CHAPTER III

RESEARCH METHOD

This chapter deals with some important aspects related to methods used in conducting the research. It covers research design, subject of the study, technique of data collection, data analysis and technique of data verification

A. Research Design

Based on the characteristics of the data, the method applied in this study is qualitative approach. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic picture of the social and cultural setting in which such behavior occurs (Angrosino, 2007). It is categorized as qualitative since this study meets the key characteristics of the research in which the data used in qualitative research tends to be in the form of words rather than numbers (Fraenkel and Wallen, 1996:443). According to the definitions above, in the present study, qualitative research was employed to discover, describe, and analyze the phenomena of teachers' reflective practice in EFL instruction.

The study also belonged to phenomenology study. Phenomenology is an approach for understanding and describing phenomena from the perspectives and perceptions of people involved (Welman and Krugger, 1999). Further, phenomenology aims to describe as accurately as possible phenomenon that

occurs in which are the subjects attend to their everyday lives (Gubrium & Holstein, 2000).

There are two reasons why this research is suitable to use a phenomenology approach. First, since this research try to focus on teachers' perspective on educational phenomena through pedagogical reflection conducted by the EFL teachers (Groenewald, 2004). Second, this research privileged participants in describing their perceptions about pedagogical reflection as reflected in their memories of their everyday live teaching activity (Gubrium & Holstein, 2000). The present study investigated the perception of English teacher on reflective teaching practice and how they conducted reflective teaching practice. In this context the phenomena or habit of the teachers as the subject of the study could be shown in the following activities; (a) the subject of the study always asked their students to give feedbacks or responses toward the teaching and learning activities, (b) the subjects of the study always made journal of teaching to note the problems occurred during the teaching learning process, (c) the subject of the study asked their peers to observe their teaching practice, and (d) the subjects of the study always consulted their teaching problems to their colleague.

B. Subject of the Study

In this study, subject of the study referred to a person from whom the data were taken. In other words, this particular person was the data source of the study.

By using the predetermined research instruments by employing some methods of collecting data, the information or the data were collected from the subject of the study. The way how the subjects was selected was categorized as selecting subject purposefully. It is congruent with Ary (2006) saying that qualitative studies more typically use non-random or purposive selection techniques on particular criteria to select the subjects. One of the aims of selecting the sample purposively, according to Maxwell (2012) is to get the uniqueness or representativeness of background, individual, or activities.

Regarding to the statements above, the subject of the present study was selected by using several criteria; the length of teaching experience at least 10 years, the expertise of the teacher indicated by certification, and the academic qualification with S2 degree in English, and the potential of to be accessible. Thus, the subjects of the study was the English teacher having at least 10 years in teaching English graduated from S2 of English Department and they have already been certified. Moreover, they are accessible subject. It means that the subjects was capable to elaborate their teaching experience in a depth description based on their belief and the practices they implement in conducting reflective teaching.

To ensure that the selected subjects later could provide information about reflective practice, the researcher gave them questionnaires. The questionnaires were questing asking them whether or not they understood reflective teaching and they ever did activity. Thus, in the term of "accessible" and based on the subjects' questionnaire results, the subjects knew and have ever conducted Reflective

Practice. They were two selected subjects who were identified as Teacher 1 and Teachers 2.:

1. Teacher 1 (T1)

As the first subject of this research, Teacher 1 had fulfilled the subject classification required in this research. Teacher 1 was an English teacher in SMKN 1 Pagerwojo and also officiate as *Waka Kurikulum.* Further, Teacher 1 was also officiate as a chief of MGMP vocational high school in Tulungagung. He graduated his S1 program at *Universitas Negeri Malang* (UM) in 2008 and graduated S2 program at *Angeles University, Philipphines* in 2015. As one of the subjects, he also had 11 years teaching experience as an English teacher.

2. Teacher 2 (T2)

Second subject from this research was an English teacher in SMAN 1 Rejotangan. He graduated his S1 and S2 at Universitas Negeri Malang (UM). He also had 35 years teaching experience as an English teacher. Moreover, teacher 2 was a lecturer and one of the founder in Universitas Bhineka. Further, he also one of the founder and former lecturer of STKIP PGRI Blitar and STKIP PGRI Pamekasan. He taught at STKIP PGRI Blitar for over 6 years and 2 years at STKIP PGRI Pamekasan as English lecturer.

C. Data Collection Method

Since this research used qualitative research design, it was intended to produce rich and in-depth data embedded in the context. That is why the data

collection technique was used to collect the data based on the proposed research questions. At this concern, rich descriptions of the reflective practice done by the subjects was taken by doing in-depth interview.

Interview in this study was done to reveal information dealing with the subjects' perception on reflective teaching and the pedagogical reflection conducted by the teachers. The interviews was in the form of semi-structured interview with open-ended questions (Cohen & Manion, 2004). The interview was initiated with semi-structured questions. During the process of interview the teachers' responses was recorded and analyzed after the interview. The use of semi-structured interviews is to go into more depth (Robson, 1993). Moreover, semi-structured interview provides openness to change of sequence and forms of questions in order to follow up the answers given by respondents (Kvale, 1996). In this interview, the researcher established the interview appointments with the teacher respondents. The responses was transcribed and all teacher respondents was asked the same questions. To get more detailed data from the teachers' responds the interview be carried out in Bahasa Indonesia. The interview questions cover the teachers' perception on reflective teaching and their practice in doing their pedagogical reflection.

D. Data Analysis

The next step after conducting the research methods of collecting qualitative data was data analysis. The data analysis for the present study is

done by applying the procedures suggested by Spradley (1980) covering domain analysis, taxonomic analysis, componential analysis, and theme analysis.

1. Domain analysis

The process begins from identify the main domain in order to understand the domain which has three processes; identify the main domain, separate the data and non-data, and describe the domain in detail vertically and horizontally (Spradley, 1980). The collected information consists of data and non-data.

The main domain was analyzed and it consist of Reflective Practice conducted by the teachers. The needed data was gathered from interview in the form of utterances which contain information answered the formulation of the research problem. The data which do not contain relevant information be discarded or omitted.

Table 3.1 **Domain analysis**

Data Source	Focus data/domain
Selected English Teacher	- Reflective Practice conducted by the teachers

2. Taxonomic analysis

Taxonomic analysis is the second steps in this analysis technique. Taxonomic analysis refers to a classification system that inventories domains into a flowchart or the pictorial representation to help the researcher understand the relationship among domains (Spradley, 1980). In this study, taxonomy analysis use to classify the data and apply data coding on the classification. The data that was analyzed in analysis domain are classified into two group; the teachers' perceptions on reflective

teaching practice and the pedagogical reflection that was conducted by the teachers.

Table 3.2 **Taxonomic analysis**

Focus data/domain	Data Classification
Reflective Practice conducted by the teachers	The teachers' perceptions on reflective teaching practice
	The pedagogical reflection that was conducted by the teachers

3. Componential Analysis

It is the third step in this analysis technique. Spradley (1980) states that it systematic search for attributes (component of meaning) associated with cultural symbols. According to Garrido (2017) componential analysis determined similarities and differences the relationship among domain that has been classified. This study applied componential analysis after the researcher finds the result domain analysis technique and quality in the taxonomy analysis and it used to recap the result.

In this analysis, the researcher connected component to the category that have been classified into analysis taxonomic. The process begins by searching the component of data classification. The components are performed as:

Table 3.3 **Componential Analysis**

Focus	Data classification	Component

data/domain		
Reflective Practice conducted by the teachers	The teachers' perceptions on reflective teaching practice	- Teachers' positive perception on Reflective Teaching Activity - Teachers' comprehensive understanding about Reflective Teaching - Teachers' view on the importance of reflective teaching
	The pedagogical reflection that was conducted by the teachers	- Teachers' identification on possible weaknesses of their teaching practice. - Teachers' improvement on their teaching practice

4. **Cultural theme analysis**

This is the final process in analysis technique. Cultural analysis conducted by developing themes that go beyond such as inventory of domains to discover the conceptual themes that members of a society use to connect these domains (Spradley, 1980). Conducting analysis theme is by referring the domain and classification taxonomic to connect with the context, thus the researcher can find the interpretation appropriately.

E. Technique of Data Verification

To establish trustworthiness of the research, it was necessary to consider the research validity. Since it is necessary to verify the data, this research used prolonged to fulfilling the aspect of trustworthiness in credibility. Prolonged was applied by the researcher in this process by establishing more times to found the true data in different people and different times periods. The data of this study were collected from two selected English

teachers. The researcher did prolonged because during the data collection, the researcher fells lack of data and need to do more interviews to the subject. This was done by re-interviewing the subject to make sure that the obtained data is credible.