CHAPTER III

RESEARCH METHOD

This chapter presents the following sub topic: (1) research design, (2) operational definition, (3) participant of the study, (4) data collection, (5) data analysis and (6) establishment of trustworthiness

3.1 Research Design

The method of this study is qualitative method with a case study approach. According to Shakouri (2014), qualitative research is concerned with non statistical methods of inquiry and analysis of social phenomena. Meanwhile, Creswell (2012) states that a case study is the design if 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.

In dealing with the current study, the interview protocol and observation checklist was used to identify the factors affecting teachers' self-efficacy in English Language Teaching (ELT) at SMA YWKA Palembang. in gaining the data, observation checklist and interview protocol were used.

3.2 Operational Definitions

The title of this research is "A Case Study of the Factors Affecting Teachers' Self-Efficacy in English Language Teaching (ELT)". In order to avoid miss understanding, there are two keywords that need to be explained. They are as follows:

Teachers' self-efficacy refers to teachers' beliefs about their capability of performing a particular task successfully.

English Language Teaching (ELT) refers to the significant role for students'

attention in the classroom.

3.3 Participants of the Study

The participant of the study was the three teachers of English at SMA YWKA Palembang in the academic year of 2019-2020.

To determine the participants of study, I used purposeful sampling, specifically to convenience sampling method in this research. In convenience sampling, I selected participants because they were ready and available to be studied. There were three teachers that have been participants of this study. I chose teachers SMA YWKA Palembang. So, I was interesting in exploring more about it.

3.4 Data Collection

In this research, the technique of collecting the data of the factors affecting teachers' self-efficacy was through the interview protocol and observation checklist.

3.4.1 Interview

In this study, the first instrument was collected by using interview. Richards and Schamidt (2002) argue that interview is a conversation between an investigator and an individual or a group of individuals in order to gather information. The interview was conducted in this study in semi-structured interview. Fraenkel, Wallen and Hyun (2012) state that semi structured interviews are verbal questions. The interview used to gain to deeper information from the factors affecting teachers' self -efficacy in English Language Teaching (ELT) at SMA YWKA Palembang.

Three teachers were interviewed to re-check teacher responses to provide deeper answers and help develop ideas. The interview protocol I designed based on factors affecting teachers' self-efficacy by Moran and Hoy, 2001. There are three

factors affecting teachers' self-efficacy on the interview protocol, there are *efficacy in students engagement, efficacy in instructional strategies, and efficacy in classroom management*. The interview protocol was consist of 14 questions only which identify the factors affecting teachers' self-efficacy in English Language Teaching (ELT) at SMA YWKA Palembang. Use the interviews that are very beneficial for researchers because interviews were very helpful in uncovering facts that cannot be obtained in written form and more people.

For the accuracy of the interview questions, I checked validity. two lectures in English Education Study Program of State Islamic University of Raden Fatah Palembang have been the validators to validate questions of interview whether the questions were appropriate or not. The interview questions have been judge by the validators and the validators was decide whether the interview question can be use to describe factors affecting teachers' self-efficacy or not. There are some categories of the validators, there are English department graduates, they have more than five hundred TOEFL score and they have a minimum five years teaching experience.

3.4.2 Observation

For second instrument, I used the observation in order to gain the data. Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012). Therefore, the purpose of the observation is to enable me to gather information or data needed to describe the factors affecting teachers' self-efficacy on English Language Teaching (ELT) at SMA YWKA Palembang.

In this study, the type of the observation that I employ was non-participant observation. According to Leavy & Biber (2011), non-participant observation refers to

the way of conducting an observation without being participated in the activities that you were observing. In addition, the observation checklist used to complete this study. The observation items I designed by factors affecting teachers' self-efficacy by Moran and Hoy, 2001. The total of observation checklists were of 12 items.

In order to support and complete the observation, I will use field note to. It will be used to complete the note of the factors affecting teachers' self-efficacy in English Language Teaching (ELT). In this study, field notes will be contained what I see and hear in the classroom observation as my reflection (personal feelings or impressions and comments about the events).

3.5 Data Analysis

After collecting the data through interview and observation, I analyzed the data by using thematic analysis. Thematic analysis is a method for identifying, analyzing, and reporting pattern or themes within data (Braun and Clarke, 2006).

There are six steps of thematic analysis based on Braun and Clarke (2006). First is familiarizing myself with the data I got. In this step, all of the data read by me carefully to made me familiar with it. Second step was making the codes. In this step, code was made based on the data gain through interview and observation. Third step was searching the themes. In this step, I looked for theme that appropriate with my codes. Fourth step was reviewing the themes. In this step, I devise a set of candidate themes and it involve the refinement of those themes. Fifth step was defining and naming the themes. In this step, I defined and refined the themes that I presented for my analysis and analyzed the data within them. And the last step was producing the report. In this step, I made the descriptive report or interpretation from the themes and codes.

3.5.1. Analyzing What Factors Affecting Teachers' Self-Efficacy in ELT

In analyzing the factors affecting teachers' self-efficacy, interview and observation was used. In interview and observation checklist, I made the points regarding to factors affecting teachers' self-efficacy to answer the research question in this study. After that, I coded the words that related with the teachers' self-efficacy. Then I continued to make the description. Last, I made the interpretation into discussion related to this research question.

3.6 Establishment of Trustworthiness

In qualitative research, the data can be categorized good data if the data is valid. According to Lincoln and Guba (1985), trustworthiness in a qualitative research aim to determine the accuracy and credibility of the findings.

To get validity of data of my current study, triangulation was conducted. A methodological triangulation will used as the strategy to validate the accuracy or credibility of the findings. Methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents (Creswell, 2012). In brief, methodical triangulation was used to combining and comparing the data of the interview and the observation. If the data of classroom observation and interview agree, the findings were judged to be accurate and credible.

In this study the data from the interview and observation were combined and compared. I was used methodological triangulation in compered and combined the data validate the accuracy or credibility of the finding. After I used triangulation, I can determine the theme and code. And then, I found that the data from the interview and observation are valid.