

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter deals with some important aspects related to the research methodology comprises the research design, research participant and site, data collection, and data analysis which are based on a qualitative research design.

#### **3.1 Research Design**

This study aimed to explore experience of EFL inservice teachers' as present study participants from the practice of video-based reflection along with its benefits and drawbacks. The data gathered were in forms of words or texts, which were uttered or produced by the research participants. To gain a deeper understanding through the eyes of the research participants, the researcher did live in the natural setting of the participants and becomes fully immersed in the context (Hamied, 2017). A case study design was the most suitable research design choice for conducting this entire present study because it studied about a single unit or system bounded by space and time and the researcher was hoped to gain in-depth understanding of situations and meaning for those involved (Hancock & Algozzine, 2006).

#### **3.2 Research Site and Participant**

This study took place in one junior high school in Bandung. The reason of choosing the school as the research setting was its convenience and its ease accessibility to the school since the researcher is one of the teaching staff there, so that school administrator's permission was not complicated to obtain. However, one thing which drove the researcher to conduct the study at the researcher's school was a sense of belonging and dedication of the researcher toward her school in order to contribute knowledge to the school through the conduction of the study.

Participants of the present study were purposefully and conveniently chosen (Patton, 2002) in accordance with participant requirement of qualitative research design. There were two in-service EFL teachers involved in this study. Coincidentally, both participants shared few things in common. They have taught

for more than fifteen years, they taught seventh grade students, they were close partners at school, they got UKG score above national criteria, they had the technology and were able to use it, they used to record their teaching session for teaching evaluation purpose for once or twice a year, and the last but not the least were their willingness to take part in the present study.

The researcher and the participants worked at the same place. The researcher has been partner for four years with first participant and for ten years with second participant and sometimes the researcher had a light to medium discussion around teaching and learning with both of them, so that the researcher did not find any difficulty in building rapport with both participants. Furthermore, it even contributed an emic perspective of the researcher as essential to understanding (Fraenkel et al., 2012) and thus enable the researcher to describe accurately and brought a complete and thorough understanding of the present study since the researcher had unimpeded period to do member checking for all collected data from the participants.

### 3.2.1 Demographic Information of Participants

Table 3.1 below gives a brief description of the demographics of the participants. Age, gender, years of teaching experience, taught grade, and their background education were among the information presented.

**Table 3.1**  
*Educational Qualification of the Participants*

Teachers	Age	Gender	Years of Teaching Experience	Taught Grade	Degrees
IST1	45	Female	20	7, 9	Bachelor
IST2	44	Female	21	7, 8	Bachelor

Table 3.1 showed that both teacher participants in the study were female with twenty to twenty one years of teaching experiences. In this case, they were belong to mid-career teachers. The participants were junior high school teachers

and they teach grade 7 through 9. Both of them hold bachelor degree of English education program in different university.

### **3.2.2 Introduction to the Participants and Participants' Stories**

Themes about the participants' stories and description of their schools emerged from the data collected for the study. These stories are describe in detail descriptions of the schools folded into the discussion of each participant.

#### **IST1**

IST1 was one year younger than IST 2. She had twenty years of teaching experience. She moved into the present school four years ago. Being a teacher was already become her routines and it has been the best choice of her life. She was very supportive during the data collection, and the researcher learned that she was passionate about having students to understand and comprehend holistically not partially in other means that she had hoped that her students were apprehending all the learning material comprehensively without a single confusion within their mind.

In the first meeting when the researcher conveyed about the reason why she was chosen as one of the teacher participants, the procedure of the research, information or data that she should give the researcher, and also the numbers of data which they should submitted, she paid great attention to the activity even she made several confirmation about it especially about who would do the recording of the classroom practice. Fortunately, the enthusiasm which she has shown from the beginning lasted to the end session of the research project. She got used to make confirmation about every data collection procedure to make sure that she did it well. She wanted to do it effectively. It was two weeks after first meeting, she started the process of videorecording, observe the video, and write reflective writings for three meetings ahead. The researcher allowed her to do so in order to ensure that she did the process based on her best choice. The researcher also felt free to contact her every time for information clarification. Actually, she has an opportunity to propose for a career promotion but she thought that she was less-prepared for it then she decided to make the proposal on upcoming semester. The researcher asked her

whether she would like to use provided device to do the teaching practice recording. She convinced the researcher that she would use her own recording device so that the provided gadget might be used by another teacher participant and she did not have to wait for the researcher to send her the video recording file. It enabled her to observe each video as soon as possible without any technical delay.

IST1 teaches in the school A, which most students came from lower income. The school has 30 classrooms while there are 36 class groups. To accommodate it, the school runs in two shifts. 30 classrooms come in the morning from 06.30 to 12.20 in the afternoon and 6 classrooms start their studying from 12.30 to 17.30 in late afternoon. She teaches at morning shift.

IST1 has taught grade 7 since this year. It is new experience for her. She was used to teach grade 9 all this years.

## **IST2**

IST2 was one year older from IST1. She has been teaching for twenty years. She has taught in the present school for thirteen years. Being a teacher is a kind of devotion and appreciation to her parents since they made her to take English education program. Moreover, being a teacher was her ideal. She aimed for making a teaching and learning activity easier for her students in order to achieve the learning objectives effectively.

In the first meeting when the researcher conveyed about the reason why she was chosen as one of the teacher participants, the procedure of the research, information or data that she should give the researcher, and also the numbers of data which they should submitted, she paid great attention to the activity even she made confirmation on numbers of data that she should collect. She was carrying out a career promotion to 3/C during the project so that she tried to integrate the research schedule and her career promotion administration preparation. She actually showed as high enthusiasm as IST1 in the beginning, she wished to be able to have a sound of time integration and have completed all requirement for both activities.

She also preferred to use her own device to do her teaching practice videorecording. Ease accessibility and having a full backup files have forced her to take that side. Besides, she has better device.

The time she need to do whole preparation of her career promotion turned out to overwhelmed her. The data shortage forced her to deal with it or to complete all incomplete data as her priority which caused her videorecording schedule was abandoned. At the time IST1 has finished all data, IST2 has not even started yet. The researcher felt glad that eventually IST2 completed all required data for the project.

She was IST1 colleague. She teaches in school A as well. She teaches grade 7 and 8. Teaching English for grade 7 and 8 are also new for her. She was used to teach grade 9 all this years.

### **3.3 Data Collection**

This present study used more than two kinds of data or multiple sources of information such as reflective writings, semi-structured interview, and field notes from observations of videotaped teaching session in order to find fine answer for the present study research questions.

A set up time was carried out before the project was initiated. Here, the researcher informs details of the research procedure (Table 3.2) in which the participants took part. Both participants listened attentively and one at a time they made sure that they understood by confirming all to the researcher. The researcher made them felt free to contact or consult unclear information without time and place boundary.

Table 3.2 below declares framework for present study. The framework listed which data provided answer for each research question and how the researcher analyzed the data in order to present a crystal clear answer.

**Table 3.2**  
*Research Framework*

No	Research Question	Data Collection	Data Analysis
1.	How do practice of video-based reflection lead teachers to improving their classroom practice?	<p>Reflective writing</p> <p>Semi-structured interview</p> <p>Field notes of video observation</p>	<p>Analyze the reflective writings to spot the classroom practices that the teachers mentioned on them.</p> <p>Verify all mentioned classroom practices from reflective writing</p> <p>analyze the videorecording to corroborate two previous data</p>
2.	What benefits and drawbacks are felt by the teachers from the practice of video-based reflection?	Semi-structured interview	List of benefits and drawbacks of video-based reflection practice

Table 3.2 shows that each participant was required to videotape their whole three consecutive teaching sessions. Then, they wrote their reflective writings after they viewed or observed their own videotaped of teaching session. The viewing was not limited in number, so was the number of reflective writings that they produced as long as the participants coupled the viewing and the reflective writings.

The participants' reflective writings were based on Rolfe, Freshwater and Jasper's (2001) framework of reflective thinking and writing which consist of three simple questions (what, so what, and now what) or comprise of three points. First point is description (What?) which could be elaborated through following reflective thinking namely what happened? what did I do? and what learning was I applying? Second point is interpretation (So what?) which could be elaborated through following reflective thinking for example what did I notice? what did/did not go well, and why? what was important for me? and what other learning or experience/practice can I relate to this? The last point is outcomes (Now what?) which could be elaborated through following reflective thinking such as how can I do things differently? what do I now understand and how will this impact in my work/life? what questions do I now have that I will explore further? and what changes to my practice do I intend to make?

As the second kind of data collection was interview. The use of interview is important in obtaining, understanding, and explicating participants' (interviewee) point of view which produce qualitative information. It is a means of the interviewer to elicit information that is illuminative and goes beyond the descriptive in order to help the researcher understand (Menter et al., 2011). To have rich information for an in-depth analysis, this study employed a semi-structured interview. Through this, the interviewer could help the interviewees to express their idea in an elaborated manner (Hancock & Algozzine, 2006) and with a great deal flexibility (Menter et al., 2011). Two validator validated the semi-structured interview instrument prior to data collection phase.

The semi-structured interview was administered to two in-service EFL teachers who had acknowledged their willingness to be interviewed. The interviewees underwent this interview as not only to elaborate all mentioned classroom practice in the reflective writings, to their gather final experience impression along with benefits and drawbacks finding from the participants after completing their video-based reflection practice series. Besides clarifying their mentioned aspect of classroom practices, they were also expected to answer questions about their experience regarding video production, video viewing

including its benefits and drawbacks, and also deal with their understanding on reflective practice. The interview was conducted in Bahasa Indonesia in order to minimize the ideas blockade and any kind of misinterpretation or miscomprehension and to ensure a well-spent time for effective interview between the interviewer and the interviewees. The interview lasted for about 30 minutes and were audio-recorded and transcribed. The interview was conducted face to face with each participant and scheduled at a convenient time and a pleasant location for the participants.

Concerning the role of the researcher in the interview stage, the researcher tried her best to concern the scientific responsibility, relation to subject, and researcher independence in order to conduct a rigorous study.

As the last means for data collection in this study was field notes from observation of participants' videotaped teaching session. The observation field notes was taken by the researcher herself after both first and second data collection have been completed. It was aimed to equalize between what have been mentioned in the reflective writing and what has been said by the participants during semi-structured interview and what have been precisely done by the participants in their videotaped of teaching session.

Spotting every evidence which they presented through their writings were main focus as to find each elements of teaching that become their focal attention along with its consequences whether they walked their writing and their talk to their upcoming or another teaching session. The visible consequences were regarded as proofs of the participants' view due to benefits and drawbacks of video and video-based reflective practice.

As a consecutive treatment, videotaped of teachers' teaching session were also observed based on Danielson's framework (2007) for two domains, they are domain of the classroom environment and instruction. This instrument validation from two validators was also obtained.



### 3.4 Data Analysis

Data analysis in this study was conducted at the end of the study. The analysis began with participants' reflective writings, semi-structured interview, and field notes of video observation. Those instruments administered altogether to answer the research questions.

The analyses of participants' reflective writings were conducted at the end of the study when both participants have completed writing for at least three reflective writings each or at least there were six reflective writings in total number. The analyses were conducted by the researcher herself.

The first reflective writings as a result from observation of first videotaped teaching session were organized and prepared for searching out every topics they mentioned on the writings and coded as first video topics, the second and the third reflective writings got similar treatment where eventually they were second video topics and third video topics. The reflective writing got second phase of analysis using Rolfe's et.al (2001) framework to check which questions triggered the participant's reflective writing most on each points i.e *What* consist of three questions, *so what* consist of 4 questions, and *Now what* consist of 3 questions and a framework for teaching from Danielson (2007) was also used to analyze the answers of Rolfe's et al. (2001) questions. After coding phase was completed, the researcher looked for common themes and description among all of them (Creswell, 2009). A table of analysis was created to check and review how each point in first reflective writing connected to the second and the third. Each established connection where the participants were consistently maintained and raised them within all of their reflective writings were resulted as common themes. Further objective was to describe them in a way that gave more meaningful findings.

To that end, the interview analysis came next to the reflective writing analysis. The data of interview was intended to elaborate and verify data from reflective writings and validate the finding from data interview. The participant recalled their perceived improvement, benefits, and drawbacks of video-based reflection by uttering and showing evidence of them. As first step of preparing interview data for analysis, the data from interview were transcribed. The researcher

made the participants' name anonymous within the transcript in order to make it confidential when incidental activity took place. Reread the research questions then read through all the transcript to keep reminding the real focus of the study, then sorted by highlighting the most relevant ones and coded them as well (Menter et. al., 2011). The analysis was carried out as to match all mentioned aspects of classroom practice in the reflective writing to participants' interview. The researcher did not feel hesitate to probe any fuzzy things found during this analysis to both participants. After that, the analysis moved on to check all informations regarding the rest of interview questions. There were 25 questions items for the interview for each participant. The questions in the interview were about participants' understanding toward the practice of video-based reflection and the benefits and the drawbacks which arose during the practice of video-based reflection.

The analyses of video observation field notes was conducted in the end of the analysis process. It was intended to crosscheck, ensure, convince, and prove resulted data from participants' reflective writings and interview regarding their perceived improvement, benefits, and drawbacks of video-based reflection. A framework for teaching by Danielson (2007) was also used by the researcher to analyze these videotaping of teachers' teaching session. The framework for teaching (Danielson, 2007) consist of four domains namely planning and preparation as domain 1, the classroom environment as domain 2, instruction as domain 3, and professional responsibilities as domain 4. The analysis was based on domain 2 (the classroom environment) and domain 3 (instruction). These domains were visible on the videotaped teaching session while the other two were not seen on the videotaped teaching session.

### **3.5 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. On following chapter, the researcher discusses the result of the research. It consists of findings and discussion.