CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an overview of the research methods adopted in this study and the rationale for the choices made. The first section presents a general overview of the methodology employed in this study. The second section describes the research design and the site and participant involved in this research. The third section explains the data collection techniques that used by the researcher. while the fourth sections explain collecting data procedures and fifth section explains how to analyse data in this study

In order to seek an answer to a particular research problem, every research undertaking entails appropriate research methodology in the form of a principled procedure. This systematic procedure guides the researcher to acquire and logically analyse the data to attain specific research findings of the problem being investigated. Likewise, this study also requires a suitable research method to facilitate the investigation how the pedagogical competence of English teachers in student-centered effective learning at one of public junior high school in Bombana Regency, southeast Sulawesi, Indonesia.

Based on the explanation, this study used qualitative descriptive research. Bodgan & Taylor in qualitative research is a method to obtain descriptive data in the form of written or oral words from people and observable behavior. In addition, qualitative research is a type of research that explores and understands the meaning in a number of individuals or groups of people derived from social problems (Creswell & Creswell, 2018).
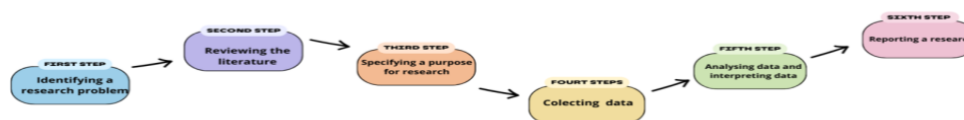
3.1 Research Design

Figure 3.1. *The Steps of Qualitative Research* (Creswell, 2019)

From the figure 3.1 above, the process of research consists of six steps, namely:

1. Identifying a research problem: in this stage, the researcher identified the research problem concerning the pedagogical competence of English teachers a one of the public junior high schools in *Bombana Regency.* through interviews. The purpose of the interviews was not merely for question-and-answer sessions but to obtain preliminary data regarding the main issues faced by teachers in teaching. The results of these interviews assisted the researcher in formulating specific problem statements, serving as an essential foundation for focusing the research according to the needs and contextual field.

2. Reviewing literature review: after identifying the problem, the researcher reviewed the literature by searching for and analyzing relevant literature on "pedagogical competence" and "student-centered effective learning." The literature sources utilized included international journals, accredited national journals, books from the last 10 years, and official learning platforms. The researcher read, reviewed, and analyzed this literature to comprehend the concepts, theories, methodologies, and findings from previous research related to the research topic.

3. Specifying a purpose for research: In this stage, the researcher formulates clear, specific, and relevant research objectives and questions based on the literature review conducted. These research objectives and questions serve as a guide and foundation for the entire research process. In this study, the researcher formulated two objectives: to identify the pedagogical competence of English teachers (student-centered effective learning) at one of the public junior high schools in *Bombana Regency.* Subsequently, the researcher then created research question to be answered in the study.

4. Collecting data: after specifying a purpose for research, the next step in the process of research is collecting data. At this stage, the researcher collects data relevant to purpose of this research. In this situation, the researcher used interviews, observation sheets, and documents (teachers' lesson plan) to collect data and answer research questions in the study.

5. Analyzing and interpreting the data: after collecting the data, the next step is to analyze and interpret the data. at this stage, the researcher analyzed the data that has been collected using three steps, namely reducing the data by summarizing the important things. After that, the researcher displays the data in the form of a description, and finally the researcher makes a conclusion from the results of this study.

6. Reporting research: after analyzing and interpreting the data, the final step is reporting. In this stage, the researcher compiles a research report based on the findings from the analysis and interpretation of the data conducted. This report contains detailed descriptions of the findings from this study that can be accounted for.

3.2 Research Site and Participants

This study was conducted in one of the public junior high schools in Bombana Regency. The school was selected because of the accessibility of researcher to this school, the willingness of English teachers to be observed. The party school permitted researcher to conduct research in the school and thus the school was chosen as site of this study. The observation was conducted in 7th and 8Th grades in this school. the classes were selected because of Merdeka Curriculum applied in 7th and 8th grade and also the student-centered learning applied in this class by English teachers as participants in this study. The participants involved in this study were two English teachers at one of public junior high school in Bombana Regency who have experience in implementation of student-centered learning.

3.3 Data Collection Techniques

3.3.1 Instrumentation

This study used various instruments to answer the research question. These instruments included interviews, observations, and document analysis, such as the analysis of lesson plans. This part details the types of instruments used for data collection, their respective purposes, and their sources. Moreover, by using various instruments in data collection, this study applied triangulation to ensure the validity of the research.

3.3.1.1 Interview

Interview is a conversation involving two or more individuals discussing a topic of mutual interest and sharing their opinions (Cohen et al (2018). In this particular study, semi-structured interviews were utilized, allowing both the interviewer and interviewee to have flexibility in conducting the discussion rather than adhering to rigid guidelines. The subjects that become the source at this stage are the English teachers where the researcher gets information about the pedagogical competence of English teachers in implementation of students-cantered learning in writing class at one of the public junior high schools in Bombana Regency, southeast Sulawesi, Indonesia. The purpose of this interview is to determine how pedagogical competence of English teachers in implementation of students-cantered learning in writing class at one of the public junior high schools in Bombana regency, southeast Sulawesi, Indonesia

3.3.1.2 Observation

In this study, the researcher used an instrument of observation sheet in the form of written statements in accordance with the actual circumstances and in accordance with the observations of the researcher. Instruments from this observation sheet as a tool to obtain research results from direct observation. Instrument used in collecting data on pedagogical competence of English teachers in the implementation of students-cantered learning in writing class at one of the public junior high schools in Bombana regency, southeast Sulawesi, Indonesia

3.3.1.3 Documentation

Documentation refers to the collection of data obtained from existing documents. In this study, the types of documents collected include lesson plans (RPP) that support the research on the pedagogical competence of English teachers in implementing student-centered learning at one of public junior high school in Bombana Regency, southeast Sulawesi, Indonesia

3.3.2   Data Collection Procedure

The following subsection provides comprehensive information on the methodology used to gather the three different types of data. These techniques

include interviews, observation, and document analysis, with a particular emphasis on lesson plans.

3.3.2.1 Data Collection Procedure for Interview

The interview was conducted in the teachers' room during class hours, chosen for its quiet atmosphere, which allowed teachers to think without distractions. Throughout the interviews, both the questions and answers were carefully recorded. In line with Tessier and Montréal (2024), recommendation, a recorder was used to ensure an accurate representation of the interview, surpassing the accuracy of manual note-taking. Additionally, the interview protocol guided the information collection process, which included the title, instructions for the interviewer, and questions related to the teachers' pedagogical competence in implementing student-centered learning in writing class.

3.3.2.2 Data Collection Procedure for Observation

Data were obtained by visiting the class directly and using a method called participant observation with a passive participation kind. In participant observation, the researcher was directly involved with participants who was carrying out their routine activities, such as teaching and learning. However, in its implementation, the researcher was not deeply involved in the activities of the informants being studied. Therefore, the researcher took a role as a passive participant role, where the researcher came to the location of the observed activity but did not participate directly in it. Essentially, the researcher was present in the research environment but did not actively engage in the subjects' efforts. Data were collected during class observations using observation sheets. The researcher observed and noted information related to the teacher's pedagogical competence in implementing student-centered learning on the observation sheet during data collection. These notes were very important because the researcher documented observations when the information was still fresh in memory.

During the observation, the researcher also documented images related to the classroom's physical environment, which were then included in the study appendix.

The data collection procedure through observation involved several structured steps to ensure comprehensive and systematic data gathering (Ciesielska & Jemielniak, 2018). First, preparation of necessary tools, such (observation sheet instrument) were prepared. Second, prior notification was given to the teachers about the purpose of the observation. Third, the researcher selected a seating or positioning arrangement to record the activities performed by the teacher using the observation sheet, without disrupting the teaching process. Finally, during the observation session, the teacher carried out the teaching process while the researcher actively engaged in the observation activities.

3.3.2.3 Data Collection Procedure for Document Analysis

After the observation, the researcher requested the teacher's lesson plan. The lesson plan analysed was the one used by the teacher when teaching English to students in the writing class, which consisted of four meetings, with the topic "Descriptive Text." these lesson plan focused on the implementation of student-centered learning, with steps including; selecting a topic, collaboration planning, implementation, analysis and synthesis, presentation of final results, and evaluation.

3.4 Data Analysis Procedure

In this study, the data from interview, observation, and documentation will be analysed by using (Miles & Huberman, 1994) which consist of data collection, data display, data reduction, and conclusion drawing. After collecting the data, data reduction is done to choose the appropriate data for research. After reducing the data, data display is the next to categorize which data outfits the needs. Lastly, make the conclusion is the last step to verify the research data.
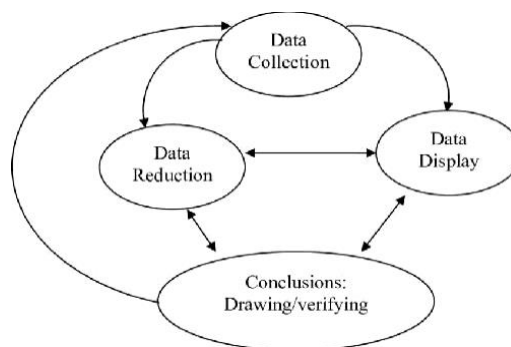
Figure 3.2 *Data Analysis adopted by (*Miles & Huberman, 1994)

1. **Data Reduction**

   The data obtained from the field is quite a lot, therefore, the data needs to be recorded carefully and in detail by means of data analysis through data reduction. According to Sugiyono (2013), reduction is the activity of summarizing, choosing the main things, focusing on important things, looking for themes and patterns. Thus, the data that has been reduced will provide a clearer picture, and make it easier for researchers to collect further data and look for it when needed

2. **Data Display**

   After the data is reduced, the next step is to display the data. display data can make it easier to understand what is happening and plan further work based on what has been gained. In qualitative research, the data display can be done in the form of brief descriptions, charts, flowcharts and the like (Sugiyono, 2013). In line with Miles & Huberman (1994), stated that "the most commonly used form of data display for qualitative research data at the time was narrative text"

3. **Conclusion / Drawing**

   The third step in analyzing data of this research is conclusion: drawing and verification. The initial conclusions presented are provisional and will change if no strong evidence is found to support them in the next data collection stage. However, if the conclusions put forward in the initial stage are supported by valid and consistent evidence when the researcher returns to the field for data collection, the conclusions presented become convincing (Miles & Huberman in Sugiyono,2013)

3.5 Testing Validity

Testing the validity of data is crucial for determining its dependability. In qualitative research, validity refers to the extent to which the data accurately represent the phenomenon being measured (Lim, 2024). Similarly, according to Fraenkel et al. (2012), validity in qualitative research is used to verify the

researcher's findings and prevent misinterpretations. In this study, triangulation was used as a method to assess the validity.

3.5.1 Triangulation

Triangulation, as explained by Hott et al. (2024), is a fundamental method used by qualitative researchers to validate the credibility of their data. Creswell and Creswell (2018) further explain that by performing triangulation on various data sources, researchers can analyze evidence from different perspectives to build a coherent rationale. Essentially, research findings are considered trustworthy if the data obtained from interviews, observations, and document analysis (such as teacher lesson plans) show consistency. The triangulation technique used in this study was triangulation with the method described by (Suparman, 2020). This technique involved reviewing all the data obtained in the study, such as interviews with teachers, classroom observations (observation sheets), and documents (teacher lesson plans). It was done to validate the accuracy and reliability of the document analysis, as well as to assess the consistency of the results with findings from all data collection methods.

3.6 Concluding Remarks

This chapter has explained the methodology used in this study as well as how the data collected were analyzed. It included an explanation of the research design, location and participants, data collection techniques, and data analysis techniques. This study used a qualitative research design, and the data collected came from various sources through interviews, observations, and document analysis. The data analysis process followed the basic principles of qualitative data analysis proposed by some experts.