

CHAPTER III

RESEARCH METHOD

This chapter discusses the following sub topics: (1) method of research; (2) operational definition; (3) participants of study; (4) data collection; (5) data analysis; and (6) establishment of trustworthiness.

3.1 Method of Research

This study was conducted in qualitative research. Qualitative research is one of research procedures that produce the descriptive data, such as; utterance or written texts and people behavior that are observed (Taylor, Bogdan, & DeVault, 1992). Moreover, Mohajan (2018) claims qualitative study is a method allows the researcher to explore and better understand the complexity of a phenomenon. The function of qualitative research is to hasten a phenomenal investigation in its discourse through various references of information (Baxter & Jack, 2008). Therefore, the qualitative research method was utilized in this study to find out the teachers' perceptions towards teachers' professional development in English Language Teaching at MTs Negeri 1 Palembang.

3.2 Operational Definition

The title of this research is "Teachers' Professional Development in English Language Teaching at MTs Negeri 1 Palembang". In order to avoid misunderstanding, there are keyword that really necessary to explained. They are as follow:

Teacher meant a person who can help others in order to gain the knowledge and skills to make someone can be competent in field that was studied. Basically, the role of the teacher can be taken by anyone. In this study, the teachers here meant the teachers of English at MTs Negeri 1 Palembang.

Professional Development is an activity which effect on teachers' ability to improve their skills, knowledge, and competency.

Teachers' Professional Development in English Language Teaching is a process of enhancing teacher quality in teaching English.

3.3 Participants of The Study

The participants in this research were taken from three out of four teachers at MTs Negeri 1 Palembang by using purposeful sampling technique. There are several different strategies for purposefully selecting information-rich cases, one of them is criterion sampling. The logic of criterion sampling is to review and study all cases that meet some predetermined criterion of importance and criterion sampling can add an important qualitative component to a management information system or an ongoing program monitoring system (Patton, 1990). In short, purposeful sampling technique by using criterion was chosen in this research.

At MTs Negeri 1 Palembang, there were four English teachers for seventh to ninth grade and I selected three of them by criterion sampling. In this case, I chose my participants based some categories I needed, such as: (1) having certification of academic qualification (2) having at least five year English teaching experience

(3) having participated in one or more professional development programs. These three categories were important for my research because they could allow me to gain rich and informative data about their professional development.

3.4 Data Collection

3.4.1 Interview

The instrument was collected by using interview. Creswell (2012) affirms that a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The interview was conducted in this study in semi-structured interview. The interview used to gain deeper information from the teacher professional development in English language teaching.

In addition, there were three teachers as the participants of interview. In this research, I made the interview protocol by adapting the theory from Jiang (2017). There were some indicators in interview protocol was asked to the teachers, namely; (1) The Professional Knowledge of Teacher, (2) Teachers' Professional Skills, (3) Teachers' Professional Ethics, (4) Teachers' Professional Spirit, and (5) The Professional Attitude and Motivation and Self-Consciousness of Teacher. Interview was in Bahasa Indonesia and the data were translated and transcribed into English. The first language was used to make the participants understand the questions and be able to give much information to the interviewer.

The process of conducting interview followed several steps. First, I prepared the interview protocol and recorder to record the interview process. Then, I prepared a note for writing additional information. I identified a teacher as an interviewee. Beginning the interview, I introduced myself to interviewee then I asked their personal information and some questions based on the interview protocol by using semi-structured interview. I asked for several questions to the teachers like making a conversation as usual as possible. The interview questions consisted of 30 items which identify the teachers' perceptions towards teachers' professional development in English language teaching at MTs Negeri 1 Palembang. During interviewee answered my questions, I took a brief notes during the interview. Finally, I completed the interview by a final thank-you statement to acknowledge the time of the interview spent during the interview.

3.5 Data Analysis

After collecting the data through interview, the data was analyzed by using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting pattern or themes within data. Based on Creswell (2012) there are six steps of thematic analysis. First, I collected the detailed data from interview (e.g., transcriptions or typed notes). I put the data into computer files and filed folder after transcribing the raw data into text. The second, I started to code all the data. In this process, I read all the

transcriptions and started to code the data them related to research question. The last, I made an interpretation in qualitative research about the findings and results.

3.5.1 Analyzing teachers' professional development in English Language

Teaching

In analyzing teachers' professional development in English Language Teaching, interview was used. First, I organized and prepared the data analysis. This involved the data of interview by using audio recording. Second, I read or looked at the data. In this step, I transcribed the interview by using audio recording. Third, I began analyzing with coding process. The process of coding involved identifying text segments, placing a bracket around them, and assigning a code word or phrase that accurately describe about the meaning of text segment. Coding process was resulted from the interview data. Fourth, I used coding process to generate a description about the setting as well as a theme for analysis. I described detailed information from the phenomenon based on the interview result and generated codes for this description. Fifth, I advanced the description and themes represented in qualitative narrative to convey the findings of analysis. I mentioned the phenomenon or chronology event and conveyed the description of information about each participant. Finally, a final step of data analysis, I made the interpretation of findings the data or meaning the data. I described a review of the major findings and how the research question was answered. I compared or contrasted the personal view with the literature, gave the limitations of the study and gave the suggestions for future research.

3.6 Establishment of Trustworthiness

Trustworthiness was used for evaluating qualitative data analysis to make sure that the findings are accurate and credible. According to Lincoln and Guba (1985), trustworthiness is one way researchers can persuade themselves and readers that their research findings are accurate and credible. In other side, Creswell (2012) adds that validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation.

I used member checking to check finding with participants in the study to determine if findings were accurate. According to Creswell (2012), member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account. This check involves taking the findings back to participants and asking them (in writing or in an interview) about the accuracy of the report. Moreover, Lincoln and Guba (1985) recommend member checking as a means of enhancing rigor in qualitative research, proposing that credibility is inherent in the accurate descriptions or interpretations of phenomena. Member checking covers a range of activities including returning the interview transcript to participants, a member check interview using the interview transcript data or interpreted data, a member check focus group, or returning analyzed synthesized data (Birt, Scott, Cavers, Campbell, & Walter, 2016). In checking the accuracy of interview result, I asked my interviewee to recheck about transcripts of interview as conformity about information which have been given by them in the interview. I asked them about the transcript that has been

made, such as whether it is complete and appropriate based on their answer or not. If their answer is not accordance with what they mean, I asked them again about what they mean. It validated the data and checked the correctness of trustworthiness of the data.