

## **CHAPTER III**

### **METHODOLOGY**

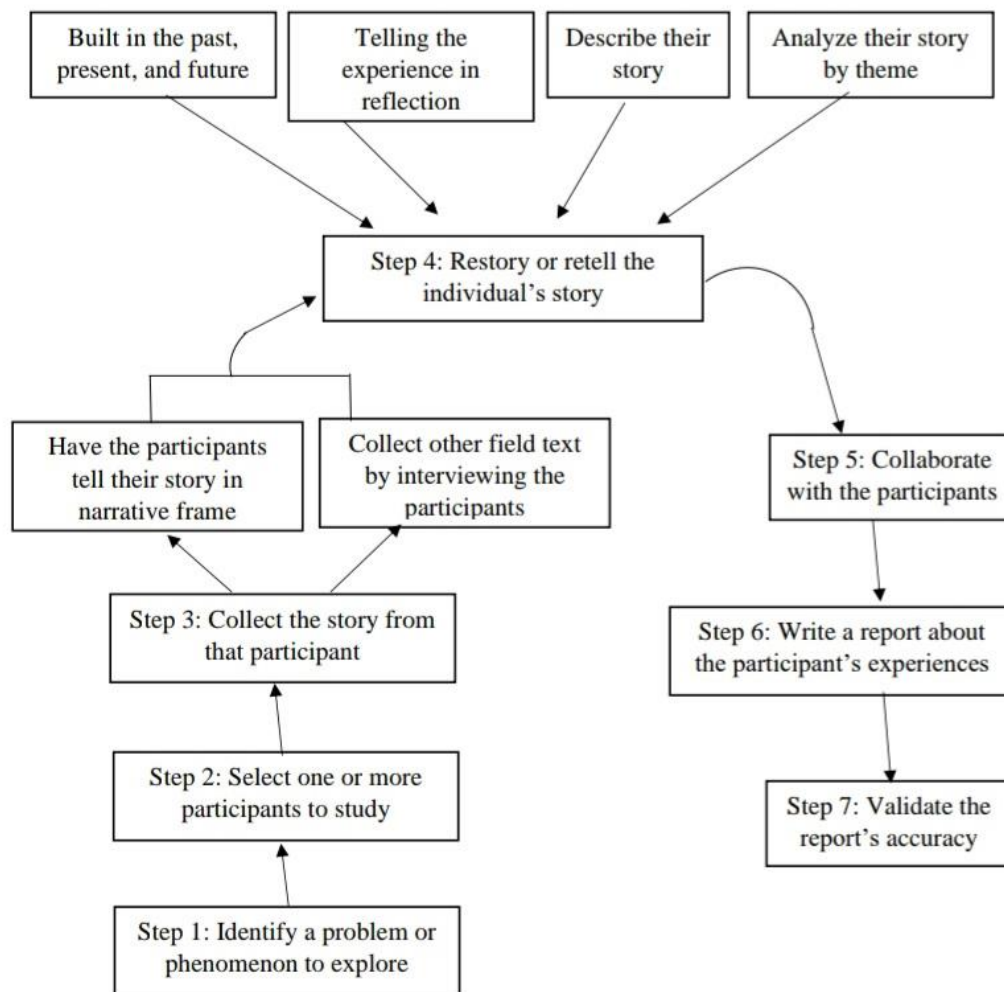
This chapter presents the methodology of the research. It consists of research design, research site and participants, data collection, research procedures, and data analysis.

#### **3.1 Research Design**

This research is qualitative research. Qualitative is suitable for this research, because the researcher wants to get a deeper understanding as the result from the participants related to the EFL pre-service teacher's reflective practice in their teaching practice. Qualitative research is suitable for the researcher who wants to know about the variable of a research problem and need to explore more detail about the research (Creswell, 2012). One of the qualitative researches is narrative inquiry. Narrative inquiry is a research in which storytelling is used as a means of analyzing data and presenting findings, while narrative study is research in which "stories are used as data" (Barkhuizen et al., 2014). This was because the researcher using participants' experiences as the main data. Clandinin and Connelly (2000) as cited in Richards (2011) stated that, experience happens narratively. Narrative inquiry is a form of narrative experience. Therefore, educational experiences should be studied narratively. It means that an experience is told chronologically and forms a series of events.

#### **3.2 Research Procedure**

According to Creswell (2012), there are seven major steps in conducting narrative research which cover the process typically undertaken during a narrative study. A visualization of the process is in figure 3.1



**Figure 3.1 Research Procedure (adapted from Creswell, 2012:154)**

#### Step 1. Identify a Phenomenon to Explore that Addresses an Educational Problem

In this step, the researcher needs to identify an issue or concern. The process begins with focusing on a research problem to study and identifying a central phenomenon to explore. In this study, the researcher sees the phenomenon that appear of EFL Pre-service teachers experience especially on their reflection in teaching practice.

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## Step 2. Purposefully Select an Individual from Whom You Can Learn About the Phenomenon

The second step is finding an individual or individuals who can provide an understanding of the phenomenon. The participant may be someone who is typical or someone who is critical to study because he or she has experienced a specific issue or situation. In this study, there are three participants. The participants were selected because they have already completed an internship program. Not only because they have already completed an internship program, but also the participants were selected because of their experiences before they conduct *PPLSP* (teaching practice program). One participant has experience as an English assistant lecturer and two participants has experience as English private tutor. It means that the participants have experienced a specific issue or situation. In this research, the specific issue or situation is reflective practice. The participants were selected because they enrolled in teaching practicum program and they have decided to be an English teacher in the future. Besides, the participants were selected because of their GPA. The researcher conducted a preliminary interview, and the result showed that all of the participants had GPA above 3.50. From the preliminary interview, it can be concluded that the participants learn from what happened in their past, then it encourages them to conduct self-observation and self-evaluation in order to get a high GPA from their previous semester. This, in line with Thiel's (1999) statement, that in reflective practice, practitioners engage in continuous cycle of self-observation and self-evaluation in order to understand and consider their own actions and their reactions.

## Step 3. Collect the Story from That Individual

The third step is collecting the story from the participants. In this step, the researcher's intention is to collect field texts that provided the story of an individual experiences.

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The best way to gather the story is to have the individuals tell about his or her experiences, through personal conversations or interviews (Creswell, 2012). Furthermore, the researcher asked the participants to write and share their stories by completing the narrative frame and followed by conducting an interview. In the process of collecting the story from each participant, the researcher provided in complete sentences in the narrative frame to build the context of the individual story. The narrative frame started with when they started their teaching practice, how they felt, their preparation, how they usually checked students' conditions and engagement, what they thought about reflection-in-action, reflection-on-action, and reflection-for-action, what difficulties they encountered, what they did when they faced those problems, and what they thought about making changes in their teaching practice. Hence, in the interview session, the researcher tried to find and explore more explanation about the issue that the participant had written in the narrative frame.

**Step 4. Re-story or Retell the Individual's Story**

This process included examining the raw data, identifying elements of a story in theme, sequencing or organizing the story elements, and then presenting a retold story that conveys the individual's experiences. The researcher used re-storying because the listener and the reader will have better understanding of the story told by the participants if the participants sequence it into a logical order. At this stage, the researcher combined all the data that comes from the narrative frame and the interview session into a story that is chronologically ordered. When writing the stories of participants, the researcher combined the data from narrative frame and the result of interview. At the end of writing the stories of participants, the researcher found some themes and also create some codes in order to help the readers at understanding the data.

**Table 3.1 Theme**

No	Theme	Description
1.	RoA	Reflection on Action
2.	RiA	Reflection in Action
3.	RifA	Reflection for Action

#### Step 5. Collaborate with the Participant

In this step, the researcher needed to collaborate more actively with the participants during the research process. It is because this step is one that interacts with all the other steps in the process. This collaboration can assume several forms, such as negotiating entry to the site and the participant, working closely with the participant to obtain field texts to capture the individual experiences, and writing and telling the individual's story in the researcher's words (Creswell, 2012). After writing and telling the participants individually about their story that has been transformed to the researcher words, then the researcher contacted the participants. It aimed to give the participants time to check the authenticity of their stories. If there is a wrong part or statement, the researcher will fix that according to the participant until they agreed that the story was similar to what they intended to say both in narrative frame and interview session.

#### Step 6. Write a Report About the Participant's Experiences

The sixth step is writing a report about the participant's experiences. This is a major step in the process of research for the researcher to write and present the story of the individual's experiences. The researcher re-story certainly claims a central place in the narrative report. In addition, the researcher might include an analysis to highlight specific themes that emerged during the story.

#### Step 7. Validate the Accuracy of the Report

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The last step is validating the accuracy of the report. In this step, researcher needed to validate the accuracy of the narrative story. In the collaboration step with the participants, this validation may occur throughout the project. In order to validate the accuracy of the stories, the researcher always do the participant checking. It aims to avoid misunderstanding with the participants. Several validation practices such as member checking and searching for disconfirming evidence, are useful to determine the accuracy and credibility of a narrative account (Creswell, 2012).

### **3.3 Research Site and Participants**

The participant consisted of three EFL pre-service teachers at Junior High School in Bandung. One of the characteristics of qualitative research is a small sample size, and there is no definite sample size (Creswell, 2012). The participants were selected because they have already completed an internship program. Not only because they have already completed an internship program, but also because of their experiences before they conduct *PPLSP* (teaching practice program). One participant had experience as an English assistant lecturer and two participants had experience as English private tutor. As the researcher mention above, the participants were selected because they enrolled in teaching practicum program and they have decided to be an English teacher in the future. Further, the participants were selected because of their GPA. The researcher conducted a preliminary interview, and the result showed that all of the participants had GPA above 3.50. From the preliminary interview, it can be concluded that the participants learn from what happened in their past, then it encourages them to conduct self-observation and self-evaluation in order to get a high GPA from their previous semester. This, in line with Thiel's (1999) statement, that in reflective practice, practitioners engage in continuous cycle of self-observation and self-evaluation in order to understand and consider their own actions and their reactions.

In order to protect participants' identity, the researcher used pseudonym to keep the participants identity private. So that the participants would feel more comfortable to deliver their information about their teaching practice. The researcher presented the participants by using PST1 up to PST3 code.

### **3.4 Data Collection**

Research instrument becomes a significant factor in carrying out the research and it is utilized in collecting the research data. In this current research, the researcher used several reliable and valid instruments as follow.

#### **3.4.1 Narrative Frame**

A narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths (Barkhuizen et al., 2014). Narrative frame is structured as a story in skeletal form. The aim of narrative frame is for participants to produce a coherent story by filling in the spaces according to their own experiences and their reflections on these.

Narrative frame was used to create a frame that would allow the pre-service teachers to tell their own story of their reflective practice in their teaching practice. Furthermore, the researcher asked the participants to write and tell the story covering when they started their teaching practice, how they felt, their preparation, how they usually checked students' conditions and engagement, what they thought about reflection-in-action, reflection-on-action, and reflection-for-action, what were the difficulties they encountered, what they did when they faced those problems, and what they thought about making changes in their teaching practice. The narrative frame was distributed after they completed teaching practice program. There are narrative frames before and after revision (See Appendix A and Appendix B).

In this research, the narrative frame was adapted from Barkhuizen et al (2014). The researcher took and changed some sentences in order to suit the forms with the

researcher **requirements**. A frame was given to three English pre-service teachers. Narrative frame could also be used in combination with other data-collection instruments (Barkhuizen et al., 2014). In this research, narrative frame is combined with narrative interviews.

In order to anticipate the failure in the present research, before the narrative frame was distributed to the “real” participants, the researcher purposively a pilot test. A pilot is often viewed synonymously with a feasibility study intended to guide the planning of a large-scale investigation (Thabane et al., 2010). If the participants found difficulty in completing survey instruments, pilot test may prompt the researcher to modify item wording, change the order in which questions are presented, or alter the instrument format (Conn et al., 2010). After the participants completed the pilot test, the researcher asked them via WhatsApp to give feedbacks regarding the narrative frame. Their suggestions, i.e, adding instructions in filling the narrative frame. Whether they should write one sentence or they allowed to write more than one sentences.

### **3.4.2 Interview**

The interview was used to elaborate and support the participants’ answers in the narrative frame forms and also to explore more detail the information related to their experiences in doing reflective practice on their teaching practice. According to Rubin & Rubin (2012) as cited in Castillo-Montoya (2016) interview provides the researcher with rich and detailed qualitative data for understanding participants’ experiences, how they describe those experiences, and the meaning they make of those experiences. This step accounted for the similarities of the questions between in the interview and the narrative frame forms. In addition, by interviewing, it allowed participants to share their ideas. In this present research, the researcher used semi-structured type of interview because it is frequently used in qualitative analysis and non-standardized (Jamshed, 2014). It aims to help the researcher easier to gain the information from the

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participants, because the researcher asked open-ended questions which is not strictly follow a formalized question. There are an optional question and it allows the researcher and the participants discussion instead of straightforward question and answer format. Furthermore, before the interview session starts, the participants accepted the interview protocol first. The interview protocol can be seen in Appendix E.

The modification of interview questions administered especially when the additional questions were necessary to be asked. Therefore, the order of interview questions not exactly the same with what the researcher had planned before. Due to the Covid-19 pandemic, the researcher used one-on-one online interview, because the researcher needed to avoid face-to-face interview. The researcher organized both telephone interview and written interview by contacting each participant on WhatsApp platforms for the reason of the time efficiency. Participants were interviewed separately for 25-30 minutes. Questions on the interview covers reflection-in-action, reflection-on-action, and reflection-for-action. Details of questions is in appendix F. The interview was conducted in *Bahasa Indonesia* to make it easier for the participants to elaborate or express their answer and to give confident for participants to answer the questions because their mother tongue (L1) is *Bahasa Indonesia*. The use of mother tongue (L1) increases their confidence in expressing ideas (Cook, 2001). Furthermore, the data were recorded and transcribed.

### **3.5 Data Analysis**

In this current study, the data were gained from narrative frame and interview. The data were analyzed using thematic analysis. The followings are the elaboration of data analysis.

### 3.5.1 Narrative Frame

The researcher collected field text that provide the story of an individual experiences. In the process of collecting the story from each participant, the researcher provided in complete sentences in the narrative frame to build the context of the individual story. After the data were collected, the researcher got the information and themes. Then, from the information and themes obtained, the researcher made a temporary theme first.

### 3.5.2 Interview

Interview data were transcribed for easier analysis. Furthermore, the researcher ensured whether the interview data has a correlation with the other instrument. The data were analyzed through thematic analysis. Thematic analysis is the process of identifying themes or patterns within qualitative data (Maguire & Delahunt, 2017). It means that the aim of thematic analysis is to identify the data/themes and use those themes to answer the research question or say something about the case/issue. Thematic analysis is more frequently employed in studies involving multiple participants and multiple narratives. Indeed, thematic analysis is probably best suited to multiple case studies, because it opens up the possibility of comparing the narratives in a data set or establishing shared themes, as well as highlighting individual differences (Barkhuizen et al., 2014).

In elaborating the findings, this study used coding as seen at Table 3.1.

**Table 3.2 Coding**

No	Item	Coding	Remark
1	Pre-Service teacher	PST1, PST2, PST3	PST1 = Pre-service Teacher One = Participant 1  RoA = Reflection on Action
2	Reflection on Action	RoA	

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3	Difficulties when teaching in RoA	DRoA	RiA = Reflection in Action RifA = Reflection for Action  DRoA= Difficulties when teaching in RoA DRiA= Difficulties when teaching in RiA DRifA= Difficulties when teaching in RifA  SRoA= Solutions when teaching in RoA SRiA= Solutions when teaching in RiA SRifA= Solutions when teaching in RifA
4	Solutions when teaching in RoA	SRoA	
5	Reflection in Action	RiA	
6	Difficulties when teaching in RiA	DRiA	
7	Solutions when teaching in RiA	SRiA	
8	Reflection for Action	RifA	
9	Difficulties when teaching in RifA	DRifA	
10	Solutions when teaching in RifA	SRifA	

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