CHAPTER III

RESEARCH PROCEDURES

A. Research Design

For me, as an English teacher, doing the best way in the teaching and learning process in the classroom is not an easy process. Sometimes I find many problems, both internally and externally in teaching. But as a teacher I had to overcome the problem by reflecting on each of my studies. Reflection enables teachers to make careful considerations about what their experience are all about and to form a habit of continually learning from their own experiences by framing problems of practice, by critiquing and reframing problems within broader perspectives, and by taking action that is fostered by such reframing (Kayapinar, 2013, as cited in Kayapinar, 2016). In this study I focused on the reflection of English teachers in the teaching and learning process in the classroom. Therefore, reflection is an important part of this research.

As a researcher, I assumed reflective practice was used as the research design. Reflective learning involved students thinking about what they have read, done, or learned, relating the lesson at hand to their own lives and making meaning out of the material. Reflection is essential for bringing understanding to the complex nature of classrooms, and states that teachers should be trained to reflect on the subject matter and the thoughtful application of particular teaching strategies (Zeichner, 1994, as cited in Saziye Yaman, 2016).

The reflection process conducted after the teaching learning process. Photovoice is used as a reflection tool. I took the pictures during the teaching and learning process at two meetings. SHOWeD analysis would be carried out to interpret the images that have been taken.

B. Setting and Participants

In this research three students have chosen as the object of the research. They were students I taught at one of the English course in Tasikmalaya, which was also one of the Junior High School students in Tasikmalaya, West Java. The course has been running for 3 years. It has 13 English teachers including me. Recently, it has more than 10 classes for beginners and intermediate English learners. The number students is 40 students. Hence, since I as the teacher have been teaching English there for more than 4 months, it is possible and accesibble for me to conduct this research. Before the research was conducted, I as a researcher had negotiated with them to involve them in my research. During the negotiation process, I explained the purpose of my research to avoid any misunderstanding that would occur and ensure that their data would be kept confidential.

In this study, I took two parts as a researcher and participant. I always reflect on the teaching and learning process to find out my weaknesses or strengths in teaching, but in this study I used photovoice as a reflection tool in my learning.

C. Data Collection

In this study, the data were collected by using photovoice. A photovoice methodology allows participants to describe their own constructs through

narratives and photographs, reveal their own histories, and offer diverse perspectives related to the topics under consideration (Wang & Burris, 1997). Photovoice is a good technique to have better understanding and explanation about the situation captured in photograph. In addition, it can be done easily by taking pictures using mobile phone camera without wasting time and energy of the researcher. Hence, it was chosen as the data collection technique. Here are the examples of photovoice;

Photo 3.1. Core-teaching activities in the first teaching

Photo 3.2. Core-teaching activities in the second teaching

D. Data Analysis

The next step of the research after collecting the data was analyzing the data. Technique of analysis chosen for this study was SHOWeD analysis. The researcher analyzed each photo chosen using Wang and Burris's (1997) SHOWED technique to determine how the images could be used to educate others. SHOWED is an abbreviation from several questions. These are (a) what is seen here? (Describe what the eyes see in the photo), (b) what is really happening? (The unseen "story" behind the photo), (c) how does this relate to our lives? (Or my life personality), (d) why are things this way?, (e) how could this image educate people?, (f) what can I do about it? (What will I or we do about it?).

Having analysis the data using SHOWeD, the researcher analysed it further by using 'thematic analysis' (Braun & Clarke, 2006). The analysing technique was implemented to find patterns within the data. As supported by Braun & Clarke (2006), "thematic analysis is a method for identifying, analysing, and reporting

patterns (themes) within data" (p. 6). Additionally, in order to have good results of thematic analysis, the researcher followed the guideline of doing the technique, as follows;

1. Familiarizing with the data:

   The researcher needed to read the result of SHOWeD analysis carefully. It was done to get understanding about the information within the data. When the researcher was sure that she understood the data well, the researcher moved to the second phase of the analysis.

2. Generating initial codes

   In this phase, the researcher tried to generate codes. Since the data was written form, the researcher coloured the data analysed differently by using computer application. It helped the researcher differentiate the data based on the information in it.

3. Searching for themes

   After generating codes in the previous phase, the researcher had to find themes from the existing codes. It was done by sorting the codes in a thematic table. The sorting process was to gather codes having similar information.

4. Reviewing themes

   In this phase, the researcher reviewed the codes sorted in the thematic table. The researcher did that to make sure that the codes were placed correctly based on the correlation of the information within the codes.

5. Defining and naming themes

Being sure that the reviewing phase produced a good result of thematic table, the researcher named the themes representing the codes in each theme. The names given were short clear ones for the themes.

6. Producing report

Finishing all the previous 5 phases, the researcher made the report of the analysis. It covers findings of the research, some data displays and its explanation. Additionally, the findings must be supported by relevant concepts of theories from experts. It is done to make the report clear and valid for readers to read it.

E. Research Schedule

No.	Activities	Aug. 2017	Sept-Nov. 2017	Dec. 2017	Jan-Sept. 2018	Oct-Dec. 2018	Jan-June. 2019	July. 2019
1.	Submission of Research Topic	■						
2.	Research Topic Approval	■						
3.	Writing Research Proposal		■					
4.	Proposal Approval		■					
5.	Seminar Proposal Examination			■				
6.	Conducting the Research			■	■			
7.	Chapter 4					■	■	
8.	Chapter 5						■	
9.	Final Thesis Examination							■

Table 3.1. *Research Schedule*