

CHAPTER III

RESEARCH METHOD

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

3.1 Method of Research

A case study was conducted in this study. It is a design of qualitative research. Case studies are the design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals (Creswell, 2012, p. 42). In this study, I identified the professional development obstacles encountered by teacher of English MI Tarbiyah Islamiyah Palembang by using observation and interview. In observation, I used observation checklist to gain the data. Then, in interview protocol, I recorded during the interview, next I made transcript, then the data was categorized, and the last step, I code the data to get the result.

3.2 Operational Definitions

The title of this research is “The Professional Development Obstacles Encountered by The Teachers of English at Madrasah Ibtidaiyah Tarbiyah Islamiyah Palembang”. In order to avoid misunderstanding, there are two keywords that needs to explained. They are as follows:

Teacher meant a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone. In this study, the teacher meant the teachers at Madrasah Ibtidaiyah Tarbiyah Islamiyah Palembang.

Teacher Professional Development Obstacles meant the barrier that faced by the teachers to improve their professionalism in teaching.

3.3 Participants of The Study

This research was conducted in MI Tarbiyah Islamiyah Palembang by focusing on the teachers of English in MI Tarbiyah Islamiyah Palembang. To determine the participants of study, I used purposeful sampling, specifically convenience sampling. According to Creswell (2012) purposeful sampling means investigators use personal judgement, based on people and place of central phenomenon. In addition, I used convenience sampling since it is one of type in purposeful sampling.

In convenience sampling, the researcher selects participants because they are ready and available to be studied (Creswell 2012, p. 145). There were two teachers as the participants of this study because only those two teachers who taught English in that school and they were ready and available to be studied. So, I interested in exploring more about the professional development obstacles at Madrasah Ibtidaiyah Tarbiyah Islamiyah Palembang in the academic year of 2019-2020.

3.4 Data Collection

In this study, the data was collected by using interview protocol and observation checklist.

3.4.1 Interview

The first 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 professional development obstacles encountered by the teacher of English.

In addition, there were two teachers as the participants of interview. In this research, the interview protocol was made by me as the researcher and adapted the theory from Richard and Farrell (2005). There were some indicators in interview protocol were being asked to the teachers, namely; (1) The structure of professional development and teacher's time; (2) The content of professional development; (3) School factors; (4.) District factors; (5) Costs. Interview were being asked in Bahasa Indonesia and the data were transcribed and translated into English in the transcription. The first language was used to make the participant understand the questions and be able to give much information to the interviewer.

The process of conducting interview were follow several steps. First, I prepared the interview protocol and recorder for recording the interview process. Then I prepared a note for writing additional information. Next, I identified a teacher as an interviewee. Begin the interview, I introduced myself to interviewee then I asked their personal information and some questions based on my 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 12 items which identify the professional development obstacles encountered by the teachers of English in MI Tarbiyah Islamiyah Palembang. While interviewee answers my questions, I took a brief notes during the interview if the interviewee was not stick with the questions. Finally, I completed the interview by a final thank-you statement to acknowledge the time the interviewee spent during the interview.

3.4.2 Observation

The second instrument that used in order to gain the data was classroom observation. Creswell (2012) defines that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Therefore, the purpose of this

classroom observation was to enable me to gather information or data needed to describe the professional development obstacles encountered by the teacher of English.

The type of observation in this study that I employed was non-participant observation. Leavy & Biber (2011) states that non-participant observation refers to the way of conducting an observation without being participated in the activities that you are observing.

In addition, this study also completed by observation checklist. Having a checklist of classroom observation helped me to focus on aspects I want to investigate in the classroom. The total of observation checklist consisted of 5 items. Furthermore, same as the interview protocol, the observation checklist also adapted from theory Richard and Farrel (2005).

In order to support and complete the observation, this study also employed field notes. It was used to complete the note of the professional development obstacles encountered by the teacher of English. Creswell (2012) states that field notes can be use to record those behaviors which are not recorded in recording. In this study, field notes were contained what I have seen and heard in the classroom observation as my reflection (personal feelings or impressions and comments about the events). Additionally, I observed two classes, as such class A and B. I observed those classes to find out the professional development obstacles encountered by the teachers of English at MI Tarbiyah Islamiyah Palembang.

Finally, the process of conducting observation were follow into some steps. First of all, I selected a classroom to be observe. Then, I prepared an observation checklist for gathering information. In the classroom, I also determined my role as a non-participant observer while sitting at the back. I observed all of teaching and learning process activities while checking an observation checklist to consider whether the observation answers the research problems or not. After observing, I thanked to the participants.

3.5 Data Analysis

After collecting the data through interview and observation, the data was analyzed by using thematic analysis. According to Braun & Clark (2006), thematic analysis is a method for identifying, analyzing, and reporting pattern or themes within data.

Based on Braun and Clarke (2006), there were six steps of thematic analysis. First, familiarising myself with the data that I get. In this step, I read all of my data carefully to make myself familiar with it. Second, making the codes. In this step, I made some codes based on the data gained through interview and observation. Third, searching the themes. In this step, I looked for theme that appropriate with my codes. Fourth, reviewing the themes. In this step, I devised a set of candidate themes and it involved the refinement of those themes. Fifth, defining and naming the themes. In this step, I defined and refined the themes that I presented for my analysis and analyze the data within them. Sixth, producing the report. In this step, I made the descriptive report or interpretation from the themes and codes.

3.6 Establishment of Trustworthiness

Trustworthiness was used for evaluating qualitative data analysis to make sure that the findings will be accurate and credible. Lincoln and Guba (1985) state that trustworthiness in a qualitative research aim to determine the accuracy and credibility of the findings. In addition, Creswell (2012) also adds that validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation. In short, triangulation was used in this study as a method of validating findings.

In this study, a methodological triangulation was used as a strategy to validate the accuracy or credibility of the findings. Creswell (2012) states that methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents. Hence, interview and classroom observation data were used in this methodological triangulation to compare the result of the data from each method were same or not. If all the findings were same, therefore the data were valid.

Moreover, in analyzing the data to establish the “trustworthiness”, it was done by asking experts and investigators for rechecking the credibility of the data that were gained by the researcher. Thus, they checked the data to establish is there any problems or lacks from the data. After that, I collected and compiled the data from raters and then I checked and classified the data as it should.