

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides the methodology in conducting the research and description of research procedure in order to find out the answer from research questions stated in Chapter I. The researcher describes several topics related to the research method and design used in this research. Those are research design, setting and participants, instruments, data collection procedure, and the techniques employed in the data analysis.

#### **3.1 The Research Design**

The answers to the research questions were pursued through qualitative research design that took place over certain period. In order to cope with the purpose of the research, this research applied a qualitative research design. This is due to the consideration that this study is concerned with teachers' practice regarding reflective English teaching. Moreover, qualitative research also attempts to describe social phenomena as they occur naturally, that is the pre-service teachers in selected junior high school 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 (Alwasilah, 2009; Frankel, 2007). In this case, this research only dealt with investigating four pre-service teachers in Bandung. Therefore, the results were not to be generalized as general conditions of the whole teacher in Indonesia. Rather the experiences of these four pre-service teachers provide insights into some of these challenges and benefits of reflection in the life of a teacher. It is in line with Stake (2000) that a case study is to examine a case mainly to provide insight into an issue. As a result, the study focused on investigating pre-service teachers' reflective teaching practice in teaching English in an EFL. Meanwhile Creswell (2003) notes that the 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.

### **3.1.1 Setting and Participants**

This research was conducted at an English Education Study Program at one state university in Bandung, Indonesia. This research also involved four of the 9<sup>th</sup> semester students in an English education study program who enrolled the fieldwork course namely field teaching practice during the 2016-2017 academic years. The program of field teaching practice started from August to December 2017 in two state Junior High Schools. The field teaching practice program or PPL is a subject in the last year (Year four) of the undergraduate study.

The study used volunteer sampling based on the participants' willingness to take part in the research, rather than on systematic sampling strategies (Gall et al. 2005). In other words, this study came with four EFL pre-service teachers who voluntarily participated based on purposeful convenient or opportunity sampling, which is in line with Cresswell's (2007) suggestion that in a case study, typically researchers choose no more than four cases. All of the participants are native speakers of Indonesian and started learning English as a foreign language either at primary school and secondary school. All participants have no experience of teaching students in a formal setting such as at school.

### **3.2 Data Collection Instruments**

This study used multiple techniques of data collection. As stated by Alwasilah (2011), in a qualitative study, the data is collected from variety of sources and or through variety of methods such as survey, experiment, interview, classroom observation, and document analysis. In accordance with this, this research employed

some instruments in collecting the data. Those instruments were reflective journals and interview. The data collection was conducted not only at the conclusion of the study, but also in an ongoing way (Fraenkel and Wallen, 2000).

### **3.2.1 Reflective teaching journals**

The first instrument in gaining data in this research was reflective journal. This was the main tool of data collection. Gil-Garcia and Cintron (2002) affirm that a reflective journal involves learners in self-assessment, collaborative critique, self-reflection and goal setting (p.2). Reflective journals are various in the way that they aid the reflective process. The rationale for choosing reflective journal as the data collection tool is due to the appropriateness of its content for the criteria of data expected for the research. The reflective journal involves 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).

Prior to journal writing activities, the participants were given a reflection guideline proposed by Richards and Lockhart (1996) appropriate to language classroom use. The respondents however only need to address some issues of their concerns listed in the guideline. After teaching a class, they were asked to write their reflections in English or Indonesian. They can choose the language as they wish in order to make the flow of their thoughts not be blocked by the language difficulty because as Borg (2006) points out, journal writing itself requires a lot of energy and effort, i.e. linguistic, cognitive, and socio-cultural demands. The journals then were collected and then used as the data source for this study. Below is the general format that is usually used for reflective teaching journal and was shared to the participants to the respect of this study.

**Table 3.1 Word format of Reflective Teaching Journal**

<b>Jurnal Mengajar</b>	
Date of Teaching	
Class/Topic	
(Diisi dengan <i>teaching reflection</i> berdasarkan <i>guidelines</i> yang telah diberikan)	

### 3.2.3. Semi-structured interviews

Creswell (2003) alludes to the fact that researchers use semi structured interviews in order to gain a detailed picture of a respondent's particular topic. The interviews contain several questions to follow up their responses on the reflections. This interview evaluated the overall thoughts of the participants regarding the reflection practice on their teaching with scientific approach. The length of interview was about 40 minutes for each interview. To record the interviews, the voice recording application of a mobile device will be used. Like in writing ideas on the discussion forum, the participants were given the freedom to choose either English or Indonesian depending on how comfortable they feel themselves in either language. They were also told that they could code-switch at any time they felt the need to clarify some specific points because sometimes there are no similar expression to be expressed which does not exist in English.

Recorded interview sessions were transcribed in a written format with the help of F4 transcription tool under the light of verbatim transcription procedure by analyzing every word and sentence of participants including emotional expressions

(i.e. laughs) (Ortaçtepe, 2012). If there was not enough time to do the direct interview, there would be an interview via teleconferencing tool namely Skype or line video call due to time restrictions. The details of some basic questions were as follows.

1. Do you like to share your new experience in the new situation on teaching journal? Can you give example of your new experience?
2. Do you usually face problem that you can be solved directly in class? Would you mind giving example of that?
3. Have you faced problems that you felt it was hard to solve them directly?
4. Have you ever made assumption or temporal interpretation to the problems you faced?
5. Why do you think that those problems need to be solved? (referring to the problem mentioned in the previous question)

(The complete questions for the interview are attached in the appendix D-1)

The questions are adapted from Akbari (2007), Laughran (1996) and are modified by the researcher.

### **3.3 Data Analysis Procedures**

The data were analyzed qualitatively. The data in the form of pre-service teachers' reflection were collected for about forty days, from August to the end of September 2017. The content of the posts were analyzed by identifying and categorizing the emerging themes in their posts. Samples of participants' entries included here were presented verbatim.

The written documents data were in the forms of re-service teachers' teaching journals written twice a week during the certain period. There are several steps to analyze data gained from written documents. The steps are as follow:

1. Reading all written documents.
2. Identifying the relevant text and numbering into matrix.
3. Coding the data or identifying the evidence that relate to the research questions.

4. Incorporating selected documents.
5. Analyzing the data based on the theories proposed by Loughran (2006,1996) and Akbari and Dadvand (2011) and Moradkhani, et al.'s (2013)

In order to answer the research question properly, below are frameworks in analyzing the elements of reflection and issues which emerge in PSTs' reflections.

### 3.3.1 Frameworks in analyzing elements of reflection

The first stage of data analysis dealt with general identification of the elements of reflection. This stage demonstrated the way Dewey's (1933) and Loughran (1996) frameworks were utilized in coding the PSTs' reflective journal writings in search for the elements of reflection existing in their reflective practice.

After identifying Dewey's (1993) elements of reflection and further elaboration from other sources such as Loughran (1996), the example of each element from PSTs reflection in Loughran's (1996) study are read and re-read in order to ensure that the texts extracted from this study's data were appropriate pertaining to each elements of reflection. (see appendix 6 To see for example of elements of reflection's coding).

Specifically, the process of locating elements of reflection in the PSTs' journal entries as well as in the transcriptions of interviews is based on the following steps. (Nurfaidah, 2016)

1. Identifying the relevant text and numbering into matrix.
2. Mapping syntax or language pattern in determining the elements of reflection.
3. Selecting, labeling and colored coding each identified unit of analysis with appropriate level such as [S] (colored with light green) for *suggestion*, [P] (colored light blue) for *problem*, [H] (colored light yellow) for *hypothesis*, [R] (colored light purple) for *reasoning*, and [T] (colored light red) for *testing*.
4. Analyzing reduced data with regard to their pattern found in pre-service teachers.
5. Analyzing the similarities and differences in pattern found among PSTs' data.

**Table 3.2 Sample of process in categorizing the PSTs' elements of reflection using Laughran's (2006;1996) framework cited from Nurfaidah (2016)**

Sample of Data	Characteristic of Data	Category of Element
At the fourth meeting, as I said before in the previous journal, I just planned to review the teaching materials that I have delivered. I didn't prepare any teaching resources because I was confused what kind of resources would be interesting for these students. Therefore, since I just wanted to review, I didn't prepare the lesson plan not resources. I was a bit stressed just by thinking of the students. I thought I was losing my spirit. But when I was in the classroom, there was still plenty of the time left after the review. While checking the students' answer on the task I assigned for the review, an idea crossed my mind. It was playing a game which related to the review. I asked each student to write a sentence out of their task's answer on the whiteboard then we checked the grammar. Those who wrote wrong sentences were punished to compete in a spelling game. Those who could spell faster without mistakes were given extra marks and the rest who did mistakes were given another punishment to write another sentence and having other students to check their sentences. Thank God.. with some games the class were alive today. However, I realized that a teacher should not go teaching without lesson plan or resources. But at least I happened to know that they like games while moments before I thought that they may not suit to games (because they are shy and a bit passive) but they	In this data the flow elements of reflection is not in sequence. The reflection process was begun with suggestion from the previous meeting of what the PST would do in her classroom. The suggestion became a problem for her as she further intellectualized that the situation worsened her spirit to teach. However while in the classroom, as the suggestion had been executed, another suggestion occurred to her as the idea of filling the rest of the remaining time with playing games pertaining to the previous task came to her mind. The activity could solve her problem which in this case she found that the overt testing to the idea was the negation of her hypothesis that games would not suit the students due to their shyness and passivity. After that she came with another intellectualization about some students who paid less respect to the teaching activities. She ended up with imaginatively testing game requiring all students to be active as the	<p>Suggestion #1</p> <p>Problem #1</p> <p>Suggestion #2</p> <p><i>This could be the answer to both suggestion and the problem</i></p> <p>Testing #1</p> <p>Hypothesis #1</p> <p>Reasoning #1</p>





2. Entry breakdown per sentence on the selection sentences.
3. Micro categories of each sub context.
4. The thought units were organized into wider pedagogical thought categories according to shared themes namely macro categories.

### **3.3.3 Frameworks in Analyzing Interview**

The semi-structured interview attempted to seek for further information such as the realization of reflective practice in the participants' teaching in their journals. The transcribed data from interview procedure was compared constantly with the other data. Emerging and recurrent themes were also sought from this data. Themes such as Loughran's phases or elements of reflection, and Akbari and Dadvand (2011); Moradkhani, et al.'s (2013) language teacher knowledge-base were confirmed and disconfirmed. The analyzed data was used to enrich participants' profile and findings in each research question.