**CHAPTER III**

**RESEARCH METHOD**

This chapter deals with research design, subject of the study, data and data source, technique of data collection, technique of data verification, and data analysis.

1. **Research Design**

Based on the characteristics of the data, the approach used in this research was qualitative. It was categorized as qualitative since this study met the key characteristics of the research. For instance, qualitative data tend to be in the form of words rather than numbers (Fraenkel and Wallen, 1996:443). In such away, the data of this study were mainly in the forms of utterances, statements, and words produced by the subjects.

Besides, in qualitative research, the subjects are selected based on whether the individual has information vital to answer the research questions, and results of this study are typically reported in narrative form (Lodico et al., 2006:264). In accordance with the characteristics, the researcher selected the subjects by addressing some indicators to ascertain only the individuals, who had vital information, who could be the subjects to help the researcher answer the research question. Further, the researcher reported the results of this research in the form of descriptive-narrative to elaborate the teaching experience of the subjects.

In addition, according to the purpose of this research, it indicated that this study was specified on qualitative descriptive study as Gay (1992:218) stated that “a descriptive study determines and reports the way things are. …. It concerns with the assessment of attitudes, opinions, demographic information, conditions, and procedures.” Gay (1992) also mentions that descriptive study is useful for investigating a variety of educational problems.

At this concern, this study was conducted to know how the pre-service English teachers reflected and took meanings from their teaching experience in Thailand. Here, the researcher elaborated the process of the self-reflection, the selected teaching method and procedure which were relevant to the need and the interest of the students, and the meanings which were got by the pre-service English teachers from the teaching experience.

1. **Subject of the Study**

Previously stated that the subjects of this study were selected based on the researcher’s belief that they were information rich to best help the researcher answer the research question. Thus, the researcher defined some indicators or criteria to select the subjects by conducting an initial investigation. Here, Ary (2006:405) stated that qualitative studies more typically used nonrandom or purposive selection techniques on particular criteria to select the subjects. In such away, the researcher addressed some questions to the pre-service English teachers in the initial investigation (see appendix 1). Based on the results of the initial investigation, the researcher then proposed the criteria of the subjects as follows.

* + - 1. **Teaching English Formally in Thai’s Schools and Having at Least Twenty Students in A Class**

Based on the initial investigation, it was ascertained that not all of the pre-service English teachers taught English in Thailand and they used English as an introductory language only. In this case, they who did not teach English absolutely could not provide rich information to answer the research question.

Besides, it was also known that some of the pre-service English teachers taught English formally in the schools, but others taught English as an additional subject only through study club or extracurricular. It was important to ascertain whether the pre-service English teachers taught English formally or not. The full delineation of English teaching could be captured only in a formal teaching because non-formal teaching tended to be utilized as a sharing forum. There were no specific TEFL methods implemented in a study club or extracurricular.

Furthermore, the amount of the students was considered essential because teaching could be called as teaching if the students were available. In this regard, the amount of the students was determined to best capture the dynamic interaction between the teachers and the learners.

* + - 1. **Recommended Capable Enough in TEFL By the TEFL Lecturer**

The pre-service English teachers of course needed to comprehend the methods and strategies in TEFL. Logically, how they could teach well if they did not know how they had to teach. Therefore, to convince that the subjects were well prepared as pre-service English teachers, the researcher asked recommendation from their TEFL’s lecturers about the quality of their knowledge in TEFL.

* + - 1. **Having Some Teaching Experiences as English’s Tutor**

Some teaching experiences could strengthen and shape the knowledge of the pre-service English teachers about the realm of teaching practice. Thus, they used to innovating their teaching methods and strategies in relation to the needs and the interests of the learners.

* + - 1. **Getting Peer’s Nomination**

Informal discussion with the pre-service English teachers in the initial investigation led the researcher to have their nomination in determining who the subjects were. The nomination covered the general views of the pre-service English teachers who exactly knew each other about the teaching experience of their colleagues in Thailand. Peer’s nomination was needed to limit the subjects based on the similarities of their teaching experience.

* + - 1. **Accessible**

During the interaction with the pre-service English teachers in the initial investigation, the researcher had observed which individuals who could be the subjects. ‘Accessible’ means that the individuals were capable to elaborate their teaching experience in a depth description, deigned to be selected as a subject, and were able to continually keep the connection with the researcher. The accessible indicator was important because the subjects were the primary data source. Hence, the data only could be collected if the researcher could access the subjects.

According to the proposed criteria, the subjects involved:

* + - 1. **Subject 1 (S-1)/TBI-B/3213113052**

She was recommended completely capable in TEFL by her TEFL lecturer. Besides, she also had good achievement record as an English Education Department’s student of IAIN Tulungagung resulted in her CGPA which reached 3,96 by the predicate ‘Kumlaude’. It reflected her working ethos, her resilience and consciousness as a college student. In such away, only teachers with a good working ethos, resilience and consciousness who are eager to always consider and develop their teaching performance.

Furthermore, she successfully passed the selection of Integrated KKN-PPL in Thailand covering written and oral test, and micro teaching section administered by the Institution of Community Service (LP2M) of IAIN Tulungagung in 2014. She was subsequently assigned as a pre-service English teacher at Sahiliyah School, Khok Pho, Pattani, South of Thailand. There, she taught English to 1st – 3rd grade of upper secondary students (Senior High Students) and 3rd grade of elementary students.

Having around 30 students in a class with extremely different characters from Indonesian’s students demanded her to be creative, innovative, and patient English teacher who could cope with the situation. Thereby, she said that teaching was a challenging job in which a teacher had to be able to drag students’ attention and interest to the teaching and learning process.

* + - 1. **Subject 2 (S-2)/TBI-A/3213113011**

Being an English Education Department’s student of an A class which is often called as an International class, S-2 proves the existence. She and three other A’s students successfully passed the selection of the Integrated KKN-PPL in Thailand in 2014. She was then assigned at Addirasat Islamiyyah School, Laddua, Panarea, Pattani, South of Thailand and taught English to Senior High students. Considered having good achievement record as a pre-service English teacher in Thailand, she was respectfully asked to teach English once more by Thai’s educational institution on April 2015.

S-2 considered that students were unique and had their own learning styles. Teachers could not underestimate the students due to the characters only. Thus, she stated that teaching was a work in which teacher needed to be creative and innovative so that the learners could learn happily and mastered the knowledge well. In such away, she pointed out that self-reflection was useful to got feedback from the teaching and learning process. It was important for her to know what she had done with the students in the instructional process in order to be able to perform better in the next teachings.

* + - 1. **Subject 3 (S-3)/TBI-E/3213113054**

After passed the selection of the Integrated KKN-PPL in Thailand in 2014, she was assigned at Rusmee Sthapana School, Mayo, Pattani, South of Thailand and taught English to 3rd grade of Junior High School.

Having some experiences as an English tutor built her knowledge of how to cope with the needs and the interests of the learners. She was then well-known as a patient English teacher in Thailand.

In her mind, teaching was an action of not only transferring the knowledge but also being an educator which meant involving heart, pleasure, and emotional relationship to get into the students. In this case, teaching asked the teacher to be both proficient and professional. ‘Proficient’ meant that the teacher had sufficient comprehension of the materials being taught. Meanwhile, ‘professional’ meant that the teacher could cope with any condition of the students and could make them get interest to learn from firstly uninterested. At this concern, she conveyed that self-reflection was the way to improve both the proficiency and professionalism by reconsidering what happened in the teaching and learning process.

1. **Data and Data Source**

Data are essential in a research since the purpose of a research is to answer problem of the research whereas problem of the research can be answered by the data only. At this concern, researchers need to be familiar with topic and question of the research at first so that they can determine what data they need to collect.

According to Fraenkel and Wallen (1996:115), “the term data refers to the kinds of information researchers obtain on the subjects of their research.” In accordance with the definition, the data in this research were categorized into primary and secondary data. Primary data referred to the utterances and statements of the subjects concerning their teaching experience. On the contrary, secondary data dealt with printed materials, hand recorded notes, and photographs which indicated the teaching and learning activities of the subjects.

Meanwhile, data source refers to the source from which the data were obtained (Arikunto, 2002:99). In this regard, the data were derived from primary and secondary data sources. Primary data source referred to the subjects while secondary data source dealt with audio and video recording, PPL’s report, and daily teaching journal of the subjects.

1. **Technique of Data Collection**

Researchers need to determine what techniques they use to collect the data by considering the kind of the data which best help them answer the research question. At this concern, the approach of qualitative research relies on general interviews or observations so that the researchers do not restrict the views of the subjects upon phenomenon being studied (Creswell, 2012:205). Here, the researchers then collect the data with a few open-ended questions and record the information on self-designed instruments which help them organize the information reported by the subjects to each question (Creswell, 2012:205; Gay, 1992:218; Lodico et al., 2006:264).

By reviewing the data, the researcher decided to rely on general interview by doing one-on-one interview with the subjects to explore personal information deeply. In this case, Sugiyono (2011:233) pointed out that there are three kinds of interview those are 1) unstructured interview in which the interviewee carries out the interview with unsystematic plan of questions, 2) structured interview in which the interviewee conducts the interview by using a set of questions arranged as detail as possible, 3) semi structured interview in which the interviewee makes a use of a set of questions which are developed in the interviewing process to get the specific information.

Based on the types of the interview above, the researcher dealt with semi structured interview by employing self-designed interview guideline (see appendix 2) which was then developed in the process of interviewing to get the specific information (see appendix 3). In the procedure of the interviewing process, the researcher did the following steps:

The researcher prepared the equipments to interview the subjects those were the interview guideline and a hand phone to record the interview.

The researcher asked validation to two lecturers of the English Education Department of IAIN Tulungagung in relation to the content of the interview guideline by addressing validation sheet (see appendix 4).

The researcher made access to the subjects by asking permission to interview them about their teaching experience in Thailand.

The researcher firstly asked questions as elaborated in the interview guideline and became a good listener.

The researcher then asked further questions which were developed from the questions in the interview guideline to get the specific information.

Moreover, the researcher also conducted document analysis to strengthen the data obtained from the interview. Here, the researcher did some procedures as follows:

The researcher asked permission to the subjects to get access to the documents of their teaching experience in Thailand.

The researcher collected PPL’s report, daily teaching journal, audio and video recording, and photographs which referred to the teaching and learning activities in Thailand.

The researcher analyzed and asked clarifications to the subjects about the content of the documents in accordance with the results of the interview.

1. **Technique of Data Verification**

To verify the data, the researcher concerned with credibility of the research. Lodico et al. (2006:277) pointed out that credibility refers to whether the researcher’s portrayal in the research report yields accurate and deep pictures of the research setting and participants thereby the data should cover what the participants think, feel, and do and the processes that influence their thoughts, feelings, and actions. At this concern, the researcher involved intensified data collection, triangulation, member checking, peer debriefing, and discussion with expert to maintain the credibility of the research.

**Intensified data collection**

It is normal that the questions in the interview guideline will develop naturally in the process of interviewing in relation to the needs of further clarifications. In this regard, the researcher asked derivation questions of the interview guideline to record a more detail explanations from the subjects.

Here, intensified data collection aims to obtain the substance information which is relevant to the issues being studied then focuses the enquiry on the information in depth (Moleong, 2012:329). In this case, once interview may be not enough to cover the detail information in depth. Thus, the researcher chronically inquired the subjects through some interviews or discussions so that the researcher could display the data in rich and systematic as they should be without rashly restricting the data to her own views.

In such away, the researcher did some steps in intensified data collection as follows:

The researcher conducted semi-structured interview in once time.

The researcher analyzed and categorized the data from the interview and the document analysis on the basis of the research question.

The researcher asked further clarifications to the subjects in some scheduled discussions to get the detail explanations of each category she had proposed.

**Triangulation**

Triangulation is a technique which is commonly used in verifying the data. It is done by utilizing other things outside the data to crosscheck or compare the data (Moleong, 2012:330). Denzin (1978) points out that there are four things which can be used to compare the data in triangulation those are data source, method of data collection, other researchers, and theories. At this concern, the researcher involved source and methodology triangulation to verify the data.

**Source Triangulation**

The researcher compared the utterances and statements from S-1, S-2, and S-3 to strengthen the data. In this regard, the triangulation dealt with source triangulation in which the researcher involved some informants to collect the data.

**Figure 3.1 Source Triangulation**

Besides the subjects, the researcher actually might gain access to the students of the pre-service English teachers in source triangulation. Nevertheless, due to the delimitation, the researcher could gain access to the pre-service English teachers only.

**Methodology Triangulation**

The researcher also compared the utterances and statements of the subjects in the interview with their utterances and statements within PPL’s report, daily teaching journal, audio and video recording in the document analysis to establish the trustworthiness of the data. In this case, the triangulation referred to methodology triangulation in which the researcher made a use of different method of data collection involving interview and document analysis to obtain the same data. Consequently, the researcher displayed the results of the interview and the results of the document analysis in a mutual accord thereby it could be recognized the comparisons and the similarities of the data from both sources.

**Figure 3.2 Methodology Triangulation**

**Member Checking**

To evaluate whether the researcher’s portrayal in the data display and data interpretation yields accurate and deep pictures of how the pre-service English teachers reflected their teaching experience, the researcher conducted member checking. According to Moleong (2012:335), member checking was done by inviting the subjects to actively give their views to the data, analytical categories, interpretations, and conclusions proposed by the researcher. Here, the researcher objectively exposed results of the research so that the subjects could give corrections, rectifications, further clarifications, and even suggestions to maintain the credibility of the data. In such away, the researcher did some steps in member checking as follows:

1. The researcher comprehended findings of the research.
2. The researcher gained access to conduct discussion with the subjects.
3. The researcher explained what she found in the research and how she interpreted the findings to the subjects.
4. The researcher allowed the subjects to give their comments.
5. The researcher wrote the important statements of the subjects like their disagreements, corrections, and clarifications.
6. The researcher restructured findings of the research based on the corrections and clarifications of the subjects.
   * + 1. **Peer Debriefing**

The other way to establish the credibility of the research is by conducting peer debriefing. If member checking intended to gain agreement of the persons involved in the research upon the results of the study, peer debriefing aimed to gain views of the persons who were uninvolved in the research but generally knew about the research. According to Moleong (2012:334), peer debriefing is done by gathering the peers who generally know about what the researcher is studying so that with the peers the researcher can review the perceptions, views, and analysis included in the research. In such away, the researcher did some steps in peer debriefing such below:

1. The researcher comprehended findings of the research.
2. The researcher gained access to conduct discussion with the peers. They were pre-service English teachers who had ever conducted teaching practice in Thailand but were not involved in the research)
3. The researcher explained what she found in the research and how she interpreted the findings to the peers.
4. The researcher allowed the peers to give their comments.
5. The researcher wrote the important statements of the peers like their clarifications.
6. The researcher might restructure findings of the research based on the clarifications of the peers if it was needed.
   * + 1. **Discussion with Expert**

To establish the credibility of the research, the researcher also conducted discussion with experts involving the thesis advisor of the researcher and the three lecturers from the English Education Department of IAIN Tulungagung. In this turn, the researcher did some activities as follows:

1. The researcher consulted every chapter of the thesis to the thesis advisor in the process of thesis writing till the accomplishment of the thesis.
2. The researcher asked recommendation to the TEFL lecturer of the subjects about their competence in TEFL as the criteria in the subject selection.
3. The researcher asked content validation of the interview guideline to the two other lecturers of the English Education Department of IAIN Tulungagung.
4. **Data Analysis**

To analyze the data, the researcher relied on Interactive Analysis Model proposed by Miles and Huberman. At this concern, the data analysis consisted of three activities which interacted together in an ongoing process of the data collection. Those involved data reduction, data display, and data interpretation.

* + - 1. **Data Reduction**

In data reduction, the researcher thoroughly selected the data which best help to answer the research question. Thus, the researcher reduced and discarded irrelevant data which could not help to answer the research question. In such away, in data reduction, the researcher did some steps as below:

1. The researcher collected the data by conducting interview and doing document analysis.
2. The researcher transcribed the interview into written text in order to be able to be analyzed.
3. The researcher coded the data from the interview and the document analysis by using analytical categories which were relevant to the process of how the pre-service English teachers reflected their teaching experience.
4. The researcher found the descriptions which were relevant to each analytical category from the interview and the documents analysis.
5. The researcher organized each category and its description in systematic order on the basis of how the pre-service English teachers reflected their teaching experience.
   * + 1. **Data display**

In data display, the researcher displayed the data on the basis of the research question. Here, it aimed to show how the data were displayed systematically to answer the research question. Thus, the researcher displayed the data which had been organized into some categories into systematic order to capture the process of how the pre-service English teachers reflected their teaching experience. In such away, the display of the data was elaborated as follows:

1. **The Process of Recognizing the Problem**

Here, the factors which caused the problems were elaborated.

The Language Used in Communication

The Characters of the Students

1. Noisy
2. Unfocused and Unmotivated
3. Lazy and Unconfident

The Passiveness roles of the schools

1. No Written Syllabus and No Demand for Constructing Lesson Plan
2. No Appropriate Teaching Material
3. No Assigned Mentor to Guide
4. No Adequate Facilities to Support the Teaching and Learning Process

The Limited Time for Teaching

Occurrence Frequency of the Problems

* 1. **The Process of Determining the Solution**

Here, the efforts to solve the problems were elaborated.

Finding Persons to Discuss the Solution

1. The English Teachers of the Schools
2. The Headmaster of the Schools
3. The Other Pre-service English Teachers in Other Schools in Thailand

Trying Out the Selected Teaching Method

1. Total Physical Response
2. The Oral Approach and Situational Language Teaching
3. Direct Method
4. Grammar Translation Method
5. Audiolingual Method

Then, to make easier capture findings of the research, the researcher used table to display the findings of the research.

* + - 1. **Data Interpretation**

In data interpretation, the researcher discussed findings of the research upon the existing body of the relevant theories. It was done to draw conclusion in relation to the position of the findings of the research upon the theory of self-reflection. Thus, in data interpretation, the researcher did some activities as follows:

* + - * 1. The researcher elaborated each finding which was then followed by the discussion upon the relevant theories.
        2. The researcher drawn conclusions from each discussion of the findings.
        3. The researcher elaborated the conclusions into two points those were:

Theoretical Findings

Here, it was inferred that the findings produced the theories.

1. Self-Reflection was a Process of Solving a Problem
2. The Role of Self-reflection was to Improve Teachers’ Expertise
3. TEFL Methods were Served Based on The Nature of Language and Language Learning

Empirical Findings

Here, it was inferred that the findings based on the facts in the field.

1. Self-reflection Consisted of Two Processes
2. TEFL Methods were Employed Incompletely