process of describing the data was begun.

3.8 The Results of Initial Actions

The results of the initial actions mainly revealed the teacher mentee's weaknesses in two domains of teaching aspects, say, teaching preparation and classroom management. They are described below.

Based on the results derived from the questionnaires, the aspects of teacher mentee's teaching preparation and classroom management were assumed as the most crucial teaching domains that the teacher mentee and teacher mentor needed to work

first even though the different rated means both by teacher mentor and teacher mentee were identified. To teacher mentee, classroom preparation was the most problematic domain. The teacher mentee gave the lowest rated mean on this domain, which was to say, 3.29. Meanwhile, to teacher mentor, all of the four teaching domains seemed to be problematic, but the most crucial ones to be fixed and/or improved were addressed to teacher preparation and classroom management. Both were rated 2.12 and 2.07. The details can be seen as follows.

Table 3.2 Teacher Mentor & Teacher Mentee Evaluation Results of the Four Observed Aspects

Quest Target	Aspects Observed	Mean	Predicate	Chart
Mentee	Preparation	3.29	Almost meets the indicators	
	Classroom Management	3.74	Clearly meets the indicator	
	T- Ss interaction	3.53	Almost meets the indicator	
	Teacher Presentation	3.53	Almost meets the indicator	
Mentor	Preparation	2.12	Somewhat meets the indicator	
	Classroom Management	2.07	Somewhat meets the indicator	
	T- Ss interaction	2.13	Somewhat meets the indicator	
	Teacher Presentation	2.41	Somewhat meets the indicator	

Meanwhile, the evidence that was derived from the initial interview, field notes, triadic conferences and teacher mentee’s documented lesson plan revealed as follows. First, the matter had to do with teaching preparation, specifically in terms of teacher

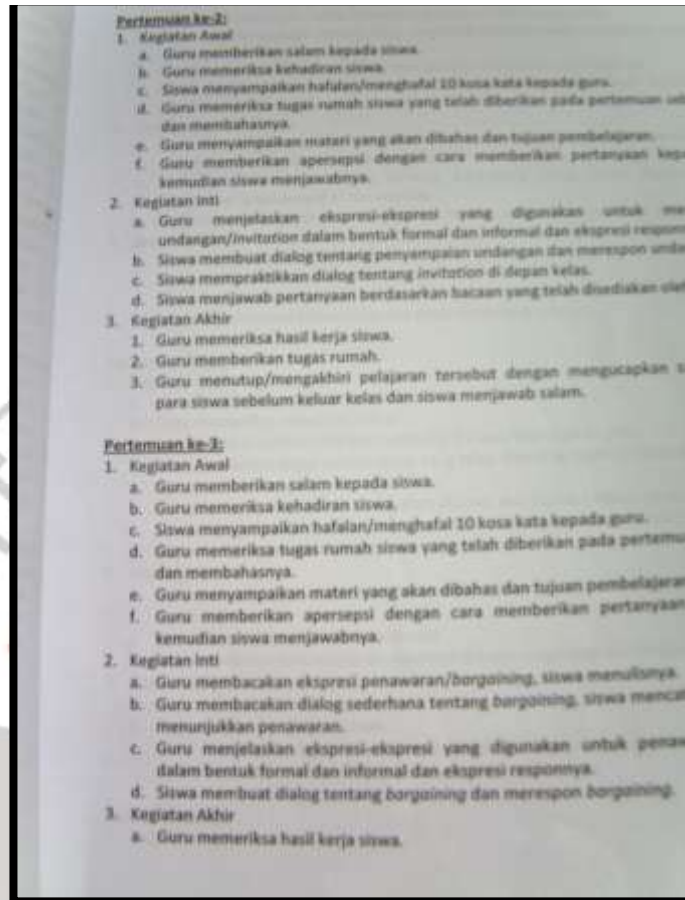
mentee's lesson plan. In this case, the teacher mentee was still not able to develop a lesson plan. The lesson plan he showed to researcher and teacher mentor was the one that was not his own writing, yet it was downloaded from the internet. This was in accordance with the following teacher mentee's confession, "... *yes, I just downloaded the lesson plan and finally found this one*" (see pre-obs.tri.conf/segm.1). As the consequence, the lesson plan was only used for administrative documentation and was not applicable his classroom instruction.

With respect to the above mentioned downloaded lesson plan, the reason underlying this was because of the difficulties the teacher mentee possessed in managing teaching preparation, especially in writing the lesson plan. The argument as such was stated in the pre-observation interview, as can be seen below.

"...because I have a hectic schedule..., so I forgot my preparation"
(pre-obs. Intrvw/ segm.2)

As the results, from the observational data, it was found that what was implemented in the lesson session was different from what was stated in the lesson plan. The differences started from the topic being taught until the designed activities. The teacher mentee's lesson plan can be seen in picture 3.1.

Picture 3.1 Teacher mentee's lesson plan



The second matter had to do with classroom management, in which there was found five aspects of the domain that were considerably problematic. They are described below.

- i) The first problematic aspect was grouping arrangement. The grouping that the teacher mentee implemented during the lesson was too large. There were only 16 students who attended the class at that time, and the teacher assigned the students to divide themselves into three groups. This was proven by the observational data from videotaping (see pre-obs.vid/segm.1, "...*This is group one, group two and group three...*"). Moreover, the evidence from triadic conference presented the teacher mentor's argumentation on this matter (see pre-obs.Tri.conf/segm.2, "*yes, the groups are too large*").

- ii) The second problematic aspect was the grouping activities in the lesson session. In this case, the activities did not stimulate the students to do an active engagement in the lesson, since there were only few students who appeared to be enthusiastic. The evidence was found in observational data from videotaping (see pre.obs vid/ segm. 1/ time 04:28 t 12:12).
- iii) The third problematic aspect was the use of whiteboard, which was not yet efficient. Regarding this matter, the teacher mentee's handwriting on the whiteboard looked messy, confusing and not orderly written (see pre.obs vid/ segm. 1/ time at 12:15 to 12:51). As the matter of facts, according to Doff (1990: 43), the use of the whiteboard is supposed to be the aid that can make explanation clearer to students and help focus their attention as well.
- iv) The fourth problematic aspect was the use of body language. To teacher mentor, the teacher mentee's body language during the lesson session was still considered not sufficient (see pre-obs.tri.conf/segm.3, "*your body language Sep seems not yet sufficient ...*")
- v) The last problematic aspect was still about the teacher use of body language, but it had to do with the teacher's body movement. It was reported that the teacher mentee still planted his feet on one spot only. He seldom moved farther from his desk. It seemed that the teacher was reluctant to leave his comfort zone. The evidence came from the observational data (see .pre.obs vid. transcript/ segm.1/ time 04: 32 to 11:41). As the matter of facts, teacher movement in the classroom is one of crucial indicators for teacher classroom teaching (see Danielson, 2011; Brown, 1999; Richard, 1995; Christison & Basano, 1984). Particularly, the way a teacher moves and stands, the way he/she reacts and/or responds to any events during the lesson gives a significant effect on the degree to which the lesson is successful and/or satisfying (Harmer, 2007: 34).

3.9 Summary of the Results of Initial Actions

As identified and mentioned in the discussion of the preceding subsection, the initial actions undertaken by teacher mentee and teacher mentor had led the teacher mentee and teacher mentor to work within the following teaching domains, that is to say, teaching preparation and classroom management, as can be seen in table 3. 3.

No	Teaching Domains	Results
1.	Teaching preparation	The Incapability of writing and/or developing a lesson plan
2.	Classroom management	The grouping arrangement that was too large
3.	Classroom management	The grouping activities that did not stimulate student active engagement
4.	Classroom management	The use of whiteboard that was not yet efficient
5	Classroom management	The use of body language (eg. gestures to enhance meaning) that was still lack and/or insufficient.
5	Classroom management	The use of body language (teacher movement) that was still lack, wherein the teacher planted his feet only on one spot

Table 3.3 Summary of the results of initial actions

3.10 Timeline

