

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates briefly about research design, setting and participant, instruments used, instrument validity analysis, data collection method, and how the data are analysed.

3.1 Research Design

This type of research is a descriptive-qualitative research. Rahmat (2009) stated that qualitative research is a research which does not stand for one exact condition. That is a research on the data collected and expressed in the form of words and images. Words are arranged in sentences, such as those the result of questionnaire from participants. In addition, qualitative research can be characterized by the following points (Kitao and Kitao, 2002; Silverman, 2005; Sugiono, 2007; Syamsuddin and Damaianti, 2007; Moleong, 2007; Gall, et al, 2005);

1. It describes the meaning and understanding of certain area of interest.
2. Researcher is the primary instrument for data collection and analysis.
3. It involves fieldwork in which the researcher goes to the people, setting, site or institution to observe and record behavior in its natural setting.
4. It involves small number of participants.

This study was used to investigate EFL teachers' perception about pedagogical competence, to figure out how EFL teachers implement the pedagogical competence in EFL learning process and to find out the problems faced by EFL teachers in implementing pedagogical competence in the context of 2013 curriculum. As stated by Creswell (2012) that descriptive-qualitative approach incorporates a detailed description of people and places to carry the narrative. A study in this mode might convey "a typical day in the life" of an individual. The

target of descriptive approach in this study was the teaching of the individual teacher herself or himself. Thus, the consideration of conducting narrative research was that the researcher had been teaching for 7 years. Further, Shields & Rangarjan (2013) state that descriptive approach is used to describe characteristics of a population or phenomenon being studied. In this case, the researcher described the situation of teachers' perceptions, teachers' implementation and teachers' problems faced in implementing pedagogical competence in the context of 2013 curriculum. Moreover, Shields and Tajali (2006) states that the conceptualizing of descriptive research precedes the hypotheses of explanatory research. The main goal of this research was to describe the data and characteristics about what was being studied. Questionnaire, observation, and documentation were going to be used as the instrument in this research.

In observation, the teachers acted as the participants who were responsible in all activities during the research while the researcher was the observer during the research who investigated the pedagogical implementation. The main purpose of this research was to figure out how EFL teachers implement the pedagogical competence in EFL learning process in the context of 2013 curriculum. After the class, teachers fulfilled the given questionnaires to investigate EFL teachers' perception about pedagogical competence and to find out the problems faced by EFL teachers in implementing pedagogical competence in the context of 2013 curriculum. At last, documentations were used to strengthen the data of the research.

3.2 Setting and Participant

This study conducted at 2 senior high schools in Bandar Lampung which the first school was the Government School and the other one was the Public School, and this research was done in the second semester 2014/2015. Participants involved in this research were suitable as the purposes of this study. The main point in choosing setting and participant in qualitative research was the power of words and actions during the research while the supporting point was documents

(Meleong, 2007). The main data of this study were the questionnaire and the observation.

The sample in this study was two teachers from two schools in Bandar Lampung and also pilot schools in implementing 2013 curriculum who had been implementing 2013 curriculum more than 1 year. In choosing the sample, the researcher used purposive random sampling. Ali (1993) explains that this sampling technique is based on a consideration which is made by the researcher, based on the characteristics of the population which have been known before. The main reason why the researcher conducted the study in this school was because these schools had been implementing 2013 curriculum more than 1 year, the teachers had teaching experience more than 10 years, and they had been trained about 2013 curriculum.

In the qualitative research, the researcher herself was the main instruments in collecting data. The presence of the researcher also became the measure of success or understanding of several cases. In addition, The researcher acted as the main instrument in collecting data.

3.4 Instrument

In collecting the data, the researcher used questionnaires, classroom observations and documentation as the instrument.

The researcher observed the classroom activities to find out the implementation of pedagogical competence, and the participants fulfilled the questionnaire to gain the data of their perceptions of pedagogical competence and problems faced in implementing pedagogical competence in EFL classroom in the context of 2013 curriculum. On the other side, documentation was used as supporting data to strengthen the data needed of the implementation of pedagogical competence.

3.4 Instrument Validity Analysis

Instrument validity analysis in qualitative research is divided into credibility, transferability, dependability, and conformability analysis (Sugiyono, 2010).

3.4.1 Credibility analysis

The researcher did the research not only by observing but also by documenting some supporting material. The supporting materials were some photos and authentic documents. The supporting materials such as photos were taken in the observation time, and others documents such as lesson plan, students' works and evaluation sheets were going to be taken after the observation.

3.4.2 Transferability analysis

This analysis taken showed the validity of the findings of the research and applied to the population where sample was taken. In getting the research understandable, the findings were describe briefly, systematically, and specifically. The findings were written in clear and well-informed data based on the findings of the research from questionnaire, observation and documentation. The findings were written in a systematic way from the focus of the research which was pedagogical competence of EFL teachers to the readiness of EFL teacher in implementing pedagogical competence in 2013 curriculum.

3.4.3 Dependability analysis

This analysis was taken to solve the problems showed in the application of research plan, data collection, interpretation of findings, and report of findings. This analysis was helpful in evaluating the whole process in the research. The evaluator was the advisor of this research starting from how the researcher focused at the gap, how the researcher did the research, how the researcher chose the sample, how the researcher analysed the data, until how the researcher made the conclusion.

3.4.4 Conformability analysis

The importance of this analysis was to know the objectivity of the research. The objectivity of the research found in this research was presented in a research seminar to test the objectivity of the research. This session was done based on the agreement of the advisor.

3.5 Data collection methods

In this research, the researcher used three kinds of methods which were classroom observation, questionnaire and documentation. It was also called triangulation where the researcher combined different methods in such a way and the researcher is in the process of “cross-checking and strengthening the information” (Burns: 2010). Triangulation can also be described as a qualitative process that tests the consistency of findings gathered through different methods and sources of data, including field notes, artifacts, and transcripts (Sydenstricker-Neto, 1997; Trochim, 2001 cited in Calabrese, 2006).

3.5.1 Classroom Observation

Classroom observation was the main method of collecting data since it was done during teaching, so the researcher acted as observer. The observation was done in two meetings. Through observation, the researcher acted as the role of researcher and observed situations of interest in that capacity. A lesson was observed from the back of a classroom, or a playground from behind the sidelines. The researcher adopts 'fly on the wall' techniques to observe things as undisturbed by his or her presence as possible (Woods, 2006). Thus, classroom observation analyzed how EFL teachers implemented the pedagogical competence in EFL learning process in implementing pedagogical competence in the context of 2013 curriculum. Every data found in each meeting was a consideration to take into account. In addition, the researcher observed two meetings for each based on the teachers' schedule.

3.5.2 Questionnaires

Questionnaires were done to find out the data that could not be obtained from classroom observation. Questionnaires are not among the most prominent methods in qualitative research, because they commonly require subjects to respond to a stimulus, and thus they are not acting naturally (Woods, 2006). It was done to investigate EFL teachers' perception about pedagogical competence and to find out the problems faced by EFL teachers in implementing pedagogical competence in the context of 2013 curriculum. Hence, the questionnaires were done after the observations. The questionnaires were the open ended questions about their perceptions and problems faced by EFL teachers in implementing pedagogical competence in the context of 2013 curriculum.

This research used sampling techniques commonly employed for qualitative research, which was purposive sampling, It was implemented using the chimney technique. Data were first collected broadly, then were narrowed and sharpened on the basis of the research.

3.5.3 Documentation

To maximize the data, the researcher took some documentation as the supporting data. Suharsimi (2010) states that this method is not so difficult which can help the researcher to minimize the problems in the process and help the researcher to have authentic data which could not be changed. Sugiyono (2010) stated that documents are the data of past events. The documents in this research were the data of the whole research process including the activity during the class, lesson plan and other supporting materials which supported the data.

3.6 Data Analysis Methods

The data for this research were analyzed through qualitative data analysis. The data were analyzed based on the data collection methods. In addition, the data analysis was directed to answer the research questions. In general, the data analysis was done in three phases of data transformation: description, analysis, and

interpretation (Wolcott, 1994) as cited in Marshall & Roosman (2006). Moreover, analysis is the process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units (Patton, 1980). Consequently, all data taken from different collection methods were described analyzed and interpreted by the researcher qualitatively. Firstly, data taken from observation were analyzed to answer the second research question about how EFL teachers implemented the pedagogical competence in EFL learning process in the context of 2013 curriculum. The answers were analyzed and discussed in each question to get comprehensive result.

Secondly, to answer the first and the third research questions about teachers' perception about pedagogical competence and the problems faced by EFL teachers in implementing pedagogical competence in the context of 2013 curriculum, the researcher analyzed the data from the questionnaires. The participant fulfilled questionnaires after each class meeting. It focused on teachers' perception about pedagogical competence. Then, questionnaire was done to find the problems faced by EFL teachers in implementing pedagogical competence in the context of 2013 curriculum more deeply. It was done to find out what teachers felt that could not be seen by the researcher through observation. In addition, triangulation was done to check the validity of data. Meleong (2002) explains that triangulation is a technique to check the validity of the data that use other resources besides from the main respondents as a comparison from the data have got. In this study, the researcher checked the validity of data obtained by means of data confirming or information by utilizing data sources, data collection methods, other researchers, and others who support the theory (Meleong, 2002).

Moreover, documentation was used as the authentic data in fulfilling the category whether EFL teachers had applied pedagogical competence in classroom activity. Documentation was the supporting data to strengthen the analyses found based on the questionnaire and the observation sheet.