

CHAPTER III

RESEARCH METHOD

A. Research Design

This study belongs to the field of narrative qualitative research, Narrative research is elicits and analyzes stories in order to understand people, cultures, and societies (wolgemoth and agosto, 2019). This research is exploring how people construct and share their stories, and how these stories reflect their experiences and perspectives. A semi-structured interview was used to collect the data, then analyzed to narrative qualitative analysis. This study, which explores teachers' attitudes and practices regarding the nature of reflective English teaching, is well suited for such an approach. This study specifically examines how participants define reflective teaching and how and at what level they engage in reflective practice.

B. Research Setting

This research will be conducted in Banjarmasin, South Kalimantan. In Banjarmasin, there is ongoing program, J-ELTT 2023, which is Jakarta English Language Teacher Training Program (J-ELTT) assists Indonesian madrassa and pesantren teachers in developing their careers, instructing in English, and implementing impact study projects. The researcher will be conducted this research toward the participants in J-ELTT program.

C. Participants

Five EFL teachers who join J-ELTT Program 2023 in Banjarmasin, South Kalimantan were involved in this research. Creswell (2012, p. 206) characterized the subject choice as purposeful or purposive sampling, in which the researcher deliberately chooses participants and locations in order to discover or comprehend the primary phenomenon. As they had participated in trainings or workshops that included reflective practice exercises, it was assumed that by utilizing this technique to choose research participants, they could be familiar with the term reflective practice. The participants' data information can be seen in the table below.

Table 3.1

| Participants' Data | | | | | |
|--------------------|-----------------|--------|-----|---------------------|----------------|
| Participant | Major | Gender | Age | Teaching experience | Assigned place |
| T1 | English Teacher | F | 22 | 2 Years | GIBS |
| T2 | English Teacher | F | 23 | 1 Year | - |

| | | | | | | |
|----------|----|--------------------|---|----|---------|--------------------------|
| | T3 | English Teacher | F | 24 | 1 Year | SMP Islam Al- Mumtaza |
| T | T4 | English Teacher | M | 24 | 2 Years | MA NIPA RAKHA Amuntai |
| | T5 | English Teacher | F | 24 | 2 Years | MI Thalabul Khair |

D. Technique of Data Collection

The researcher performed a semi-structured interview with five volunteer EFL teachers. The researchers' first step was to ensure that the respondents were well informed of the study's goal and highly motivated to participate in the interview. The teachers were asked to recall a recent example of a normal day in their classroom and reflect on their experiences in that particular circumstance. The researcher who conducted the interview probed into the EFL teachers' level of reflection by asking them a few questions. To gauge the participants' level of reflection 30 minutes were allotted for each interview. The responses were recorded and transcriptions were made with the participants' permission. It should be noted that the researchers translated every interview into English. The information was then recorded and codified.

E. Technique of Data Analysis

Flow model analysis in this research based on the Miles and Hubberman theory about Qualitative Data Analysis that divided into three section, they are:

1. Data Reduction

Many methods exist for reducing and transforming qualitative data, including selection, summarization, paraphrasing, inclusion in broad patterns, and more. Classifying, choosing, simplifying, and transforming the data are all parts of data reduction (text or transcript).

2. Data Display

Display is a compressed and structured collection of data that permits action and conclusion-making. The researcher creates a display in this area, chooses the rows and columns of a qualitative data matrix, and decides which data, into which format, should be inserted in the cells. It is a component of analytical processes.

3. Drawing and Verifying Conclusions

Starting from data collection, the researcher evaluates what things mean by noticing patterns, explanations, causal flows, and assertions after collecting the data. The researcher firstly holds these conclusions lightly or even vaguely before making them more explicit and well-founded. Until data gathering is complete, "final" findings could not be available. When the analyst moves forward, conclusions are also

validated. Verification may be as quick as a researcher's momentary thought whilst writing, quickly recalling the field notes, or it may be thorough and elaborate, involving extensive debate and review among colleagues (Miles, Huberman, & Saldana, 2014, pp. 31- 33).