

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the research. The research questions of the study are as follows: (1) What are the beliefs about reflective teaching held by one novice teacher and one experienced teacher in this study? and (2) How are the teachers' beliefs about reflective teaching reflected in their teaching practices? This chapter consists of descriptions of the research design, research site and participants, data collection techniques and procedure, as well as methods in analyzing the data.

3.1 Research Design

This study aims to explore the beliefs about reflective teaching held by a novice teacher and an experienced teacher in a school in West Java, and the ways the teachers' beliefs about reflective teaching are reflected in their teaching practices. This study uses a qualitative method with multiple-case studies design. The participants of the study are two teachers and thus refers to multiple cases design which is also outlined by Yin (2003). Qualitative inquiry is employed as how teachers incorporate their beliefs into the teaching practices needs to be interpreted depending on their experiences, situations, and personalities. It is in line with Stake's proposition (2010) that a qualitative inquiry draws the interpretation of the relationship between the participants' experiences, situations, and personalities. Specifically, a case study research design is employed as there is no manipulation in the participants' behavior (Yin, 2003). It is a design to develop an in-depth analysis of a case (Creswell, 2014). The design is chosen due to the purposes of this study in which it develops an in-depth analysis of a case of English teachers' beliefs and practices of reflective teaching in the English classrooms.

3.2 Research Site and Participants

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The study took place at one private senior high school in West Java. The school was chosen for the following reasons: first, in this school there were novice and experienced teachers of English; second, the teachers agreed to participate in the study; third, the school permitted the study to take place; and fourth, the school consisted of students from various social backgrounds, i.e. mostly middle to lower economic class which likely influenced their learning motivation.

The participants of the study were two English teachers teaching at the same private senior high school. They were one novice teacher and one experienced teacher. The novice teacher in this study is defined as having less than three years of teaching experiences, and the experienced teacher is defined as having more than three years of teaching experiences in which it is in line with the classification used by Farrell and Bennis (2013). The participants were chosen purposively on account of the range of teaching experiences between the two teachers and of the ease of communication access between the teachers and I. They have also given consent to participate in the study. The participants' beliefs and practices were explored to compare how their teaching experiences influenced the beliefs they implied, and the ways the beliefs were reflected in the teaching practices.

The participants' names were in pseudonyms for confidentiality. The novice teacher and the experienced teacher were named Shella and Rika respectively. Furthermore, the profile of the school and the profiles of the teachers were presented to depict the context where the study took place and to provide some information regarding the teachers' personal backgrounds. The profiles of the school and the participants are as follows.

3.2.1 The School

The participants in this study both teach in the same private senior high school. Established in 1989, this school is located in an area in West Java, Indonesia. The school also has obtained "A" accreditation, indicating officially very good recognition, since 2016. It was facilitated by sixteen classrooms, one computer laboratory, one science laboratory, one social laboratory, one language laboratory, one library, one sport hall, one sport field, one teacher office, and one

mosque. The school was managed under an institution which also housed several other schools. The school has some achievements in competitions. It has won more than ten competitions in the last one year. Adopting five days school system, the school hours were eight to ten hours per day with forty-minutes per lesson hour on Monday, Tuesday, Wednesday, and Thursday, and thirty-five minutes on Friday. The school has thirty-four teachers in total: five civil servants, twenty four certified experienced teachers, and five novice teachers. Among them, there were two teachers who taught English, in which one of them retired from the school in 2016 due to personal reasons and was replaced by a novice teacher. By the time and after one of the English teachers retired, there were four other novice teachers of various subjects replacing other teachers.

The school adopted Curriculum 2013, and in September 2018, it has just held a training of Curriculum 2013, or known as IHT (In House Training), with the teachers at school. Guidance to compose lesson plans, assessment rubric, and others administration files to teaching were discussed one Friday, where the students were dismissed for that day. English lesson itself was taught in two-hour lesson per week in 2018-2019 academic period. However, the twelfth grade still used School-Based Curriculum. This grade was the last batch of students which adopted the School-Based Curriculum as the upcoming twelfth grade students would start to adopt Curriculum 2013. Therefore, English lesson in the twelfth grade was taught in four-hour lesson per week. In this school, there were also some extracurricular activities available for the students to join. Among the activities was the English Club, which was usually carried out to prepare students for various English competitions. However, the English club was only held when the competition was coming up, and so it did not regularly run each week.

In this academic period, there were four classes with two science classes and two social classes in each grade. Having twelve classes, the total number of students were three hundred and forty-three students; the first grade consisted of one hundred and twenty-seven students; the second grade consisted of one hundred and nineteen students; while the third grade consisted of ninety-seven students. Though there were only four classes per grade in this academic period, there used

to be more classes previously, six classes per grade, and, at one time, it even reached fourteen classes per grade. Among the twelve classes occupying the school, the students in the first grade were mostly graduated from public junior high schools. They were not accepted in the public senior high school and chose the private senior high school due to their various personal reasons. Somehow, there were ‘famous’ problematic classes and students often discussed by the teachers. In the tenth grade, there were one to two students in a number of classes who rarely put their attention to some of the lessons. For instance, in one class, one student hardly put his attention to the teachers during lesson, while in another class, another student only stayed silent even though he was asked to do a task. There were also three students who usually got problems with the teachers for their delinquency, smoking at school. They had been preached not to smoke anymore, but they were found smoking again on the following days. Above all, one particular class was also known for the students’ unordinary behavior in learning. When a test was going to be conducted, most of the students would suddenly disappear. Sadly, the students were of the twelfth grade. They were scattered when they were in the tenth and eleventh grade in the last two years. The students were previously gathered with other enthusiastic students and there used to be only few problematic students when they were in the first grade. Also, when the students progressed to the eleventh grade, they were scattered again in various classes. Somehow, in the distribution of students for the twelfth grade this year, the problematic students from various classes were assigned into the same class, that was one of the social classes. However, in that social class, not all of the students were problematic, but the number of problematic students dominated the other students in the classroom. On the other hand, all of the eleventh graders in this academic period were considered to be polite and diligent by both of the English teachers, as they followed the lesson more enthusiastically than those in the current first and third grade.

3.2.2 Shella

Shella is a novice teacher with a bachelor degree who graduated from a private university in 2015. She continued to higher study in education because of

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her family's suggestion that a female had better be a teacher as there would be more time spent at home with family. She personally enrolled in an English Education department in a university near her house, as she perceived English as an international language that would be important to learn and use in various workplaces. After her graduation, she chose to work at a construction site as she thought that working in a construction company would provide her a better salary. Besides, looking for an English teacher vacancy in schools was not easy. However, in 2016, she was offered to teach in a private school to substitute a former teacher and continuously teach there. Though she was a bit hesitant whether to take the offer or not because of the salary that was not be as big as her salary in her working place, she accepted the teaching offer. She came to think that finding English teaching vacancy in schools was hard, the opportunity and offer to teach in schools might not come twice, so she thought that she would take the job. Having only her teaching practicum in her undergraduate study as teaching experience, she became a novice teacher in the private school until now. Moreover, last August and September in 2018, Shella also substituted a teacher in a public school for two months as the teacher had a duty in other cities. She even taught for twenty-seven hour there. Due to her fixed teaching schedule in the public school, her teaching schedule in the private school was a mess. She sometimes stayed at the private school during her empty teaching hours in the public school. She looked for empty lesson-hours in the classes she taught at the private school to teach the lesson that she could not show up as scheduled. When another teacher could not show up to teach the classes, or when a teacher allowed her to borrow his/her lesson hour of the classes, Shella would teach the lesson. Once, she permitted me to observe her classroom on 14th September 2018, but due to unfixed schedule and her plan to only do a test in thirty minutes, the classroom observation that day was cancelled. Because of the situation, the classroom observation with her was only able to take place in October. The syllabus for the first grade in senior high school for the public school and private school were the same, but somehow the students responded differently in each school. Although Shella taught the same grade both in the private senior high school and in the public school, there was an elective program in the

public school where she also used another source book and taught classes for three-hour lesson per week.

This year academic period, Shella taught all the tenth grades in the private school, consisting of four classes. Her teaching schedule was in science classes on Tuesdays and Fridays, and in social classes on Thursdays. The teaching schedule mostly took place in the morning between first-and-second lesson hours or third-and-fourth lesson hours. Meanwhile, the Thursday social class took place in the afternoon right after the second break of the school hours. Besides, she was also a homeroom teacher for one of the social classes she taught. In addition, she also has a weekly duty on a roster each Thursday in which she was responsible to stay at school right from the first lesson hour till the last lesson hour to handle students in need for permission, visitors, and also to ring the bell.

3.2.3 Rika

Rika is an experienced teacher with a bachelor degree, who has graduated from a private university in 2000. Though she just graduated in 2000, she had been teaching since she was in the second grade of her undergraduate study in 1997. It turned out that she attended college and worked at the same time due to her need to pay for the tuition fee by herself. She was a second child of the two siblings but she was away from her own parents since she was just five years old. Living with the relatives of her mom and few times moving from one relative to another, she wanted to be autonomous when she entered college. She did not want to depend on others, so she initiated to pay for the tuition fee herself. She taught in a private school near the university in which she majored in English. The private school, at the time she taught, was led by her father as the headmaster of the school. Somehow, realizing that fact made her be more careful to behave in her teaching practice, because she did not want to ruin her father's reputation. After her graduation, she continued to teach in the same private school until now. The first time she taught, she said that she was nervous and worried. Somehow, the students were polite and respected teachers very much as they were aware of their roles as students to respect the teachers and they got disciplined when the teachers showed anger only by tapping

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the desk or raising the voice tone. Teaching at that time was like lecturing and very much teacher-centered, but the students were able to understand the lesson. She did not have much difficulty to teach then even though there used to be more students, forty-three to forty-five students in each fourteen classes per grade. The students' politeness and discipline were great. It was very different from the students these days, in which, she said, though the students were less in number comparing to the old days, they did not even care even after the teachers raised their tone of voice and punished them. They were also difficult to motivate and be encouraged to learn even by the various media applied in the classroom. Being an experienced English teacher for eighteen years, she encountered various changes in the educational policies, such as the changes of curriculum, arrangement of materials, and methods applied in teaching.

This year academic period, Rika taught all the eleventh and twelve grades consisting of four classes per grade. Her teaching schedule was on Wednesdays, Thursdays, and Fridays. The teaching schedule took place at various times, starting from the morning between first-and-second lesson hours or third-and-fourth lesson hours to the last ninth-and-tenth lesson hour in the afternoon. Like Shella, Rika was also a homeroom teacher for one of the social classes in the twelfth-grade she taught. Moreover, she also has a weekly duty on a roster each Tuesdays in which she shared the same responsibilities as Shella during the duty to stay at school right from the first lesson hour till the last lesson hour to handle students in need for permission, visitors, and also to ring the bell.

3.3 Data Collection

The data collection of the study were carried out by using four main techniques to address the research questions of the study. Furthermore, the timeline of the data collection of the study was also outlined in the subsection below to highlight the procedure of the data collection.

3.3.1 Techniques

The data were collected using four main techniques: interviews, classroom observations, document analysis, and field notes. The techniques were employed to explore the teachers' beliefs about reflective teaching and how the teachers incorporated their beliefs into the teaching practices.

3.3.1.1 Interviews

In collecting the data, this study employed two kinds of interviews. The first one was semi-structured in-depth interviews, which were employed to explore the teachers' beliefs about reflective teaching while the latter one was informal interviews, which were conducted informally before and after the classroom observations took place.

3.3.1.1.1 Semi-structured In-depth Interviews

Semi-structured in-depth interviews were used to explore details of the teachers' beliefs and challenges in incorporating reflective teaching in the teaching practices. It was chosen as it provided guided questions which flexibly focused on exploring the information of the interviewee's perceptions, attitudes and meanings (Burns, 1999; Menter et al., 2011). The questions in the interview were constructed based on the theories of reflective teaching proposed by Richards and Lockhart (1996), and based on Pajares's theories (1992) of teacher beliefs. It was also adapted from Akbari, Behzadpoor, and Dadvand (2010). The questions guideline for the interview was attached in Appendix 1 (see p. 127).

The interviews were conducted twice: in the beginning of the data collection before observing their classrooms, and at the end after the last classroom observation was carried out. The first one was conducted to explore teachers' beliefs about reflective teaching, how they practiced them in the classrooms, as well as the challenges which prevented them from incorporating their beliefs and reflection. Similarly, the latter one was conducted to explore additional teachers' beliefs about reflective teaching, how they coped with the challenges in the teaching practice, and unsolved or additional challenges they were concern of during their teaching practice. Indonesian language was used in

interviewing the teachers so that these teachers could express themselves more clearly. The interviews were audio-recorded for transcription and analysis. The examples of the transcriptions are attached in Appendix 4 (see p. 132). Furthermore, all of the English transcriptions presented in Chapter IV were all translated by me.

3.3.1.1.2 Informal Interviews

The informal interviews were conducted each before and after the classroom observations to explore, confirm, and/or clarify teachers' practices and challenges during the teaching practices. It was conducted based on the question guidelines adapted from Akbari, Behzadpoor, and Dadvand (2010) and Ghaye (2011). The question guideline was attached in Appendix 2 (see p. 129). The interviews were also carried out in the Indonesian language to remove potential challenges in communication. The pre-lesson and post-lesson interviews were jotted down in my field notes as audio-recording was not able to be carried out due to the teachers' limited time during the classroom observations.

3.3.1.2 Classroom Observations

Classroom observations were conducted to see how the teachers taught and reflected their beliefs into the classroom practices. The observations were conducted in six two-hour non-participatory observations. A total of twelve hours observation for each teacher, the teachers' beliefs and practices were confirmed and clarified. In an attempt to get the most out of the result of the observation, a fill-in observation sheet (see Appendix 3, p. 130) was prepared to check whether the teachers carried out teaching activities consistent with their beliefs and the syllabus or not, as well as to see whether there was any challenges encountered to carry out the lesson as planned.

3.3.1.3 Document Analysis

The document analysis was conducted in terms of syllabus to see whether the teachers carried out the materials as scheduled in the syllabus or not. It was also conducted to explore how they reflected on the syllabus and/or how they fit the materials into the available time slots in the syllabus. The parts of the syllabus being analyzed were related to the topic of the materials and the time slot of the materials in case if there were mismatch between the plan and the practices which might turn into challenges to the teachers' teaching practices.

3.3.1.4 Field Notes

During the data collection phase at school, field notes were taken to enrich the data of the study as some interesting events occurred during unpredicted times at the school. As Yin (2003) also stated that in conducting case study, researchers needed to be able to “integrate real-worlds events with the needs of the data collection plan” (p. 72). Field notes itself was a kind of report of phenomena in the way researchers see it during the data collection phase (Stake, 2010). Data related to the teachers' behaviors, relationship with other teachers, relationship with the students, and how the teachers practiced reflective teaching were discovered during the observations at school and therefore jotted down in the field notes. The examples of the field notes were attached in Appendix 5 (see p. 136).

3.3.2 Data Collection Procedure

The data collection of the study begun with the following procedures. First, a semi-structured in-depth interview was conducted to explore the teachers' beliefs and challenges in incorporating reflective teaching into classroom practice. The first interview with Shella turned out taking place two times due to the prior plan to conduct classroom observation on 14th September was not able to take place. The timeline of the study is shown in Table 3.1.

Table 3.1
Timeline of the Study

Activity	Date in 2018			
	Aug	Sep	Oct	Nov

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	31	14	18	19	21	4	5	18	19	23	25	26	6
Interview with Shella	4	4											4
Interview with Rika			4										4
Observation with Shella						4	4	4		4	4		
Observation with Rika				4	4				4			4	

In observing the classroom, the learning plans as listed in the syllabus were listed and compared in the observation sheets based on the pre-lesson interview to ease the observation activities to take place. Furthermore, classroom observations took place in six two-hour of lessons with the help of observation sheet to see how the teachers reflected their beliefs in teaching, and to also discover if there were any challenges in the teaching practice. Occasionally, the classroom observations took place two times on the same day. Therefore the checklist symbols in the time schedule of the study above appeared less than six times in the rows of observations though it took place six times. In the first days of classroom observation both when it was with Shella and Rika, the classroom observation took place in two classes on the same day. Ones were in the morning, and the other ones were in the afternoon. Furthermore, in Rika's case, the classroom observation also took place in two different classes on the same day in the last day of the classroom observation. Observation sheet was also composed based on the teachers' stated beliefs and based on the teachers' plans.

Informal interviews before and after the classroom observations were also carried out in each classroom observation to confirm and/or clarify the teaching practice and to ask the teachers if there was any challenges they encountered in incorporating their beliefs into their teaching practices. Lastly, a semi-structured interview was conducted after the classroom observations to explore, confirm, and clarify the teachers' beliefs and/or challenges they encountered in reflecting their beliefs into teaching practice. The collected data were then analyzed through three

steps, covering data display, data reduction, and conclusions drawn and verification.

3.4 Data Analysis

The obtained data of this study were analyzed by drawing on Miles and Huberman (1994)'s steps of qualitative data analysis. The processes involved data reduction, data display, and conclusion drawing and verification.

3.4.1 Data Reduction

Data reduction took place when the obtained data were checked, subdivided, and coded so that the unnecessary data were reduced and themes, category, and/or pattern were figured out. In this study, the obtained data from interviews were checked and coded under three main points: beliefs, practices, and challenges. For instance, the teachers' beliefs were coded into beliefs about teaching, beliefs about their roles as a teacher, beliefs about language learning, and beliefs about lesson planning which then be regarded as the themes of 'beliefs' in this study. The beliefs about teaching, language learning, and roles as teachers were categorizations found in Clark and Peterson (1984). Beliefs about teaching and learning were also of categories used in Debreli (2012), and Horwitz (1985). Meanwhile, beliefs about being a reflective teacher were drawn on Richards and Lockhart's (1996) discussion.

The interview data were firstly transcribed, showed to the teachers as *member checks* (Merriam, 2009) for ensuring the validity of the transcription, coded, and analyzed to explore the beliefs they hold, how they incorporate them into their teaching practices, and what challenges they encountered from incorporating their beliefs into their teaching practices. The data gathered from classroom observations were cross-checked/triangulated with the teachers' beliefs, challenges, and their confirmation afterwards to make sure whether there were consistencies or inconsistencies between their beliefs and their teaching practices.

3.4.2 Data Display

Data display occurred when the data were organized, summarized, and assembled from different sources to construct validity to the findings of the study. The presentation of various teachers' beliefs and practices grouped into different emerging themes were the examples of this activity. As the data were coded into more specific details of beliefs, it was further checked whether the beliefs and practices were in line or not, and whether there were some shifts or not between the data collected from interviews and classroom observations.

3.4.3 Conclusion Drawing and Verification

Activity of conclusion drawing and verification occurred after the data have been analyzed. It was verified by checking the consistency of the data collected and analyzed with the conclusion. The summary of the consistencies or inconsistencies of the collected data was one of the examples of this activity.

The study used triangulation strategy of multiple sources of data, including interviews, classroom observations, and informal interviews to obtain trustworthiness. The examples of data analysis were presented in Table 3.2.

Table 3.2
Examples of Data Analysis of Teachers' Beliefs

Teachers' statements	Theme of beliefs	Teachers' practices
Students need to be engaged in learning	Beliefs about teaching	Asked students to discuss materials in groups
Teacher's role is to be responsible about the students' attainment	Beliefs about roles as a teacher	Reviewed materials and offered minor outside classroom
Include media in the learning activities	Beliefs about language learning	Played simple games in classroom
Teachers need to be ready for unanticipated events	Beliefs about lesson planning	Prepared alternative plan for unanticipated events

As elaborated in Section 3.4.1, the teachers' beliefs were divided into themes of beliefs: beliefs about teaching, beliefs about their roles as a teacher, beliefs about language learning, and beliefs about lesson planning. The teachers'

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statements presented in the table above were of examples of the teachers' stated beliefs, analysis of the themes of the beliefs, and the results of the classrooms observations of the teachers' classroom practices.

3.5 Concluding Remarks

This chapter has presented the methodology of the study. The study employed a qualitative multiple case-studies design as the study focused on the exploration of beliefs and practices of two teachers who taught in the same school. Qualitative inquiry was employed as how teachers incorporated their beliefs into the teaching practices were interpreted in view of their experiences, situations, and personalities. To address the research questions of the study, the data were collected through interviews, document analysis, classroom observations, and field notes. Theories of beliefs suggested by Pajares (1992), and Richardson (1996), as well as theories of reflective teaching proposed by Schon (1992), and Griffiths and Tann (1992) were used as the main frameworks to analyze the data.