CHAPTER III
RESEARCH METHODOLOGY

After presenting relevant theories and previous research related to teacher identity, factors, emotions, and reflections that play some roles in teacher identity construction, I will elaborate on how this research was completed in this chapter. This chapter presents a method that was carried out throughout the research. This chapter has four parts: research design, research site, data collection technique, and data analysis.

3.1 Research Design

This research aimed to figure out the social, cultural, political, and historical factors experienced by two Indonesian novice EFL teachers and see how they affected their teaching practice and constructed their teacher identity. Thus, a narrative inquiry was employed in this research to contribute to understanding novice teachers' identity construction and teaching practice. Narrative research provides the opportunities to collect stories related to the novice teachers' experiences of teaching and learning the language and their professional development. Such information is needed for this research, and it would be helpful to employ narrative inquiry since it is used to investigate people's stories as a series of events (Ary et al., 2010; Barkhuizen, 2014a; Pinnegar & Daynes, 2007).

Focusing on people's stories to make sense of their experiences is the strength of narrative inquiry (Barkhuizen et al., 2014). Furthermore, Barkhuizen et al. (2014) stated that narrative inquiry helps researchers "to understand the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity" (p. 2). Therefore, employing narrative inquiry was suitable for this research since this research strives to obtain the data related to one's experiences and emotions as a series of events.

3.2 Research Participants

Two novice teachers in Bandung participated in this research. Then, I explored some similarities and differences in their experiences that construct their teacher identity. Both of them had one and a half years of teaching experience. Novice

teachers are those who have less than five years of teaching experience (Kim & Roth, 2011).

Novice teachers were chosen as the participants in this research since it is mentioned by previous research that novice teachers face struggles in constructing their teacher identity because they faced transitions from being a student into a teacher (Alsup, 2006; Chong et al., 2011; Diasti, 2021; Pillen et al., 2013). The research was conducted during the COVID-19 pandemic. There was a transition from face-to-face learning to online learning. The changes might also contribute to the novice teachers' identity construction (see Jiang & Zhang, 2021). In addition, it was said that teacher identity could affect the teaching practice (Hsieh, 2014).

Nevertheless, teachers' practice was also an element that contributed to the identity construction (Day & Kington, 2008; Flores & Day, 2006). The statements showed that teachers influenced their practice while also being influenced by their own practices (see Britzman, 2003). Thus, I believe that novice teachers' identity constructions and reconstruction are worthy of investigation.

The participants were purposefully selected to provide rounded, detailed illustrations of their experiences as novice teachers (Creswell, 2014). The two novice teachers who participated in this study are Dita and Tania (pseudonyms). They had some similarities and differences. The participants' demographic information is presented below.

Table 3.1

Teachers' Demographic

Name	Sex	Age	Teaching experiences	Educational background	School-level	School type	Students' economic background
Dita	Female	24	1.5 year	Bachelor degree	Senior high school	Independent school	Middle-low class
Tania	Female	25	1.5 year	Bachelor degree	Elementary school	Independent school	Middle-high class

I have known the participants in this study for seven years. We went to the same Tertiary School for four and a half years, and we still maintained good

communication since we graduated. Both participants graduated with their Bachelor's degree in English Education in 2019 and had a six-month teaching experience before they graduated. Then, they had been teaching for a year since they graduated when this study was conducted. These similarities led me to invite them to participate in this study, and they were willing to participate. However, they also had a difference in terms of teaching experience; Tania was teaching in an elementary school, while Dita was teaching in a senior high school. The difference in the school levels they were teaching could also imply the different school settings or contexts they were facing. Different school levels and contexts could result in different struggles and processes of negotiation in constructing their teacher identity (Hsiao, 2018; Pennington & Richards, 2016). For this reason, involving these two participants might add more information on novice teachers' identity constructions in different contexts.

Since the participants and I have been knowing each other for years, it was expected that they would trust me and openly share their stories with me. This approach has also been made by Gandana and Parr (2013). Their participant was a past colleague of Gandana, and they were friends for years. The personal relationship between Gandana and her participant promoted openness in the participant's responses. Mutual trust between the interviewer and interviewee is essential to encourage the participants' openness in storying their experiences (Morris, 2015). Still, I informed both Dita and Tania that they have all rights to decide their withdrawals from this research at any time. I assured them that their non-participation would not affect our personal relationships (see Damayanti, 2019).

3.3 Data Collection

The data collection was conducted for nine months in total. The data were collected from interviews and journal writing, as done by some research (Hahl & Mikulec, 2018; Teng, 2017). I invited Dita and Tania to participate in this study in August 2020. Then, I interviewed them in September 2020 to obtain preliminary data for the research. In October 2020, both Tania and Dita filled out their consent

form, and they started writing their reflections. Finally, I finished collecting the data in June 2021.

The preliminary data collection was conducted through an interview as it helps "suggesting explanations (i.e., the "hows" and "whys") of key events, as well as the insights reflecting participants' relativist perspectives" (Yin, 2018, p. 183). The interviews in this study were conducted six times to collect in-depth data on the participants' identity constructions. Another way to collect the data in this study was journal writing on their teaching practices. Richards and Farrell (2005) mentioned that it is vital for teachers to document their teaching reflections to record events that happened in their classes. The participants were asked to write their teaching reflections from October 2020 until March 2021.

3.3.1 Interview

The interview was employed to "explore one's inner thoughts and reflections, feelings, perceptions, and responses to the external world" (Salmons, 2014, p. 29). In the interview, Tania and Dita were asked questions regarding their experiences and emotions while being a teacher and the factors they experienced that constructed their teacher identity. Semi-structured interviews were conducted in this research. Barkhuizen et al. (2014) mentioned that it is the most common type of interview to be conducted in a narrative inquiry. They further mentioned that employing a semi-structured interview means that the researcher had an interview guide in the form of questions. Furthermore, it also provides the researcher the flexibility to ask some follow-up questions to gain some clarification or elaboration along the interview process.

The interview was done six times. Conducting several interviews was aimed to collect some clarifications of Dita and Tania's statements in their reflective journals and more information on their journey as teachers. Conducting a sequence of interviews can help me enrich the data by collecting both retrospective and contemporary accounts of the participants (Barkhuizen et al., 2014). Each session, different interview questions were given to explore the participants' experiences

and perspectives as novice teachers. The interview questions proposed to Dita and Tania can be seen in Appendix 1.

Online interviews were conducted since this research was done in the middle of the COVID-19 pandemic. An online interview is defined as any kind of online interaction purposed to collect data, i.e., it can be written or spoken (Salmons, 2014). She also mentioned that exchanging short text through social media can be considered an online interview as long as it is purposed to collect data. The online interview was done by texting through the "WhatsApp" application. However, since most interviews were done without seeing the expressions of the participants as they gave their statements, it became a limitation of collecting the data in this study. To overcome it, I tried to explore and clarify the answers given by the participants to gain more understanding of their statements. I also tried to build trust and rapport with my participants to enhance the trustworthiness of the data collected (Barkhuizen et al., 2014).

All interviews were conducted in the participants' native language to help them articulate their ideas better (see Cortazzi et al., 2011). Since both participants and I are Indonesians, the interviews were conducted in Indonesian. Dita and Tania had a different timeline of interviews since the contents of their reflections had different momentum to be clarified. The interview sessions and topics for Dita can be seen in the table below.

Table 3.2

Dita's Interview Table

Categories	Interviews					
	1st interview	2nd interview	3rd interview	4th interview	5th interview	6th interview
Types of interview	Online	Online	Online	Face-to-face (85 minutes)	Online	Online
Topics	Initial interview on her experiences, emotions, and struggles as a teacher in her early time of	Exploring more of her emotions and experiences while teaching that week.	Exploring her emotions on online teaching.	- Clarifying some statements and events in her reflections. - Exploring her experiences and emotions as a teacher inside	Exploring her evaluations and emotions on herself as a teacher concerning her students' abilities.	Gathering more information about her school.

	being a teacher.				and outside the class, as well as her views on herself, school environment, and profession.

The first interview questions were derived from the literature review. The second interview questions were derived from Dita's reflective journals. It is done to gain clarification of her statements in the teaching reflections and collect more information about her experiences as a novice teacher. The first and the second interviews were held by online interview through "WhatsApp" texting. The third interview was conducted as she shared her emotions and opinion regarding online learning. For the fourth interview, the interview was conducted by face-to-face interview since the condition of the pandemic was getting better. The questions were derived from her reflective journal and some theories in the literature review to figure out more information related to her identity construction. The fifth interview was conducted online by "WhatsApp" texting to clarify some points in the previous interview and her final reflection journal. Lastly, the sixth interview was conducted online by "WhatsApp" texting to ask Dita for information related to her school.

Similar topics were also employed in Tania's interviews, as seen in the table below.

Table 3.3

Tania's Interview Table

Categories	Interviews					
	1st interview	2nd interview	3rd interview	4th interview	5th interview	6th interview
Types of interview	Online	Online	Face-to-face (101 minutes)	Online	Online	Online
Topics	Initial interview on her experiences, emotions, and struggles as a teacher	Exploring her emotions and experiences during	- Clarifying some events and statements in her reflections. - Exploring her experiences and emotions as a	- Exploring more details on her experiences and emotions during	Gathering more details on her experiences and her views on her students.	Gathering more information on her school.

in her early time of being a teacher.	online learning.	teacher inside and outside the class, as well as her views on herself, school environment, and profession.	online learning. - Clarifying some statements in previous interviews and reflections.

For Tania, the first and the second interview were conducted online by "WhatsApp" texting. The first interview questions were derived from the literature review. The second interview questions were derived from a burnout phenomenon experienced by many teachers in conducting online teaching. She then shared her experiences during online learning that were not mentioned in her reflective journals. The third interview was conducted by face-to-face interview since the pandemic situation was getting better at the moment. The questions were derived from her reflective journals and some theories in the literature review to gain more insights on her teacher identity construction and clarifications of her statements in the reflective journals.

The fourth and fifth interview was conducted online by "WhatsApp" texting to clarify and elaborate on the previous interviews and her reflective journal. Finally, the sixth interview was conducted online by "WhatsApp" texting to collect some information on her school, and she continued sharing more stories on her professional journey. I also asked her some questions derived from the literature review since I realized that the questions were skipped in the third interview.

The face-to-face interview was recorded with the permission of the participants. Then, the recorded interview was verbatim transcribed. The transcript of the online interviews and the transcribed interview were sent to Dita and Tania to be validated. It was a form of collaboration between researcher and participants mentioned by Barkhuizen et al. (2014). All questions for Dita and Tania's interviews can be seen in Appendix 1.

3.3.2 Reflective Journal

A reflective journal is one of the ways to collect written narrative data. It allows the participants to reflect on their experiences in teaching and learning to teach (Barkhuizen et al., 2014). Teachers need to keep a reflective journal to document their teaching practice (Richards & Farrell, 2005). Hence, I asked Dita and Tania to keep a reflective journal related to their teaching practice, emotions, experiences, students' participation, and professional development (see Richards & Lockhart, 2007). Several probing questions were given to the participants in making the reflective journal (see Farrell, 2015b). The questions stimulate the participants in writing their reflections, following Ho and Richards (1993) and Richards and Lockhart (2007). This study has two sections of the reflective journal: reflection on teaching practice and reflection on professional development. The questions for reflection on teaching practice and professional development were adapted from the reflection framework proposed by Bound and Stack (2012), Farrell (2015), Kelchtermans (2013), and Richards and Lockhart (2007).

Following Ho and Richards (1993) and Richards and Lockhart (2007), Dita and Tania were not obliged to answer all questions related to the teaching practice. They were also welcomed to write other factors or things on their reflection journal as long as they relate to their teaching practice and professional development. It was done to let the participants write more freely regarding their teaching practice. Dita and Tania were asked to write their teaching reflection once a week (questions in point a) and write their reflection on professional development once in three months (questions in point b). The questions for the reflective journal can be seen below.

a. **Reflection on teaching practice**

The questions below are adapted from Richards and Lockhart (2007).

1. Did you teach all students today?

2. How did you teach your students? (Methods, techniques, and media used)

3. How were their responses/reactions towards your teaching?

4. Did you or the students have difficulties in today's learning activities?

5. How do you feel when you are teaching today?

6. Did anything unusual (it can be a problem) or amusing happen?

7. How did you react to it, and why did you react to it that way?

8. Did you make improvisation from the lesson plan you made? If so, why?

9. Which parts of the lesson were most successful and least successful?

10. What do you think you need to improve in your teaching?

11. Did you figure out something new in your teaching practice?

Question numbers 2 and 8 are related to the factors that contribute to identity construction, teachers' professional knowledge, and professional experience (Farrell, 2015; Flores & Day, 2006; MacGregor, 2009). Question number 5 has to do with emotions as a factor that shape identity (Beauchamp & Thomas, 2009; Hargreaves, 1998; Kelchtermans, 2013; Rodgers & Scott, 2008; Zembylas, 2003a, 2003b). Questions number 1, 3, 4, 7, 9, 10, and 11 have to do with teachers' awareness of themselves and their surroundings in the classroom (Alsup, 2006; Friesen & Besley, 2013; Geijsel & Meijers, 2005; Kelchtermans, 2013; Richards & Lockhart, 2007). All questions mentioned above were proposed to help the participants more aware of themselves as teachers, their profession, and their surroundings.

b. Reflection on teacher development

There were two different lists of questions because Dita and Tania were asked to write their reflections on professional development twice. The first reflection on professional development was written in December 2020, and the second one was written in March 2021. Following Richards and Lockhart (2007), the participants were not obliged to answer all provided questions for the first professional development reflection. The questions were meant as guidelines for the participants in doing reflections. They could also mention their perspectives or events that they believe relevant or necessary in their reflections. For the second professional development reflection, I consider the questions essential. Thus, I made a narrative box for the second reflection to collect the desired data, but there are still spaces for the participants to express themselves (Barkhuizen, 2014b). The questions for the first and second reflections on professional development are written below.

First reflection on professional development

The questions below are chosen from Richards and Lockhart (2007) and Bound and Stack (2012).

1. What inspired you to be an English teacher?

2. Where are you in your personal development?

3. How do you develop as a language teacher?

4. What are your strengths and limitations as a language teacher at present?

5. Are there any contradictions in your teaching?

6. How can you improve your language teaching?

7. How do you help your students?

8. What satisfaction does language teaching give you?

9. How might your values be changing?

10. What are you seeing that you didn't see before?

11. What are your ideas regarding the process of becoming a language teacher, generally as well as personally?

12. What are some of the desires, fears, concerns, moments of joy that you experience?

Questions number 1 and 11 have to do with teachers' personal experience as a learner. Teachers' personal learning experience is also a factor that shapes teacher identity (Beijaard et al., 2004; Flores & Day, 2006; Lasky, 2005; MacGregor, 2009; McGregor & Cartwright, 2011). Questions number 2, 3, 4, 5, 6, and 10 are related to teachers' awareness of themselves as teachers and their surroundings. Teachers' awareness of themselves and their surroundings is essential in identity constructions (Alsup, 2006; Friesen & Besley, 2013; Geijsel & Meijers, 2005; Kelchtermans, 2013; Richards & Lockhart, 2007).

Questions number 7 and 9 are about teachers' professional experiences. It is a factor that contributes to identity construction (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Flores & Day, 2006; MacGregor, 2009). Questions number 8 and 12 are related to emotion as one of factors that construct identity (Beauchamp & Thomas, 2009; Hargreaves, 1998; Kelchtermans, 2013; Rodgers & Scott, 2008; Zembylas, 2003a, 2003b).

The second reflection on professional development

The questions below are adapted from Kelchtermans (2013)

1. What is your goal in teaching?

2. What do you do to achieve your goal?

3. Do you find any difficulties in achieving your teaching goal?

4. Do you think you have already achieved your goal in teaching?

5. What is the most memorable moment/event/incident happened in your early years of teaching?

6. How do you react to it and why?

7. Look back to the early years of your teaching, are there any differences in yourself as a teacher and in the way you teach?

8. What do you think you need to improve in your teaching?

9. What do you think are the factors that shaped you to be the teacher you are today?

10. What is your expectation for your job in the future?

11. Do you think you will keep being a teacher?

The questions were adapted from Kelchtermans's (2013) concept of self-understanding. He argued that to understand one's self and profession, reflections related to self-image (number 5, 6, and 9), self-esteem (number 3, 4, 7 and 8), task perception (number 1 and 2), future expectations (number 10), and job motivation (number 11) are required to be reflected.

Before asking the teachers to write their reflections, I always explained the terms I used in the guiding questions. However, at the beginning of writing the reflective journals, the reflections did not meet the expectations of the research. For instance, the participants did not cover the content intended to be explored in this research. Teachers are often unfamiliar with the genre and find difficulties in figuring out what to write and how to write it, even when the guiding questions are already provided (see also Barkhuizen et al., 2014). To overcome it, when the reflections related to the participants' teaching practice and professional development did not meet the expectation, I checked the reflections as soon as

possible and clarified some unclear things to the participants right away. Then, I let the participants know what they can write more in their reflections. I also offered them to make their reflection by using voice notes if they prefer speaking to writing since it is mentioned by Richard and Farrell (2005) that teaching journals can also be spoken or recorded. There were 30 reflections obtained from both participants. Tania wrote 16 reflections, and Dita wrote 14 reflections.

Both written and spoken reflections were collected in Bahasa Indonesia. Since both participants were offered an audio-recorded reflection, they sent me their reflections in a recorded version a couple of times. Each recorded reflection was ranged from 7 to 16 minutes. There were 80 minutes of recorded reflections in total.

3.4 Data Analysis

There were several stages conducted to analyze the data. I followed Liu and Xu (2011)'s data analysis procedure: making sense of the narratives, coding for themes, reconstructing narratives for a storyline, and telling and retelling, living and reliving the stories. The stages of analyzing the data are elaborated on below.

3.4.1 Making Sense of the Narratives

I first transcribed the audio-recorded interview and reflective journals to make sense of Dita and Tania's stories. Then, I sent back the transcribed interview and reflections and five other online interview transcripts to the participants to validate. After Dita and Tania validated all transcribed interviews and reflective journals, I read the data and made some initial points on their experiences. It was done to develop an initial sense of the participants' stories (Liu & Xu, 2011).

3.4.2 Coding for Themes

Both data from interviews and reflective journals were analyzed by using thematic analysis. Barkhuizen et al. (2014) mentioned that it is one of the ways to analyze multiple narrative data. In this study, the data from both participants were analyzed as a comparison from one participant to another, following Barkhuizen et al.'s (2014) suggestion in analyzing multiple narratives.

There are three steps in doing thematic analysis; open coding, axial coding, and selective coding (Creswell, 2014; Hamied, 2017). The first step in doing thematic analysis is open coding. It is a process of "naming and categorizing phenomena through close examination of data" (Hamied, 2017, p. 234). In other words, this is a stage to identify and label some phenomena. In open coding, I used NVivo 12 to help me label the data. I labeled the data using codes retrieved from frequent words mentioned in interviews and reflective journals. Numerous codes were collected at this stage (e.g., colleagues, leaders, and parents).

Then, having the data categorized into open coding, the collected data was classified by using axial coding, a process of relating the data of open coding to a broader category that may cover some categories in open coding (Creswell, 2014; Damayanti, 2019; Hamied, 2017). In this stage, I grouped the open codes based on similar categories, which were recognized by a property (attributes of a category) and put them in a broader category (Hamied, 2017). For instance, I grouped some labels such as colleagues, leaders, and parents into a new code, namely 'The social context of teaching.'

A sample of the coding process from grouping open coding, creating properties, and generating axial codes can be seen in the table below.

Table 3.4

Grouping Open Codes and Generating Axial Codes

Grouping open codes	Axial coding		Result of axial coding
	Categories	Properties	
School rules, school environment, school program, school value	School traditions and values	Aspects related to the school and institution, such as value, culture, policy, and politic	School culture (Deal & Peterson, 2016; Flores & Day, 2006).
Colleagues, leaders, parents	Relationship and interaction	Relationship with other members in the school context	Relationship in a professional setting (Beauchamp & Thomas, 2009).

After that, the categories in axial coding were connected, and the main categories were selected in selective coding (Creswell, 2014; Hamied, 2017). To obtain the selective codes, I related the axial codes with the literature review. In this stage, I selected the main categories by connecting the codes and putting them into

a broader category. The categories were grouped into themes. A sample of generating themes from selective codes can be seen in the table below. The selective codes will then be mentioned as sub-themes in Chapter IV.

Table 3.5

Generating Themes

Selective codes	Themes
School culture	
Students' behavior	Cultural factors
Student's socio-economic background	
Changes in teaching and learning environment	
Teacher pay	Political factors
School leaders and teachers' authority	

Four themes emerged from the data analysis: social, cultural, political, and historical factors. Each theme has several sub-themes, and all of them were elaborated on in the next chapter. In analyzing the data, I related it to theories and previous research to ensure the trustworthiness of the findings.

3.4.3 Reconstructing Narratives for a Storyline

After doing thematic analysis, the participants' narratives were reconstructed. I wrote mini-stories based on the emerged broad themes. I connected the broad themes with the points I obtained from the participants' stories in reconstructing the storyline. This procedure allowed me to have a deeper analysis of the data (Liu & Xu, 2011). I admit that I might have some biases in this topic since I was also a novice teacher. The feeling of relatedness with the participants' statements may affect how I represent it. To overcome it, I must not add up anything in re-narrating my participants' stories.

3.4.4 Telling and Retelling, Living and Reliving the Stories

The reconstructed stories were sent to the participants to be validated in this stage. It is also a form of collaboration with the participants and a process of telling and retelling the stories. (Barkhuizen et al., 2014; Liu & Xu, 2011). It is a part of

the re-storying process in narrative inquiry: collecting stories from the participants, writing stories about the participants, and sharing the stories (Liu & Xu, 2011).

The critical excerpts of interviews and reflective journals will also present the story. Since all interviews and reflective journals were produced in Bahasa Indonesia, the selected excerpts are translated into English. An example of the original and translated excerpt can be seen below.

Original: *"Sekarang saya berada di salah satu Sekolah Islam di daerah saya. Sekolah ini sangat berbeda dari sekolah sebelumnya. Dari kebiasaan, keseharian, dan banyak hal lagi yang membuat saya harus beradaptasi lagi dari awal"* (TPR-1).

Translated: *"I teach in an Islamic school around my house now. This school's culture is different from the previous school where I taught. They have different habits, daily activities, and many things that make me need to adapt myself"* (TPR-1).

The translated excerpts are the ones presented in Chapter IV. There are some codes at the end of the excerpt. TPR-1 and DPR-1 indicate that the excerpt was obtained from the participants' first professional reflection. The data collected from the participants' first teaching reflections were labeled with codes such as TTR-1 and DTR-1. The data retrieved from the first interview was given codes such as DI-1 and TI-1. For more information about the excerpt codes, an audit data trail is presented in Appendix 2 (see also Damayanti, 2019). I will arrange the data based on the thematic analysis (see Barkhuizen et al., 2014; Liu & Xu, 2011).

3.5 Concluding Remarks

This chapter presents the research design, research site, data collection technique, and data analysis applied in completing this research. This research is a narrative inquiry that involved two participants, namely Dita and Tania (pseudonyms). Both were English novice teachers who had been teaching for one and a half years. Dita was a Senior High School teacher, and Tania was an Islamic elementary school teacher. The data were collected for nine months, and both

participants were asked to make reflective journals and be interviewed. The findings and data analysis of the collected data are elaborated in Chapter IV. The answers to the proposed research questions are also presented in the following chapter.