

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses the research paradigm and approaches used in this study, including the research design, setting context, justification for participant selection, data collection, and analysis of the instruments used. It provides an overview of the methodology employed and the context in which the study took place.

#### **3.1 Research Design**

A qualitative descriptive exploratory design was employed to gain insight into understudied phenomena. This approach enables researchers to comprehend the phenomenon in greater depth and allows participants to contribute to producing new knowledge (Sandelowski, 2010; Hunter et al., 2018). It facilitates the elucidation of the details of events or experiences and the people involved, thereby aiding the researcher in analyzing and interpreting rare phenomena.

#### **3.2 Setting and Context**

This study was conducted by pre-service teachers majoring in English Education at a state university in Southeast Sulawesi, Indonesia. The participants followed field teaching practice for 45 days during the seventh semester of 2020/2021.

### 3.3 Participant of the Study

This study involved ten participants from the English Education Department at an Islamic Higher Education institution in Southeast Sulawesi, Indonesia. Of the participants, one was male, and nine were female. The recruitment process selected participants who were enthusiastic about taking the field seriously in teaching practice. The study aimed to investigate the EFL pre-service teachers' perceptions of reflective teaching journal writing, in order to evaluate their ability to implement reflective journals in their progress teaching. All participants provided consent to be included in the study, and their names are as follows:

**Table 1. Participants' profile**

Participant	Gender	Age	Semester
PS 1	Female	21	7
PS 2	Female	21	7
PS 3	Female	22	7
PS 4	Female	20	7
PS 5	Male	21	7
PS 6	Female	22	7
PS 7	Female	22	7
PS 8	Female	22	7
PS 9	Female	22	7
PS 10	Female	22	7

### **3.4 Instrument of the Study**

In this study, two instruments were used to examine the perceptions of EFL pre-service teachers on a specific topic. The first instrument was a reflection sheet, which was distributed through the use of Google Form and WhatsApp. According to Barkhuizen (2014), this instrument enables participants to respond in a structured way to questions posed by the researcher. Furthermore, it allows for a deeper exploration of ideas and feelings. The second instrument was a focus group discussion, which is analogous to one-to-one and group interviews (Parker & Tritter, 2006, p. 12). This was used to clarify any ambiguous responses from the written reflection.

### **3.5 Data Collection**

In this study, the researcher employed several procedures to collect the data. Reflection was the first procedure utilized, whereby participants were invited to submit written reflections within a designated timeframe. Subsequently, questions were distributed via Google Forms. To ensure clarity of responses, participants whose responses were ambiguous or unclear were invited to engage in a focus group discussion with the researcher via WhatsApp at different times. Finally, the reflection and interview responses were coded and categorized using Microsoft Word, and the data were classified into various themes.

### **3.6 Data Analysis**

Using a qualitative approach, the researcher employed thematic analysis

(Braun & Clarke, 2006) to investigate pre-service English as a Foreign Language (EFL) teachers' perceptions of reflective teaching journal writing during field teaching practice. Liamputtong (2019) notes that this approach enabled the researcher to summarize and unify data that may otherwise have been disparate. Responses from Google forms were transferred to Microsoft Word and arranged into three columns containing raw data, preliminary quotes, and codes.

Data were coded using a color-coding system, with code (A) (yellow) representing advantages, code (C) (green) representing challenges, and code (S) (purple) representing solutions (Ghanbari, 2013). Saldana (2016) emphasizes the importance of color and labels/codes when categorizing and identifying reflective data. An example of coding the data is provided.

**Table 2. Example of Coding Data**

Theme Code	Students Reflection	Code
Advantages	When I wanted to write a journal on a topic, I usually focused on my teaching experiences so that I could find the realization of the subjects in real classrooms. The topics introduced in the class were all related to teaching issues, so I tried to focus on specific cases related to the topics. This caused me to review my past experiences and most often, I made plans for future cases as well.	(A)

Challenges	I had little understanding of what “reflecting” means. Therefore, whenever, I’d fail to express my ideas, I’d write what one may call a “summary” of the topics discussed	(C)
Solutions	I believe when writing, people express their ideas more freely, with less fear of getting rejected or being questioned or laughed at. So it would be interesting to know what your classmates have to say when they feel freer to speak. Also it’s interesting to know how they reason and organize their lines of reasoning	(S)

Following the data coding, Mueller (2012) utilized a rubric to analyze the validity of participant answers based on their reflection sheets. This rubric divided the assigned work into components and provided clear descriptions of the characteristics of the work associated with each component at varying levels of mastery.

**Table 3. Template of rubrics**

Criteria	Weight	Exemplary	Accomplished	Developing
<b>Retelling of Experience</b>	25%	<input type="checkbox"/> Detailed explanation of experience <input type="checkbox"/> Specific descriptors of observation	<input type="checkbox"/> Clear explanation of experience <input type="checkbox"/> Objective observation of experience	<input type="checkbox"/> Somewhat clear explanation of experience <input type="checkbox"/> Somewhat objective observation



		<p>s during the experience</p> <p><input type="checkbox"/> Writing is highly organized with a logical sequence</p>	<p><input type="checkbox"/> Organization is clear and easy to follow</p>	<p>of experience</p> <p><input type="checkbox"/> Minimal organization</p>
<b>Reflections/ Personal Response</b>	25%	<p><input type="checkbox"/> Reflects well on own work</p> <p><input type="checkbox"/> Provides many examples</p>	<p><input type="checkbox"/> Reflects on own work</p> <p><input type="checkbox"/> Provides examples</p>	<p><input type="checkbox"/> Some reflection on own work</p> <p><input type="checkbox"/> Provides a few examples</p>
<b>Relevance to Classroom Concepts or Personal Experience</b>	25%	<p><input type="checkbox"/> Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences</p>	<p><input type="checkbox"/> Student listens in class; relates some observations to classroom concepts and/or personal experiences</p>	<p><input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience</p>
<b>Analysis of Experience</b>	25%	<p><input type="checkbox"/> Makes many inferences</p> <p><input type="checkbox"/> Comprehends deeper meanings</p> <p><input type="checkbox"/> High level of critical thinking expressed</p>	<p><input type="checkbox"/> Makes inferences most of the time</p> <p><input type="checkbox"/> Usually comprehends deeper meanings</p> <p><input type="checkbox"/> Some critical thinking expressed</p>	<p><input type="checkbox"/> Some inferences are made</p> <p><input type="checkbox"/> Comprehends surface level meaning</p> <p><input type="checkbox"/> Minimal critical thinking expressed</p>