

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers the research methodology, data collecting technique, and data analysis method of this research.

#### **3.1 Research Design**

This exploratory case study provides detail explanation about themes of teachers' teaching reflection from novice English teachers' perspectives by exploring each participant condition (Litchman, 2006; Merriam, 2009; Stake in Creswell, 2012; Yin, 1984). It was done by doing various data collection to see the characteristic of every participant on doing teachers' teaching reflection. This study was designed with regard to novice English teachers' reflective teaching practice in the classroom situation and teachers' reflective journal in a certain period of teaching. The focus was primarily on each participant's reflective teaching related to the themes of their reflection along with the understanding and practice on teachers' teaching reflection.

#### **3.2 Research Subject and Site**

The school setting of this case study took place in Payakumbuh, one of the cities in West Sumatera, Indonesia. The reason for using this city as a research location was because this is a city that is awarded by the government as the best city in the management of education in West Sumatera in 2015, 2016, and 2017. It means that this city concerns about teachers' and schools' quality (see <http://payakumbuhkota.go.id/2016/05/03/payakumbuh-terima-penghargaan-sebagai-kota-terbaik-dalam-pengelolaan-pendidikan/>). Moreover, specifically, this study was held in two popular private schools in Payakumbuh where those schools also concern about teachers' professional development. In those schools, the principals of schools have a specific program such as training for teachers. Those private schools also allow the teachers to develop themselves outside of the

school through continuing teachers' education and doing collaboration with other teachers on English teachers' forum.

Moreover, this study chose the subject of the research purposively based on the need of the research. The study took three subjects of the research of English teachers categorized as novice teachers. In the context of this research, this study selected three participants in two different private schools. The reasons for the selection of participants were, first, the three of them come from two different private schools that concern with the teachers' development and the quality of teachers. So the teachers got a lot of trainings related to the teaching and learning process from their school. Second, these three teachers have experienced less than five years experience of teaching and do not earn teachers' certification from the government yet. In addition, the three participants have passed the competency test of teachers held by the government or have done regular supervision in their school, and they are the members of English teachers' forum. Therefore, because of that reason, these three participants were chosen purposively based on the need of the research.

### **3.3 Data Collecting Techniques**

#### **3.3.1 Questionnaires**

The questionnaire has a function to find the specific data about teachers' background information, teachers' knowledge about teachers' teaching reflection, teachers' professional development, and themes of teachers' teaching reflection of the participants. In this research, it used open-ended questionnaires that investigate teachers' opinion about teachers' professional development, teachers' teaching reflection, and themes of teachers' teaching reflection as the first data of the research. This data helped this research to have beginning information to answer the research questions "How is teachers' teaching reflection perceived by novice English teachers? and How do novice English teachers reflect their teaching?"

The questionnaires covered, first, to find out teachers' personal information, such as age, educational, and professional development. Second, there are 10 open-

ended questions for getting some data related to teachers' knowledge about teachers' teaching reflection and teachers' professional development. Third, there are 46 questions with five likert scales related to themes of teachers' teaching reflection which adapted from English Language Teaching Reflection Inventory (ELTRI) developed by Akbari, Behzadpoor, and Dadvand (2010). (See Appendix 1).

The questionnaires were distributed at the beginning of the research, several days before classroom observation. This questionnaire is answered by the research participants in the written form of the self-report question (Hamied, 2017). Before it is used, it was made the blueprint of the questionnaires which consist of any consideration from the theory related to those questionnaires. After that, the questionnaires were validated by a professional English teacher who is not involved in the research and an expert on English language teaching. The validators were chosen based on criteria the professional English teacher is now taking a master degree in English language education, it means that professional English teacher concern with their professional development and understands the concept of reflective teachers, and also that professional English teacher passes the qualification exam from the government and become the teachers' instructor, and gets the teachers' certification for his professionalism. Also, one of the experts was chosen because of her expertise in the English language teaching. After the validation, the researcher evaluated the result of validation and made the real questionnaire that was distributed to the subjects of the research.

### **3.3.2 Classroom Observation**

In this study, the classroom observation has a function to reveal the practice on teachers' teaching reflection naturally in where the phenomenon occurs and find the practice and themes of novice English teachers' teaching reflection on classroom situation. The classroom observation covers the way teachers teach in the classroom starting from openings, sequencing, pacing, closure, until the follow up activity. It was conducted in the school where the participants of this research teach English. The researcher acted as a complete observer who only observes the classroom situation, does checklist and field

notes. It means that the researcher was being the part of that classroom and not to disturb the natural activity in where the phenomena happened.

The process of the classroom observation was done in three stages in at least three sessions of classroom observation; they are entry, data collection, and exit (Merriam, 2009). The entry stage, the researcher asked the permission from the teachers and looked at the teachers' schedules. Then, the data was collected by using classroom observation checklist and field note which is also adapted from statements in English Language Teaching Reflection Inventory (ELTRI) developed by Akbari, Behzadpoor, and Dadvand (2010) and theory about the role of reflective teacher in classroom situation from Cornu and Peters (2005). See Appendix 2. That classroom checklist of the research was validated by a professional English teacher who is not involved in the research and an expert on English language teaching as the criteria of validators to validate the questionnaires in the section 3.3.1. It covers the teachers' teaching reflection in the classroom context; there are 31 statements on the checklist that covers teachers' activity, teachers' interaction with students, and teachers' classroom setting. The last stage was exit; it is to wrap up the whole process of the classroom observation. Through observation, the researcher can see and enter directly to the participants' world without manipulating it (Hamied, 2017).

### **3.3.3 Teachers' Reflective Journal**

The teachers' reflective journal serves as one of the precious source data in this qualitative research. Through teachers' journal, it provides the information about the form of teachers' teaching reflection. It has function to find the more data about the practices and themes of novice English teachers on doing teachers' teaching reflection. The researchers asked the teacher to write down their teachers' journal on every session of classroom observation by using the guidance of journal entry based on Richard and Lockhart (2007). See appendix 4. There are at least four teachers' journals for each participant to answer the need of the research.

### **3.3.4 Interview**

In this study, the interview was used for getting in-depth and detail data through exploring participant experiences. It was actually to confirm the data that the researcher gets from the questionnaires, classroom observation, and teachers' journal. It was also to ensure that there is nothing which is missed in the research to answer the research questions, "How is teachers' teaching reflection perceived by novice English teachers? and How do novice English teachers reflect their teaching?" The interview covered 15 questions that use semi-structured interview made by the researcher based on the need of the research. It is because all questions used flexibly, there is a chance to follow up the answer of the participants (Merriam, 2009). The questions covered teachers' perception on their professional teaching, their teachers' teaching reflection, and their challenges on doing the teachers' teaching reflection.

The interview session was held at the end of the research. This interview session used interview protocol from Cresswel (2012) to help the research to guide the interview session. Before it was used, the researcher made the blueprint of the interview questions consist of any consideration from the theory that related to that interview. After that, the interview questions were validated by a professional English teacher who is not involved in the research and an expert on English language teaching as the validators of other instruments in section 3.3.1 and 3.3.2. After the validation, the researcher evaluated the result of validation and made the real interview protocol that was asked to the subjects of the research.

### **3.3.5 Research Procedure**

This research was held from March until the beginning of April 2018 (Around 1 month) in Payakumbuh, West Sumatera, Indonesia. In order to answer the research questions, the data were collected by using questionnaire, classroom observation, teachers' reflective journal and interview. The following statements are the procedure of the research. First, the researcher asked the confirmation and permission from the teachers and schools where the research was conducted. Then the researcher started collecting data by the questionnaire about teachers' background, knowledge about the teachers' professional development and teachers' teaching reflection, and themes on teachers' teaching reflection. After

that, the researcher conducted the classroom observation in one month period with at least four sessions for each participant. Along with classroom observation, the researcher asked the teachers to write the journal of reflective teaching to see what kind teachers' teaching reflection that they use in the written document and their level of teachers' teaching reflection. At the end of the research, there are eighteen classroom observation and reflective journals that were collected. After classroom observation, the interview was administered to do some confirmation about the process before.

### 3.4 Data Analysis Method

After collecting the data, the researcher analyzed the collected data by using qualitative data analysis.

#### 3.4.1 Questionnaires Analysis

The questionnaire was analyzed on seeing the novice English teachers' understanding on teachers' teaching reflection and the general themes of novice English teachers in doing teachers' teaching reflection based on analysis from Glasswell and Ryan (2017). The first step of the analysis was reading the whole collected data. After that, the data of questionnaire was coded as QS# and will be categorized into reflection as evaluation coded as QSE#, reflection as adaptive process coded as QSA#, reflection as collaborative process coded as QSC#, reflection as transformational process QST#, and other themes outside of the themes coded as QSO# based on Glasswell and Ryan framework (2017), see table 3.1. Then, for analyzing the data, the data were also classified based on adapted theories discussed in chapter two for getting the beginning data of the research. It can be seen in appendix 5.

**Table 3.1: Analysis of Questionnaires  
(Cited from Glasswell & Ryan, 2017)**

<b>Themes of Teachers Teaching Reflection</b>	<b>Subthemes of Teachers' Teaching Reflection</b>	<b>Questionnaires Data (#QS)</b>
Reflection as an evaluative process	<ol style="list-style-type: none"> <li>1. Teachers evaluate their own teaching against the standard.</li> <li>2. Teachers evaluate their own professional knowledge and skill against the standards.</li> <li>3. Teachers evaluate their curriculum and lesson</li> </ol>	#QSE

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	plan against standards and prescribed content.	
Reflection as an adaptive process	1. Teachers reflect on instruction to make an adjustment for different learner groups. 2. Teachers reflect on teaching to improve it. 3. Teachers reflect on data in order to make adjustments to teaching and learning.	#QSA
Reflection as a collaborative process	1. Teachers work together to reflect on and achieve improvements in teaching and learning. 2. Teachers lead other teachers in reflective on teaching and learning. 3. Teachers learn from others and improve their practice.	#QSC
Reflection as a transformational process	1. Teachers reflect on social, political, ethical, and moral issues in teaching and adjust their thinking in response to reflection. 2. Teachers examine their own attitudes and dispositions and adjust them as needed	#QST
Other themes	Exclude all of themes above	#QSO

### 3.4.2 Classroom Observation Analysis

For classroom situation, the analysis was based on the checklist and field notes that were found in the observation and categorized based on data needed. There were several steps employed in this study to analyze the classroom observation in order to answer the research question about “How is teachers’ teaching reflection perceived by novice English teachers? and How do novice English teachers reflect their teaching?” The first step was reading the checklist and the field notes. The next, the researcher coded and categorized the data based on the need of the research. The data of classroom observation were coded as CO# and will be categorized into reflection as evaluation coded as COE#, reflection as adaptive process coded as COA#, reflection as collaborative process coded as COC#, reflection as transformational process COT#, and other themes outside of the themes coded as COO# based on Glasswell and Ryan (2017) framework. The result of that categorization was analyzed through theory from Cornu and Peter (2005), see table 3.2, about the role of reflection inside the classroom. After the analysis, the result was written descriptively and referred to the previous theory in chapter two (Merriam, 2009).

**Table 3.2: Analysis of the Role of Reflection inside the Classroom**

**(Cited from Cornu & Peters, 2005; Akbari et al., 2010)**

The Role of Reflection	Activities
1. Developing reflective attitudes in their students	In this point, the teachers demonstrate the attitudes (open-mindedness, responsibility, wholeheartedness) in their

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	<p>participation in the learning conversations in their school. The details are:</p> <ol style="list-style-type: none"> <li>1. The teachers put themselves as learners with the children and using opportunities in their classrooms to promote particular learning attitudes.</li> <li>2. The teachers regularly share their own learning experiences and learning processes with their children</li> <li>3. The teachers ask the students about the aspect of learning that they like and dislike</li> <li>4. The teachers ask the students their opinion about the task</li> <li>5. The teachers ask the students to write about their perception about the class</li> <li>6. The teachers talk about students' family background, hobbies, interest, and ability</li> <li>7. The teachers talk about students' learning style and preference</li> </ol>
<p>2. Explicit teaching of metacognitive language, skills and processes</p>	<p>In this part, first, teachers' belief that learners need to be empowered to think and learn from themselves. In details:</p> <ol style="list-style-type: none"> <li>1. The teachers introduce new participation structures by providing clear expectations for how students would participate in lessons</li> <li>2. The teachers talk to the students about how the brain works, help them identify different kinds of thinking such as 'thinking mathematically, scientifically, creatively' and teach them about emotional intelligences</li> </ol> <p>Second, there is an emphasis in the classrooms on using and helping students to use explicit language that supported their learning. The details are:</p> <ol style="list-style-type: none"> <li>1. The teachers teach their students metacognitive language, skills and processes</li> <li>2. The teachers use explicit language that supported their learning</li> <li>3. The teachers develop behaviors, virtues and processes and use these constantly with the children in order to develop a shared language for learning.</li> <li>4. The teachers see the lesson plan during their teaching</li> <li>5. The teachers use different methods in teaching activity</li> </ol> <p>Third, the teachers' encouraged a particular sort of reflective discourse in the classroom. In details::</p> <ol style="list-style-type: none"> <li>1. There is a meaningful situation that involves learning conversation between student and teachers</li> <li>2. The teachers encouraged the children to share their personal opinions with others and elaborate on their responses and they are also expected to listen to and make sense of their peers' explanations about things.</li> </ol>
<p>3. Making space for reflection in the classroom</p>	<p>The teachers provide spaces for reflection in a number of ways.</p> <ol style="list-style-type: none"> <li>1. The teachers are providing time and for students to think critically about the lesson</li> <li>2. The teachers deliberately use a lot of partner and small group work as a way of increasing confidence</li> <li>3. The teachers are doing peer assessment for students</li> <li>4. The teachers give the score as evaluation</li> <li>5. The teachers give oral feedback as the evaluation</li> <li>6. The teachers show his/her concern about different learner group (how and high achiever)</li> </ol>

	7. The teachers give written feedback as evaluation
4. Using and encouraging a responsive interaction style	<p>In this point, the teachers promote a particular way of relating in their classrooms between themselves and their students and between the students themselves</p> <ol style="list-style-type: none"> <li>1. The teachers set the general classroom rule and what constitute acceptable behavior for the students to follow</li> <li>2. The teachers respect students' opinion</li> <li>3. The teachers spend considerable time on explicitly teaching their students various communication skills and processes that enabled them to interact with others effectively.</li> <li>4. The teachers give clear explanation during their teaching</li> <li>5. The teachers are patient with the students, giving them time to say what they wanted to say.</li> <li>6. Teachers show their self as role model of the students</li> </ol>

### 3.4.3 Teachers' Reflective Journal Analysis

Teachers' reflective journal was analyzed by using Husu, Toom and Patrikainen's framework (2008) about the form of teachers teaching reflection was used within a journal entry. This framework was needed for analyzing the journal entries to see how novice English teacher reflect their teaching in the written document in the form of habituation (HB), introspection (IS), association (AS), integration (IG), validation (VD), appropriation (AP), and transformation (TR). In general, the text identification to find the form of teachers' teaching reflection was closely guided by Husu, Toom, and Patrikainen framework as demonstrated in table 3.3.

**Table 3.3: Analysis of Forms of Teachers' Teaching Reflection**

**(Cited from Husu, Toom & Patrikainen, 2008)**

<b>Form of teachers' teaching reflection</b>	<b>The Explanation</b>	<b>The Examples</b>
Habituation (HB)	It is about teacher comment and description about their action, it is actually show little thought and little reflective way to say their understanding about one teaching issue.	I just noticed how often I fail to complete the ends of sentences when I speak. And it is in all my talk and in my other teaching as well, when I start and open several links in a way. And then they are open there, and I don't remember to close any of them during my teaching.
Introspection (IS)	It is about the teachers' emotional way to comment about teaching issue, it involves teachers' feeling and consideration about that issue.	That pupils don't start to do them wrongly or feel unsure ... That they ... In my opinion, there they get like ... it's difficult to find the words right now [to explain], that what I mean ... They become sure of those things. I mean that when they start and they know that they're doing it

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		right and ... The fact is that it's nice to encourage them all the time ...
Assosiation (AS)	It is about the way teacher to looking back at their prior knowledge, experience, feeling, or attitude with their current experience on that.	Oh, that was a difficult point there, to separate the ... I really don't know how I should express the things there. So that 'Take those bricks to another box that we will use ...' Because I had to explain it at least seven times. I noticed it also yesterday, that it was somehow, they didn't catch it. They took just one brick of each colour there and didn't understand that they should take all of them, although I tried to explain it.
Integration (IG)	It involves the connection between teacher and their own professional talk. Here, teacher is looking back at the theory from books, teachers or supervisor as point of view.	Well, I believe that it really means a lot, because according to my experiences pupils are like ... Some are auditory, some are kinaesthetic, some are aesthetic learners and so it could be varied; there should be something for everyone. Of course, there are those who learn through many different styles, but some pupils learn by doing and some by seeing that ...
Validation (VD)	It means teacher is doing a test on something new in teaching situation; however, their plan and reality are not the same. It is contrast with their concern about teaching.	Well ... well in a way, through individual observation you learn to know your pupils. And somehow you notice the pupils as individuals in your teaching and you can differentiate your teaching. And it makes your planning easier when you know who you are teaching.
Appropriation (AP)	The teacher statements refer to their process on learning something. It is about their personal learning experiences, professional understanding and insight in the teaching issue	Because I'll have a new class, so I first have to get to know it somehow, before I can even think about ways to teach the contents that I have planned. And maybe I have to plan some periods as well, but I can't even think about more exact methods before I know the most effective ways of teaching for that class
Transformation (TR)	it is about teachers experiences that are reported has influence their personal and professional foundation on teaching issue.	At least I know that I'm not able to think through every single lesson in as detailed a way as I have done up to now. But I think that this is also a thing, that some things will become more automatic after I've performed them a couple of times. But if I think about mathematics or something like that, they won't be automatic and I still have to think about them and plan. But hopefully I don't have to plan beforehand as much as I have done now during this teaching practice.

Then, the journal entries will be analyzed by using Glasswell and Ryan (2017) theory about themes on doing teaching reflection. the data of journal was coded as RJ# and will be categorized into reflection as evaluation coded as RJE#, reflection as adaptive process coded as RJA#, reflection as collaborative process coded as RJC#, reflection as transformational process RJT#, and other themes outside of the themes coded as RJO# based on Glasswell and Ryan framework (2017), see table 3.4.

**Table 3.4: Analysis of Teachers' Reflective Journal  
(Cited from Glasswell & Ryan, 2017)**

<b>Themes of Teachers Teaching Reflection</b>	<b>Subthemes of Teachers' Teaching Reflection</b>	<b>Interview Data (#IW)</b>
Reflection as an evaluative Process	<ol style="list-style-type: none"> <li>1. Teachers evaluate their own teaching against the standard.</li> <li>2. Teachers evaluate their own professional knowledge and skill against the standards.</li> <li>3. Teachers evaluate their curriculum and lesson plan against standards and prescribed content.</li> </ol>	#RJE
Reflection as an adaptive Process	<ol style="list-style-type: none"> <li>1. Teachers reflect on instruction to make an adjustment for different learner groups.</li> <li>2. Teachers reflect on teaching to improve it.</li> <li>3. Teachers reflect on data in order to make adjustments to teaching and learning.</li> </ol>	#RJA
Reflection as a collaborative Process	<ol style="list-style-type: none"> <li>1. Teachers work together to reflect on and achieve improvements in teaching and learning.</li> <li>2. Teachers lead other teachers in reflective on teaching and learning.</li> <li>3. Teachers learn from others and improve their practice.</li> </ol>	#RJC
Reflection as a transformational process	<ol style="list-style-type: none"> <li>1. Teachers reflect on social, political, ethical, and moral issues in teaching and adjust their thinking in response to reflection.</li> <li>2. Teachers examine their own attitudes and dispositions and adjust them as needed</li> </ol>	#RJT
Other themes	Exclude all of themes above	#RJO

Generally, the first step will be reading all data from teachers' journal and identifying the categories in general, the next step was re-read the whole data, but this time more attention is paid to those identified texts from the first attempt of

categorization. Then, the data will be display in the form of organizing the data in order to make it easy to analyze based on theory from Lee (2004), Husu, toom and Pernaklin (2008), and Glaswell and Ryan (2017). In this step, the data will be categorized based on the needs on knowing teachers' teaching reflection. The last, conclusion drawing and verification, it is about looking back carefully the whole data, making a meaningful conclusion, and doing verification from the theoretical review. The overall result can be seen in Appendix 6.

#### **3.4.4 Interview Analysis**

After collecting the data, the researcher analyzed the collected interview transcription by using qualitative data analysis. This process followed these steps. First, the researcher transcribed the data from the interview recorded by writing every single detail that showed up in speech. Second, the researcher gave the code to each participant according to alphabetical order of their names by using code #NT1, #NT2, #NT3. See Appendix 7 for interview transcription.

After that the researcher read again whole part of transcription and get ready for the second session to some clarification when needed, it is actually to check the validity of the result by using positivism paradigm (Cresswell, 2012); that was by doing participants' check to make sure the transcribing process is correct. Then, the researcher was taking a note about preliminary themes that participants talk about. In the context of this research was focused on finding the themes on teachers' teaching reflection done by the teachers. The next step, the researcher coded and categorized of the data based on potentially relevant for answering research question "How is teachers' teaching reflection perceived by novice English teachers? and How do novice English teachers reflect their teaching?" The data of questionnaire were coded as IW# and categorized into reflection as an evaluative coded as IWE#, reflection as an adaptive process coded as IWA#, reflection as a collaborative process coded as IWC#, reflection as a transformational process IWT#, and other themes outside of the themes coded as IWO# (See table 3.5).

**Table 3.5: Analysis of Interview**  
(Cited from Glasswell & Ryan, 2017)

<b>Themes of Teachers Teaching Reflection</b>	<b>Subthemes of Teachers' Teaching Reflection</b>	<b>Interview Data (#IW)</b>
Reflection as an evaluative Process	<ol style="list-style-type: none"> <li>1. Teachers evaluate their own teaching against the standard.</li> <li>2. Teachers evaluate their own professional knowledge and skill against the standards.</li> <li>3. Teachers evaluate their curriculum and lesson plan against standards and prescribed content.</li> </ol>	#IWE
Reflection as an adaptive Process	<ol style="list-style-type: none"> <li>1. Teachers reflect on instruction to make an adjustment for different learner groups.</li> <li>2. Teachers reflect on teaching to improve it.</li> <li>3. Teachers reflect on data in order to make adjustments to teaching and learning.</li> </ol>	#IWA
Reflection as a collaborative Process	<ol style="list-style-type: none"> <li>1. Teachers work together to reflect on and achieve improvements in teaching and learning.</li> <li>2. Teachers lead other teachers in reflective on teaching and learning.</li> <li>3. Teachers learn from others and improve their practice.</li> </ol>	#IWC
Reflection as a transformational process	<ol style="list-style-type: none"> <li>1. Teachers reflect on social, political, ethical, and moral issues in teaching and adjust their thinking in response to reflection.</li> <li>2. Teachers examine their own attitudes and dispositions and adjust them as needed</li> </ol>	#IWT
Other themes	Exclude all of themes above	#IWO

After the processes above, the researcher sorted the data based on need and naming them based on four categories they are reflection as an evaluative process, reflection as an adaptive process, reflection as a collaborative process, and reflection as a transformational process. The last step, the researcher was writing the data descriptively and looking back to other data. It is about writing carefully the whole part after naming it and makes them relevant to the theoretical review as mentioned in chapter two of the research (Merriam, 2009; Burhan-horasanli & Ortactepe, 2016; Patton in Burhan-horasanli & Ortactepe, 2016).

### **3.5 Validation of the Data Analysis**

There are two kinds of validation used in this research. First, triangulation among different data. Triangulation is the process of comparing and collaborating the data from different types of data or methods of data collection (in this context of the research they are the classroom observation, interview, questionnaire, and document analysis) in descriptions and themes in qualitative research. This indicates that the study reaches accuracy because the information draws on multiple sources of information from different data collection. In this way, it

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encourages the researcher to develop a report that is both accurate and credible. The use of multiple data helps the researcher to triangulate the data well. In the context of this research, this study is small scale and in-depth, using the four instruments for triangulation would help to validate the findings, since the findings from all the instruments could converge to inform the themes of novice English teachers on doing teachers' teaching reflection.

The second way to validate the data is by using member checking, it is for making sure that the data from the participant is true. In this research, it was done by some clarification at the end of data collection. Lastly, the researcher asked two colleagues to engage in peer debriefing and comment on findings as they emerged (Merriam, 2009; Cresswell, 2012)

### **3.6 Concluding Remarks**

This chapter provides the way researcher to do a research. It starts with the design of the research, the technique of data collection and the way to analyze the data. It will help the researcher in order to make the research become systematic to achieve the research objectives.