

CHAPTER III

RESEARCH METHODOLOGY

In order to seek an answer to a particular research problem, every research undertaking entails appropriate research methodology in the form of a principled procedure. This systematic procedure guides the researcher to acquire and logically analyze the data to attain specific research findings of the problem being investigated. Likewise, this study also requires a suitable research method to facilitate the investigation of teacher's beliefs about the roles of an English language teacher. To this end, this chapter provides an overview of the research methods adopted in this study and the rationale for the choices made.

This chapter comprises five major sections, and seeks to answer these two research questions: (1) What are the teacher's beliefs in relation to her roles as an English language teacher? and (2) how do these beliefs inform her actual teaching practices? The first section presents a general overview of the methodology employed in this study. The second section describes the research site and the participant involved in this research. The third section elaborates the kinds of observer I was as a researcher, while the fourth and the fifth sections explain the data collection and analysis respectively.

3.1 Research Design

This research adopts a qualitative approach, employing specifically a case study research method. "Qualitative research is a broad approach to the study of social phenomena" (Rossman & Rallis, 2012, p.6) and that the study is conducted in a natural setting (Bogdan & Biklen, 2007; Creswell, 2012, 2014; Hamied, 2017; Hatch, 2002; Merriam, 2009). Further, Merriam (2009) elaborates that qualitative research is a study to understand how people interpret certain experiences, how to construct people's world, and to imply the meaning of the experiences. The data gathered are usually in the form of stories, experiences, events, and activities.

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TEACHER'S BELIEFS ABOUT THE ROLES OF AN ENGLISH LANGUAGE TEACHER: A CASE STUDY OF A NON-ENGLISH EDUCATION GRADUATE TEACHER

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As previously mentioned, this study employs a case study to answer the research questions. Case study is an in-depth and thorough exploration of single examples which can be an event, process, a person, an experience, or other cases (Hamied, 2017; Merriam, 2009; Rossman & Rallis, 2012; Yin, 2003). To put it simply, a case study is a study which looks for an understanding of broad phenomenon and focuses on particular with detailed examination of specific instance. According to Rossman and Rallis (2012), a case study cannot be generalized in any situation since the study focuses and is based on the particularities of the specific cases. Additionally, Merriam (2009) states that one case study would be definitely different from another case study even though they have some similarities.

The case employed in this study is the beliefs of a teacher who graduated from library technician school program and has never formally learnt from an education study program. The aim of the study is to seek an in-depth understanding regarding the teacher's beliefs about the role as an English language teacher. It belongs to a qualitative case study because this research is expected to present multiple realities which cannot be generalized with other similar cases (Hamied, 2017; Merriam, 2009; Rossman & Rallis, 2012).

3.2 Research Site and Participant

This subsection elaborates the detailed information about the school where the participant of this study teaches as well as the information about the participant. This research was conducted in an SMP (Junior high school) named Nusa Bangsa (a pseudonym) located in district Bungah, Gresik, East Java and involved one English language teacher, Dewi (a pseudonym).

3.2.1 The School

SMP Nusa Bangsa was chosen as the research site of this study was because it is where the teacher (participant of this study) teaches. First thing to do when doing this research was deciding the participant, then the school. SMP Nusa Bangsa is a

junior high school and is a private school located in a small district named Bungah, Gresik, East Java. The school is under one foundation which has eight schools and three institutions. With three junior high schools in that foundation, SMP Nusa Bangsa specifically focuses on Islamic-based boarding school.

According to the teacher, the participant of this study, among three junior high schools in that foundation, SMP Nusa Bangsa is the least favorite proven by the smallest number of students who choose the school as the first choice to continue their education from primary school. The teacher said that the students come to this school after getting rejected from other schools. This school is also known to accept all the students who apply without considering certain criteria. Most of the students also gave their opinion that the school was not their expected school to continue their education. Thus, for those reasons, it strengthens the teacher's opinion that the students in that school have low level of motivation, knowledge, and proficiency compared to other students from other schools in that area.

3.2.2 Participant

The participant of this research is one English language teacher of junior high school. The teacher is considered as an experienced teacher since she has more than ten years experience of teaching (Brown, 2001). Specifically, she has taught for 33 years. The teacher has also completed her master degree majoring in Islamic studies program while being a teacher. However, she did not pursue her education at English education program even though she has a career as an English language teacher. Additionally, Dewi is a well-known teacher among the alumni of the institution where she teaches English as a favorite English language teacher. The fact that she is a teacher with a non-education background has intrigued me to pursue this study, motivating me to understand her beliefs as a teacher and the challenges she encounters along the way in teaching English.

3.3 Researcher's Roles

My role as a researcher varied from context to context. When I was observing the teacher in the classroom, I tended to act as a nonparticipant observer; I wrote field notes while sitting in the corner of the classroom. However, I sometimes played the role more of a participatory observer when some students looked at me and raised their hands for help when the teacher was busy paying attention to other students. I observed the focal students from a close distance when they did small group work or pair work, sitting to the side of the group or pair. Sometimes I observed them from a distant to learn more about teacher's roles while they interacted with each other. In brief, I tried to balance my research role as a passive participant observer and a moderate participant observer (Merriam, 2009) according to situations and the teacher's and students' requests.

3.4 Data Collection Techniques and Procedures

The data in this study were taken from two major sources: interviews and classroom observations, which were carried out in line with the following schedule in year 2018:

Table 3.1
Time Schedule of the Study

Activities	April						July	
	2	9	10	12	16	17	19	14
Interview I	√							
Classroom Observations		√	√	√	√	√	√	
Interview II		√	√	√	√	√	√	
Interview III								√

3.4.1 Interviews

The interview is an important source of data in this study, as it can reveal the participant's perceptions, opinions and beliefs about issues being investigated. Referring to Cohen, Manion, and Morrison (2005), an interview is an exchange of opinion between two people or more on a mutual interest topic. Specifically, this

study employed semi-structured interviews, which enabled both the interviewer and the interviewee to have flexibility, rather than fixity, in carrying out the discussion (Cohen et al., 2005).

Merriam (2009) categorizes an interview as a narrative interview when it is done to provide an opportunity for the respondent to express their experiences. In this study, the interview enables the teacher to share her individual beliefs about the role of an English language teacher and how she her beliefs inform her teaching practices. The interviews provide an opportunity for the participant to talk about her specific work in becoming a teacher as well as her classroom practice and personal theories in more general terms, which is mostly regarded from her experiences. The interviews were intended to explore more details and to ask questions needed to carry out classroom observation and to triangulate what happened during the observations. These additional details added depth to the initial responses and provided insights that assisted in interpretation.

The interviews were done using Indonesian and Javanese languages since both the interviewee and the interviewer use these languages as their native languages. These languages also helped the teacher to express her ideas more freely. Furthermore, all transcripts from the interviews are translated by me. On the subject of interview as a method of collecting data, there were three steps of interview done in this study. The first interview was done in the beginning before doing other methods, classroom observations. The first interview was expected to gather prior information about teacher's beliefs based on how the teacher sees herself as an English language teacher. From the first interview, the data based on teacher's experiences were gained in the form of narrative since she mostly gave the information by telling her own stories. The data collected from the first interview then is used for the basic information to do classroom observations.

The first interview was categorized as semi-structured in-depth interview which was meant to figure out Dewi's beliefs about her roles as an English language teacher, based on her knowledge. The interview's guideline was adapted from Pajares

(1992), Borg (2006), and Richard and Lockhart (2007). The second interview was informal talk between Dewi and the researcher. It was done to reassure what have happened during the classroom observations. This interview was done in between her teaching and break time. The last interview was also informal talk which was done in the middle of doing the data analysis. It was used when I had some difficulties in interpreting the data. The second and third interviews were done in an informal way which was like a small talk with the teacher after conducting the classroom observation. The informal talk (Hatch, 2002) was done between other activities when collecting the data and was rather unstructured based on the curiosity I had as I observed her class.

3.4.2 Classroom Observations

The observations were based on the field notes, which are “analogous to the interview transcript” (Merriam, 2009, p.128). Before that, the interview was transcribed and given to the teacher to validate the data. It also let the teacher decide if there was some incorrect information. The example of teacher’s behaviors through an observation process provided an excellent data sources for the research analysis. Before conducting the observation, the observation sheet was created based on the first interview with the teacher regarding teacher’s beliefs about her roles. The purpose of the classroom observation was to figure out how teacher’s beliefs inform into the actual teaching practices. Furthermore, the beginning of the data collection through the classroom observation was done twice in each class. The observations were conducted in the morning in the teacher’s participants’ classrooms. Although limited to eight classroom observations, which was done twice each class, combining the data across those examples provides a picture that informs this research questions.

My observation of the participant’s classes tended to be unstructured (McMillan, 2008), meaning that the classroom observation’s sheet was made from the interview done before. Although informal categories were used, the data collected from the first interview directed the attention to the classroom interactions. The

observations were neither videotaped nor audio-taped. It was about what was seen and heard using field notes. These handwritten notes were taken at the time of each observation also include the background information that was shared. This information contained school enrolment, class size, grade level, the physical classroom arrangement, and classroom personnel.

3.4.3 Procedures

Regarding the procedures of the data collection of this study, the first step was to look for the appropriate participant. In so doing, I started by asking my surrounding about an English language teacher who did not have an educational background of English education program. Next, after identifying one, I came to the school where the teacher taught to meet her and tell my intention to do a research study with her as the main participant. Then, in collecting the data used in this study, I conducted several semi-structured interviews, first exploring how the teacher began to develop an understanding of she was as an English teacher, the beliefs she adopted as a teacher and inquiring into how these beliefs informed her actual teaching practices (see Appendix 2, p.118).

After conducting the first interview, the data were collected through classroom observations. The classroom observations were done in order to figure out how Dewi's beliefs inform her teaching practices. After that, the second interviews were done after each classroom observation. It was done after every observation. This interview resembled an informal talk between the teacher and I. while doing the analysis, I encountered some difficulties in interpreting the data which then lead me to do another interview. This third interview was taken as I was analyzing overall data. This interview was also part of the informal talk with the teacher. It was done in the middle of analyzing the data because some important data needed to be triangulated. Consequently, toward the end of the study, the teacher was given a copy of the case study written about her and her classrooms. She was asked to check it for accuracy and to comment on any ideas that she believed to be misrepresented or incomplete.

3.5 Data Analysis

The data collection in this research was carefully selected to provide narrative descriptions about the teacher's beliefs and her observed classroom actions. In examining the case, the teacher's stated beliefs and actions were compared and triangulated. The first point of comparison at the individual teacher level occurred between the teacher's interview data and the classroom observation, as well as the small talk occurring between the researcher and the teacher.

In doing the data analysis, the collected data were analyzed and categorized using the frameworks of teacher's beliefs from Borg (2006) about how teacher's beliefs are formed and Ki Hajar Dewantara, Richards and Lockhart (2007), as well as the previous studies regarding roles of teachers based on the teacher's beliefs. The analysis was done by doing data reduction, data display and drawing and verifying the conclusion (Miles & Huberman, 1994). Guided by the research questions, the collected data were processed with data reduction, which was to categorize and summarize the data based on the frameworks used. The data, which were from the interviews and the classroom observation, were then interpreted in line with the needs of this research.

The next step was to display the data in which the data processed were displayed in the form of words. The discussion was in the form of written texts where it contained the interpretation of the teacher's beliefs found when collecting the data. The last step was drawing and verifying conclusions. It was where to conclude the discussion and address the issue by giving the interpretation from all the data collected and grounded them in the Indonesian context. After categorizing the data, the final analysis was integrating the data to focus only on what have been questioned by this research.

3.6 Concluding Remarks

This chapter has elaborated the research methodology of this current study, including the research design, research site and participant, the significance of this study, the limitation, data collection techniques, and data analysis. Regarding the research design used in this study, it uses qualitative approach, employing specifically a case study research method. The case employed in this study is the beliefs of a teacher who graduated from library technician school program and has never formally learnt from an education study program. Additionally, the aim of this study is to seek an in-depth understanding regarding the teacher's beliefs about the role as an English language teacher. Semi structured in-depth interview, classroom observations, informal interviews, and field notes are the data collection techniques applied in this study. The data in this study was carefully selected to provide narrative descriptions about the teacher's beliefs and her observed classroom actions. Lastly, this chapter also elaborates the data analysis which is by doing data reduction, data display and drawing, and verifying the conclusion.