

## **CHAPTER III**

### **METHODOLOGY**

This chapter attempts to present the discussion of the research design in this study, the participants and setting of this study, the data collection of this study, the instrument of this study, and the data analysis of this study.

#### **3.1 Research Design**

This study applied qualitative methods as qualitative research to present the data, interpret, validate, indicate, and obtain the intricate details (Cresswell, 2012) about EFL novice teachers' emotions. To be more precise, this study used a narrative approach (Clandinin & Connelly, 2000) to explore the emotional experiences in the teacher identity construction of EFL novice teachers. The narrative approach becomes a crucial area in this qualitative study to elicit the emotional experiences in the teacher identity construction of novice teachers through the participants' reflections.

#### **3.2 Setting and Participants**

This study involved three EFL novice teachers (three females) who graduated from an Islamic university in Kendari, Southeast Sulawesi. All participants teach at the school after they graduated from the university. It is related to the statement by Jensen, Hernandez, Knoll, and Gonzales (2012), that novice teachers are those who have teaching experience in two years or less. All participants have teaching experiences of around one year or less than two years.

They also had experiences in teaching while they were pre-service teachers. Some alumni of the English education department have taught at the schools, but for the classification, the researcher just chooses three EFL novice teachers who fulfill the criteria based on the statement by Jensen, Hernandez, Knoll, and Gonzales (2012). The recruitment process of all the participants was based on the close relationship of the researcher with all participants as her seniors in the English education department. Such a relationship is hoped to be able to facilitate the researcher to access their emotional experiences during their first years of actual teaching at the school. Therefore, all participants agreed to participate in this study.

The following is the description of each participant, which provides some situations and conditions of their class of their students. All of the names of the participants are pseudo-names of Risa, Ika, and Novi.

### 3.2.1 Risa

Risa is an alumnus of the English Education Department at an Islamic university in Kendari, Southeast Sulawesi. She began her study in 2017 and graduated in 2021. After she graduated, she began to teach at an Islamic junior high school in Kendari, Southeast Sulawesi, Indonesia. She has been teaching at the school since August 2021 until now, and it is around seven months. She is a homeroom teacher, especially in class VII B. In her school, the classroom facilities are adequate. The facilities in the classroom include tables and chairs for teachers, a whiteboard, eraser, roster, and fan, and are also equipped with carpets. However, in the school, there is no projector that she can use for the teaching

process, but “that is okay” for her because she can run the teaching process well with the facilities provided at the school, such as a whiteboard.

The size of the classroom conditions is not supportive for her to teach, due to the lack of size of the classroom. The class atmosphere is relatively crowded and congested because of the large number of students, while the size of the room is quite narrow. Her students have fundamental English skills because they are just getting to know and start learning English at the junior high school level. The attitude of her students, she still has to be given advice often, and she always makes good habits to have a good attitude as an example for her students. She said that she understands the attitude and the characteristics of her students because she is aware that her students are still in the transitional stage from elementary school to junior high school. So, she should be patient in guiding them.

Before becoming a novice teacher or when she was a college student, her English skills were still relatively new or bare. She said that she always had to practice speaking, reading books, or reading other things in English, because she felt she still needed to improve her English skills. After becoming a novice teacher, she thinks that her English skills have improved quite a bit. She thinks that her English skills are better than her students, thus making her strongly confident to teach English to her students. However, she also stated that she still has to practice her English-speaking skills to make it more fluent. She also said that she had many experiences from college (while she was a pre-service teacher) which helped her to be a better teacher in the real class or school.

### 3.2.2 Ika

Ika is an alumnus of the English Education Department at an Islamic university in Kendari, Southeast Sulawesi. She began her study in 2016 and graduated in 2020. After she graduated, she taught at a Senior high school in Bombana, Southeast Sulawesi, Indonesia. She has been teaching at the school since January 2021 and now, it is around one year. Her position at her school is as an English teacher of XII IPA and head librarian.

The facilities in her school are still lacking, such as the lack of English books, and it makes it difficult to find English material references. For that reason, the materials she gave her students are mainly searched on the internet. In addition, the learning media that she uses are usually made manually because there are no teaching media at school. Besides, she also cannot use video or PowerPoint media because there is no projector at the school. She said that she always uses a whiteboard when teaching.

Her class atmosphere is relatively calm and not too crowded, and it made her feel comfortable teaching in the class. She also said that her students are quiet and respond well when she teaches in the class, but sometimes they look lazy to study. Based on her analysis, her students look very enthusiastic when they get new vocabulary. Therefore, the attitude of her students is quite good, but she cannot be too friendly to them because if she is too close, her students will be challenging to manage. For that reason, sometimes she thought that she should be strict with her students. She gave one illustration based on her experience when she taught. She tolerates her students when her students did not do the assignments, then they never did the assignment again. For this reason, she

provided threats and additional tasks for her students, so that they did not underestimate their assignment again.

Unlike Risa, Ika feels that her English skills decreased when she became a novice teacher. This is because she lacks speaking practice. When she teaches in her class, she does not use English because her students do not understand when she uses English, so she uses Indonesian. Besides, she also does not read English books or writings in English, and she thinks it affects her English skills. She also feels that her English was better when she was a college student because she often practiced speaking with classmates and her lecturers using English. Meanwhile, for now, she rarely uses English because she does not have anyone to talk to in English and the school, and she also does not have an interlocutor to speak in English at the school.

### **3.2.3 Novi**

Novi is an alumnus of the English Education Department at an Islamic university in Kendari, Southeast Sulawesi. She began her study in 2017 and graduated in 2021. After she graduated, she taught at an elementary school in Kendari, Southeast Sulawesi, Indonesia. She has been teaching at the school since July 2021, which is around eight months. She thinks that all the facilities at the school are complete enough for her to teach in the class. She does not feel lacking in class facilities. Cleanliness is very well maintained, both in the classroom and in the school environment. The room is spacious and, comfortable which makes her comfortable in the teaching process in class. The class atmosphere is crowded because elementary school children are very active.

The student skills are like elementary school students in general. Their knowledge of English is still fundamental. They are still at the stage of learning new vocabulary, short phrases, and short grammar rules. However, she still enjoys teaching her lovely students. Before she became a teacher or when she was a college student, she thought her English skills were sufficient. In speaking, she can speak with native speakers. It is also possible to interact with topics outside of education, for example, when participating in a debate competition. She understood what native speakers were talking about. After becoming an English teacher, her ability improves because she practices more to prepare for teaching. Before teaching, she practices first, so that she can speak fluently, and also, she has to understand the material that she has to teach.

### **3.3 Data Collection**

To obtain the data in this study, reflection and interview were commended to participants. This study utilized written reflections using Google Forms sent through personal chat in WhatsApp. Written reflection aims to help the participants, in this case, the teachers, to write their stories based on the reflective guidelines provided (Farrell, 2012). The reason why this study used online reflection (using Google form) is to make it easy for all participants to pour down their emotional experiences whenever they have free time and to make them not hesitate to tell their stories dealing with emotional experiences they encountered during their teaching at school during being pre-service teachers and after they being novice teachers.

The data was gathered through several procedures. First, the researcher provided reflection guidelines in Google form dealing with their emotional experiences as EFL novice teachers. Once it was validated by the supervisors, the form was distributed to all of the participants via personal chat on WhatsApp. The participants were expected to submit their reflections about two weeks after the participants agreed to fill them out. After the participants had finished filling out the reflections, the researcher understood and translated the results of the reflection into English. After seeing and analyzing all the answers from the participants, it turned out that more answers were needed from the participants, so the researcher decided to take the data back through open-ended questions.

The reason the researcher chose the interview method (open-ended questions) is that the researcher wants to get the best stories related to participants' emotional experiences and allow the researcher control over the line of questioning (Cresswell, 2012). The researcher conducted one-on-one interviews to Risa and Novi because, with this type, the researcher and also the two participants are not hesitant to speak and they can share ideas directly and comfortably. Another participant, Ika, was interviewed via telephone because it was not possible for the researcher to meet her because of the long distance. All data collection processes were conducted through interviews. Both one-on-one questions and telephone interviews were in Indonesian to get the emotional experiences felt by the participants truly. During the process of collecting data through the interview method, the researcher recorded the interview session and also noted several important things. After getting data from the participants, the researcher began to type the answers obtained from the participants through

recordings and notes that had been recorded by the researcher during the interview process.

### **3.4 Data Analysis**

To analyze the data, this study used a thematic analysis method for identifying, analyzing, and reporting patterns (themes) based on the discussion by Braun and Clarke (2006) in their paper. The researcher chose the thematic analysis method because it is flexible in determining themes. The researcher also followed the six steps based on the research described by Braun and Clarke (2006). First, the researcher familiarized the data through repeated reading, looking for meaning, and understanding data from repeated reading processes. Second, the researcher generated the initial code. Through the results of repeated reading, the researcher sort out the important and interesting points from the data reflection of the participants. Third, after finding some interesting and important topics, the researcher started to look for themes.

With the guidance from the previous step (generate the initial code), it is easier for the researcher to choose research themes. Each theme that the researcher got was coded using six colors. The yellow color represents the emotions of the participants before becoming novice teachers, the green color represents their positive emotions before becoming novice teachers, the red color represents their negative emotions before becoming novice teachers, the pink color represents their emotions after becoming novice teachers, the blue color indicates their positive emotions after becoming novice teachers, and the gray color indicates

their negative emotions after becoming novice teacher. The color coding is to help the researcher to classify the emotions of all participants before they become novice teachers and after they become novice teachers. Fourth, the researcher's supervisors helped the researcher in reviewing the theme. All the themes are too complicated, and it is feared that it will make it difficult for the researcher in the process of understanding and even write this paper. Fifth, after the theme reviewing process, the researcher defined and named the theme according to the instructions from supervisors.

Based on the suggestions from the supervisors, the researcher decided to write down three themes, and each theme has sub-themes (the first and the second themes have two sub-themes). The first theme with the title emotional experiences during being pre-service teachers or before being novice teachers indicated with the gray highlights. The second theme with the title emotional experiences during being novice teachers indicated with the blue highlights. The third theme with the title of comparing and contrasting the emotional experiences before and after their being novice teachers indicated by the pink highlights. Furthermore, the researcher also color-coding the sub-themes. The red font color for the negative emotions while being pre-service teachers or before being novice teachers. The yellow font color for the positive emotions during being pre-service teachers or before being novice teachers. The orange font color for negative emotions after being a novice teacher. The green font color for the positive emotions after being a novice teacher.

The researcher also did color coding after conducting the interview process. So, the participant's reflection answers were combined with the interview

answers. The first question and the fourth question were combined into one, which then became the first theme, namely emotional experiences during being pre-service teachers. The second and fifth questions were combined into one, which became the second theme, namely emotional experiences after being novice teachers. The third question became the third theme, namely the contrast before and after being novice teachers.



**Table 3.1 The Example of Data Coding before Reviewing the Theme**

Question 1						
Name	Raw Data	Coding	Categori- zation	Theme & Interpretation	Theme	Sub- Theme
P1	<p>Senang sekaligus deg-degan karena saya harus benar-benar mengaplikasikan ilmu atau teori praktik mengajar yang saya pelajari selama di bangku perkuliahan. Saya sedikit tegang karena takut akan ketidaksuksesan saya dalam mengajar di kelas. Namun, saya senang bisa merasakan menjadi seorang guru dan mengajarkan bahasa inggris kepada siswa. Saya merasa bangga menjadi seorang guru bahasa Inggris, karena memang menjadi guru adalah cita-cita saya. Namun, hal itu saya rasakan ketika awal-awal masuk kelas, tapi semakin lama proses belajar mengajar yang saya lakukan, perasaan deg-degan saya menjadi tidak ada lagi. Meskipun memang saya kadang kala takut akan menanggapi siswa yang nakal karena saya takut saya salah bertindak dan membuat siswa saya tidak menyukai pelajaran bahasa Inggris.</p>	<p>Senang sekaligus deg-degan. Saya sedikit tegang karena takut akan ketidaksuksesan saya dalam mengajar di kelas. Namun, saya senang bisa merasakan menjadi seorang guru dan mengajarkan bahasa inggris kepada siswa. Saya merasa bangga menjadi seorang guru bahasa Inggris. Saya kadang kala takut akan menanggapi siswa yang nakal karena saya takut saya salah bertindak dan membuat siswa saya tidak menyukai pelajaran bahasa Inggris.</p>	<p>Anxious, Enthusiasm, and Pride</p>	<p>P1 feelings  Negative emotion Cemas akan gagal dalam mengajar  Positive emotion senang/ bangga karena bisa mengajar bahasa Inggris</p>	<p>Personal-emotional</p>	<p>Before becoming Novice Teacher  Negative feeling  Positive feelings</p>

**Table 3.2 The Example of Data Coding after Reviewing the Theme**

1 <sup>st</sup> & 4 <sup>th</sup> Questions						
Name	Raw Data	Coding	Categori- zation	Theme & Interpretation	Theme	Sub-Theme
P1	<p>Senang sekaligus deg-degan karena saya harus benar-benar mengaplikasikan ilmu atau teori praktik mengajar yang saya pelajari selama di bangku perkuliahan. Saya sedikit tegang karena takut akan ketidaksuksesan saya dalam mengajar di kelas. Namun, hal itu saya rasakan ketika awal-awal masuk kelas, semakin lama proses belajar mengajar yang saya lakukan, perasaan deg-degan saya menjadi tidak ada lagi karena sudah menyatu dengan antusias mengajar. Pada awal pengajaran, walaupun saya merasa takut akan gagal, hal tersebut tidak menurunkan semangat saya dalam mengajar. Saya malah berpikir untuk bisa menjadi guru yang sukses.</p>	<p>Senang sekaligus deg-degan. Saya sedikit tegang karena takut akan ketidaksuksesan saya dalam mengajar di kelas. Namun, hal itu saya rasakan ketika awal-awal masuk kelas, semakin lama proses belajar mengajar yang saya lakukan, perasaan deg-degan saya menjadi tidak ada lagi karena sudah menyatu dengan antusias mengajar. Pada awal pengajaran, walaupun saya merasa takut akan gagal, hal tersebut tidak menurunkan semangat saya dalam mengajar. Saya malah berpikir untuk bisa menjadi guru yang sukses.</p>	<p>Anxious, Skittish (afraid), Enthusiasm, Pride, Hope (be an interesting teacher, be a motivating teacher)</p>	<p>P1 feelings  Negative emotion Cemas dan takut  Positive emotion Senang/ bangga</p>	<p>During being a pre- service teacher or before being novice teachers</p>	<p>Negative emotions experienced  Positive emotions experienced</p>