

CHAPTER III RESEARCH METHOD

This chapter presents about researcher's step in conducting the study. The explanation consists of approach and research design, setting of the study; including time and place of the study, data and sources of the data, research instruments, data collection technique, and data analysis technique, checking validity of findings, and research stages.

A. Research Design and Approach

This research used qualitative descriptive method to find out the answer of research questions. Qualitative method is referred to the method that used to get understanding and explanation of research question about social phenomenon and its context and it is involved of exploring complex issue and studying process that happened over time.¹¹³ This method is suitable with the research questions. Therefore, it is trying to observe and interpret reality that happened on student-teacher self reflection process and complex issue of teaching skill that effect by doing self-reflection using video.

Additionally, this research used natural approach which means that natural research is happened in the reality naturally. Newman and Benz defined Natural approach as an approach that has purpose in developing theory by doing observation and interpreting reality with explaining what has experienced.¹¹⁴ This research explained about students' experience of using video recording for self-reflection and the reality of teaching skill that students experienced in the classroom during teaching practice.

B. Research Setting

This study was taken place in English Teacher Education Department (ETED) of Sunan Ampel State Islamic University of Surabaya. It is located at Ahmad Yani Street, 117 Surabaya. The researcher chose the students of microteaching class in this campus because they doing teaching practices. Furthermore, this research is done during even semester which started from March until June 2017.

¹¹³ Ritchie and Lewis, *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 18.

¹¹⁴ Newman and Benz, *Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum*, 3.

C. Data and Source of Data

1. Data

The data that used in this study is student teachers' self reflection through video in microteaching class and their teaching skill. The researcher analyzed the result of interviewing students and also the observation by watching video of teaching practice from the students in the sixth semester.

2. Source of Data

The data that needed in this research is the audio visual material from students' video recording of teaching practice and students' interview. The data were obtained from the student teachers who enrolling in microteaching class in academic year 2016/2017 of English Teacher Education Department in State Islamic University of Sunan Ampel Surabaya.

Specifically, this study collected the data from 12 students who doing self-reflection and teaching practice. According to Adler et al. which reviewed by Baker et al., the limitation of sampling for graduated student is because the researcher only has one or two semester to gather the data.¹¹⁵ They suggested that the limitation of sampling for graduate students is 12, this number give opportunity for researcher to make plan, arrange the interview, conduct and transcribe the data.¹¹⁶ Since this study also has the limited time to conduct the research, therefore this research used 12 students as the sample of this study.

D. Data Collection Technique

In this study, the data were collected by using some techniques including interview, observation, and document of audiovisual material.

¹¹⁵ Baker and Edwards, "How Many Qualitative Interviews Is Enough?: Expert Voices and Early Career Reflections on Sampling and Cases in Qualitative Research," 11.

¹¹⁶ Ibid.

a. Indirect Observation

The researcher did indirect observation to collect the data. This indirect observation is done to observe student teacher's teaching skill through video recording. Observation is the process of gathering information which gives opportunity to record the actual behavior that happen in the field.¹¹⁷ In this case, the researcher chose observation since it can give information based reality that happen in the classroom.

b. Interview

Interview was used to collect the data in this study. Interview was used to get information about the way they do self-reflection through video recording. Interview is chosen because according to Creswell, interview gives information that cannot be observed directly and it provides personal detail information.¹¹⁸ Students were asked to answer questions about their self-reflection and each student may have different ways to do self-reflection, therefore interview is used to get specific information from each student.

c. Audiovisual Material

Audiovisual material consisted of photograph, picture, videotape, object and sound but this research only used video recording of teaching practice. Students recorded their activity during teaching practice. They also did the teaching practice twice, so every student has two file of video recordings. The researcher used this video recording to observe student teachers' teaching skill in the learning process by using observation checklist.

E. Research Instruments

Data were required to undertake the findings of this study. Those data can be obtained by using these following instruments.

1. Main Instrument

In this research, the researcher is the main instrument. As the main instrument, the researcher collected, analyzed and interpreted the data of the research. Therefore, the researcher

¹¹⁷ W. Cresswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*, 213.

¹¹⁸ *Ibid*, 218.

attended to the class to observe student teachers teaching practice, interview the student, and analyze the video. The researcher also analyzed all those data and interpreted the finding.

2. Instrument Tools

These particular tools are needed for collecting the data in this study.

a. Open-ended Questions

Open-ended question was used in interview session to answer about how student teachers doing self-reflection. Each student teacher was asked about their steps or process that they did in doing self-reflection. Open-ended question gives the participants opportunity to respond the question based on their option.¹¹⁹ Every student has their own way of self-reflection and probably they have different answer to one another. Therefore, the researcher used open-ended question to interview student teachers.

b. Video Recording Analysis by Using Observation Guidelines Checklist

Video recording was the next instrument to get information about student teachers teaching skill. This recording was obtained from student after doing teaching practice. This video recording was also used to see to differences of student teacher's teaching skill before and after doing self-reflection using video recording. This can be done by comparing between first teaching practice and second teaching practice, therefore the researcher used video recording to analyze student teachers' improvement of teaching ability after doing self-reflection using video recording.

Observation guideline was used to observe students' teaching skill through video recording session. The researcher observed student teachers' teaching practice and wrote the evidence based on reality what student teachers have done in the classroom.

¹¹⁹ Ibid..

F. Data Analysis Technique

The data were analyzed by using descriptive qualitative data which describing all the finding in detail. The data were obtained from student interview and video recording of teaching skill. After collecting all data, the researcher analyzed it using some theories from Richard and William & Marry College. Qualitative data is defined as the way to analyze data through some steps including preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.¹²⁰ Based on these steps, the data analysis in this research was conducted as follows.

a. Organizing Data

This step is included collecting all the information that get from interview, observation, and document. Then, organizing the data based on the source of the data. Interview data were organized based on student teachers' responses in each step of doing self-reflection then put it in one table. For example, the first step students were asked about their strong point and weak point. Their responses were then input into a table. Student teachers teaching skills were observed through guideline checklist and the result was organized by counting student teachers who achieved meet expectation, developing and below expectation.

b. Transcribing Data

After the researcher collected the observation data from video recording and interview, the next step was transcribed those data into words data. For Interview, the data was transcribed from Bahasa Indonesia into English.

c. Coding the Data

This step is done by reading the data that already transcribed, marking or coding by using some colors and label the text. From the result of interview, the data is coded based on the same major of student teachers' responses. For example, in second steps of self-reflection, student teachers were asked

¹²⁰ W. Cresswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*, 236.

about how they do self-reflection, their responses were transcribed and coded. Students' responses related to media, confidence ability in giving instruction were coded as "aspects of teaching skill".

d. Describing and Developing Theme of Data

After all the data were coded, the next step was dividing the data into some broad theme and describing the theme. The data were divided based on the theme that already coded. The theme from interview data divided based on step of self-reflection as the broad theme. While, for the theme of teaching skill divided based on each sub-skill and the criteria of achievement (*see appendix 2*). The researcher described how many student teachers who doing in each step of self-reflection and also how many student teachers who achieved meet expectation, developing, and below expectation.

e. Interrelating the Data with Theory

This step is a step to analyze the data and make connection with the theory. The researcher combined and compared the finding after describing the steps of self-reflection and student teachers' achievement of teaching skill. The researcher combined and compared the finding with the theory based on Jack Richards's theory steps of self-reflection and William and Mary college theory of domains teaching skill.

f. Interpreting the Finding

This is the step of make description, explanation about the result of the discussion. After the data is combined and compared with the theory, the researcher then interpreting the result of discussion based on each research question. The interpretation is about the meaning of student teachers steps in self-reflection and student teachers achievement of teaching skill.

G. Checking Validity of Finding

In checking validity of finding, the researcher used triangulation method. As defined by Fraenkel et al., triangulation is involving two or more method to study the same research question which can help to validate the result if the finding are in convergent.¹²¹ There are six triangulation method designs

¹²¹ Fraenkel and Wallen, *How to Design and Evaluate Research in Education*, 559.

according to Creswell and those are; the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design, and the multiphase design.¹²²

This study used exploratory sequential design. This design was aimed to explore phenomenon of the study by collecting qualitative data first then doing quantitative to explain the relationship of finding from qualitative data.¹²³ In this design there were three ways to conduct exploratory design, First is triangulation researcher emphasizes the qualitative data more than the quantitative data, second is triangulation researcher has a sequence to data collection that involves first collecting qualitative data followed by quantitative data and the third is triangulation researcher plans on the quantitative data to build on or explain the initial qualitative finding.¹²⁴

Based on those ways, the researcher decided to use the third way of explanatory triangulation design that is triangulation that plans on the quantitative data to build on or explain the initial qualitative finding. After the researcher analyzed the qualitative data and got the result, the next step is doing quantitative to refine and to extend qualitative finding. This can be done by testing the classification or typology that developed from qualitative finding.¹²⁵ The way to test the classification is by combining and comparing with the theories presented in chapter 4. The finding of this study is combined and compared with the theory, whether it is appropriate or not with the theory. For example based on Jack Richards theory of self-reflection, the first steps is choosing teaching area that needs to improve. The finding showed that all seven student teachers have done this step by answering the first until fourth question. The responses are combined with Richards's theory of self-reflection. If students responses are appropriate with and the same answer as what Richards' theory means that all seven students already done the first step of self-reflection. Besides the

¹²² W. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*, 540.

¹²³ *Ibid*, 543.

¹²⁴ *Ibid*, 543–544.

¹²⁵ W. Cresswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*, 544.

researcher, expert lecturers, including the advisors also have ensured the findings.

H. Research Stages

The process of this study will be done as these following stages.

1. Take A Preliminary Research

The researcher did small observation to students in microteaching class academic year 2015/2016. Students were asked to have teaching practice during this course and record their activity during teaching practice. However, it is found that not all student of this course use their video recording as the source of self reflection. Many of them did not watch their video.

2. Decide The Research Design

Before going to the research design, the researcher wrote the title and research question first. Next, the researcher described the phenomenon and limited the focus of the study, the research design is decided.

3. Conduct The Research

a. Collecting data

Data were obtained from the student teachers' of microteaching class. The researcher collected students' video of teaching practice, interviewed student and did indirect observation.

b. Analyzing The Data

After all the video recording and interview result were collected, the researcher analyzed the data based on the theoretical framework in chapter II. Theory of teaching skill by College of William and Mary and guideline of self reflection by Jack Richards were used to combine with the finding in this analysis section.

c. Concluding The Result of The Research

After all the data was analyzed and the result of the finding and the theory was combined, then researcher made conclusion of the research based on the whole sections of this study that has been discussed.