

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This study was aimed to investigate how English teachers with different achievement levels of competence reflected their competence in their teaching performance, perceived their own teaching performance and important characteristics of competent English teachers. The study also sought students' perceptions on their English teachers' teaching performance in terms of professional knowledge, skills, and attitudes and important characteristics of competent English teachers. In other words, this study was an in-depth analysis of teaching performance of English teachers with different achievement levels of competence as reflected by the results of Teacher Competence Test.

The previous chapter has presented the review of the literature relevant to the research topic. This chapter provides a detailed delineation of the methodology of the study, which drew on all the literature reviewed. The discussion, as will be shown in Section 3.2, begins with describing the purpose of the study and the research questions, then the research design, setting, participants, data collections, procedures and analyses, reliability, validity, research ethics and confidentiality.

Regarding the data collection, in particular this study was characterized as a mixed methods case study, employed data collection of qualitative and quantitative methods, to get the case in full and in-depth (Dawson, 2009, p. 14-15; Furqon and Emilia, 2010; Singh Malik and Hamied, 2014, p. 268).

3.2 Methodology

As indicated earlier, several aspects will be approached in this section, regarding the purpose of the study and the research questions, then the research design, setting, participants, data collections, procedures and analyses, reliability, validity, research ethics and confidentiality.

3.2.1 Purpose of the Study and Research Question Revisited

This mixed methods case study were aimed to capture and understand the in-depth study in its natural settings and from the perspective of the participants involved in the phenomenon (e.g. Alwasilah, 2009; Denzin and Lincoln, 2011; Dornyei, 2007; Fraenkel and Wallen, 2009; Gall, Borg, & Gall, 1996; Hamel, 1993; Kvale, 1996, 2007; Nunan, 1992; Pope & Mays, 1995; and Yin, 1993, 1994).

Thus, the purposes of the study were to investigate how English teachers' with different levels of competence reflected their competence in their teaching performance. The study also sought the teachers and students' perceptions on English teachers' performance in terms of professional knowledge, skills, and attitudes and the important characteristics of a competent English teacher as perceived by English teachers and learners.

Based on the above purposes, the present study endeavored to address the three research questions:

1. How do English teachers with different levels of competence perform their competence in terms of professional knowledge, skills and attitudes, in their teaching performance?
2. What are the teachers' perceptions on their own teaching performance and students' perceptions on their English teachers'

teaching performance in terms of professional knowledge, skills and attitudes?

3. What are the teachers and students' perceptions on the important characteristics of competent English teachers?

3.2.2 Research Design

This study used mixed methods case study research design to capture and understand the cases under investigation in full depth in its natural/ real life settings (e.g. Bogdan and Biklen, 1992; Borg & Gall, 1989; Crowe et al, 2011; Gall, 1996; Griffee, 2012; Maxwell, 1996; Patton, 1990; Singh Malik and Hamied, 2014; and Yin, 1994, 2003, 2004).

The research design used in the study was framed in Figure 3.1.

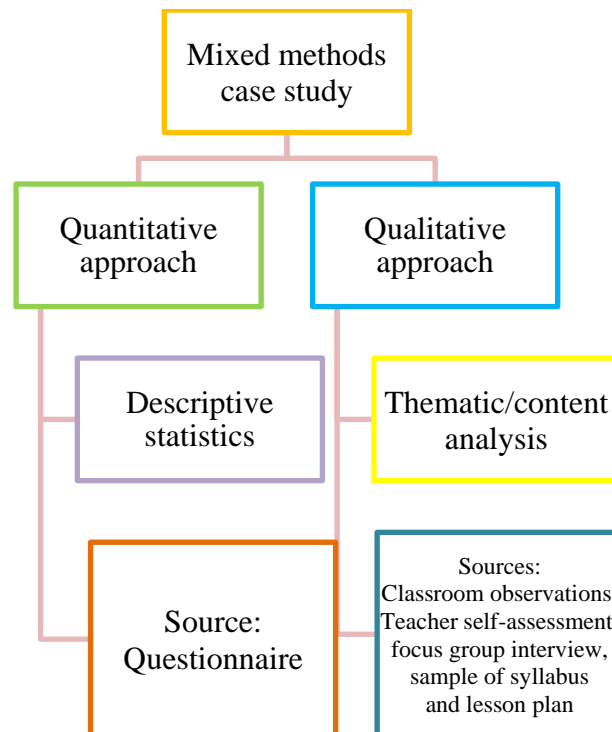


Figure 3.1 Design of mixed methods case study research used in the study

The Figure shows the mixed methods case study research used in the study. The research design of the study will be discussed in section 3.2.3.

3.2.3 Mixed Methods Case Study Research

The phenomena studied in this research in fact, were long, episodic, and evolving. It took a long time to come to understand what was going on and how it all worked. In addition, the research was also labor intensive and the cost are high (Silverman, 2000, p. 9, Stake, 2010, p. 29).

This study was also aimed to provide a holistic description of how the two English teachers with different levels of competence achievement score reflected their competence in their classroom teaching performance in terms of professional knowledge, skills and attitudes within real classroom setting (Mackey and Gass, 2005, p. 171; Ritchie and Lewis, 2013, p. 5).

This study was also characterized as a case study method as the study was carried out in small-scale cases and not to be generalized (Alwasilah, 2009; Brown, 1988, p. 113; Creswell, 1994; Fraenkel & Wallen, 2007; Merriam, 1988, 1991; Nunan, 1992; Patton, 1980, 1987, 1990; Singh Malik and Hamied; 2014; and Stake, 2005). The scientific benefit of the case study methodology also lies in its ability to open the way for discoveries of students' perceptions of their English teachers' competence when performing their professional knowledge, skills and attitudes in their classroom practice (Shaughnessy & Zechmeister, 2000). It can also provide an in-depth study of particular students and classrooms (Postlethwaite, 2005, p. 8) and to seek the uniqueness and honor the diversity of each English teacher being studied (Stake, 1995; 2010).

As outlined by Monash University (2007), there are two types of case study, namely, (1) the analytical approach and (2) the problem-oriented method. This study used the analytical approach because it wanted to analyze the major problems that exist in the real-life teaching of the two English teachers' under study concerning with their competence and teaching performance and to provide in-depth and rich description (Merriam, 1998) of their competence and teaching performance obtained from the study. The focus of this mixed methods case study was on collecting, analyzing, and mixing both qualitative and quantitative data (Creswell & Plano-Clark, 2007, p. 5), putting them together using triangulation design (Miles & Huberman, 1994; Singh Malik and Hamied, 2014, p. 272; Stake, 1995; Yin, 2000, 2003, 2004) and collecting the data in an attempt to answer the research questions as mentioned in section 3.2.1.

This study was small scale and in-depth, using the four instruments for triangulation would help to validate the findings, since the findings from all the instruments could converge to inform the phenomenon: Teachers' competence and their teaching performance (Bryman, 2001; Burgess, 1993; Cohen & Manion 1994, 2000; Holliday, 2002).

The rationale of using qualitative approach in the study will be discussed in Section 3.2.3.1.

3.2.3.1 Qualitative Approach

The study used qualitative approach due to the following reasons. First, the study was expected to develop additional concepts of teacher competence and teacher performance to help understand social phenomena in natural (rather than experimental) settings (Alwasilah, 2009; Dornyei, 2007; Fraenkel and Wallen, 2007; Gall, Borg, & Gall,

1996, p. 754; Kvale, 1996; Nunan, 1992; Pope & Mays, 1995, p. 344; Yin, 1993, 1994). Second, the study was expected to give emphasis to the meanings, experiences, and views of all the participants (Denzin and Lincoln, 1994, p. 2). Finally, the study was also expected to present a rich description of the English teachers' competence and their teaching performance and can be used to improve the English teachers' competence and their classroom performance in order to facilitate and support the students to acquire the essential knowledge, skills and attitudes through learning English (Partin, 2009, p. 318).

To collect the data, this case study used multiple data collection (Singh Malik and Hamied, 2014, p. 267; Yin, 2003, 2004) including classroom observations, focus group interview, and teacher self-assessment (Sherman et al, 1987).

3.2.3.2 Quantitative Approach

Denzin and Lincoln (1994) contend that there is not any single source of data that has a complete advantage over others. Rather, they might be complementary. In this way, the study used a variety of data collection to blur certain boundaries. Based on the aforementioned statement, the second approach used in this case study research involved the application of quantitative research methods to the non-probability samples which provide results that are not necessarily designed to be generalizable to wider populations. The data for quantitative approach was collected through questionnaire because questionnaires are a widely used method of collecting data from a large population (Emery, 2012, p. 7).

The overview of the research questions, data collection, and research participants and data analysis is presented in Table 3.1 below.

Table 3.1 **Overview of the research design of the study**

Research Question	Data Collection	Research Participant	Data Analysis
1. How do the English teachers with different levels of competence perform their competence in terms of professional knowledge, skills and attitudes, in their classroom practice?	Classroom observation, teacher self-assessment,	2 (two) junior secondary English teachers from two districts in West Java Province	Thematic narrative analysis
2. What are the teachers and students' perceptions of English teachers' performance in terms of professional knowledge, skills and attitudes?	Teacher self-assessment, questionnaire and focus group interview	318 junior secondary English students (for student questionnaire) and 45 junior secondary English students (for student focus group interview) from two districts in West Java Province	Descriptive statistics (SPSS version 20)
3. What are the teachers and students' perceptions about of the important characteristics of a competent English teacher?	Teacher self-assessment, questionnaire and focus group interview	318 junior secondary English students (for student questionnaire) and 45 junior secondary English students (for student focus group interview) from two districts in West Java Province	Thematic/content analysis

3.2.4 Research Settings and Research Participants

3.2.4.1 Research Settings

This study was conducted in two junior high school settings in West Java province. One of the reasons for choosing such a setting was that qualified junior high school teachers become a precious commodity in many developed and developing countries (Moreno, 2005, p. 4). The period of compulsory education – primary, lower secondary and even the upper secondary cycle is at the core of all education systems (OECD, 2009c, p. 28). Young people need also to be ready to learn right from the start of secondary school (DfCSF, U.K., 2009, p. 3). The report by U.S. Department of Education (1999, p. 1) also contends that policymakers, educators, researchers, and the public have become more interested in how elementary and secondary school teachers teach their students.

The report by OECD (2015b, p. 102) also postulates that Indonesia has made good progress on building the foundations needed to improve the quality of basic education becomes one of several reasons of choosing junior high schools context. Basic education in Indonesia covers nine years. It is divided into two levels: six years of primary school and three years of junior secondary school. Therefore, the findings are expected to give contribution to the improvement of basic education in Indonesian context especially in achieving the national standards of education (Ministry of Education and Culture, 2013a) concerning teacher standard (Ministry of National Education, 2007) and teaching and learning process standards (Ministry of National Education and Culture, 2013b).

3.2.4.2 Research Participants

Formerly, the study was designed to take place in three schools representing three districts in West Java province, which had been considered to have better education quality in the province based on several criteria such as the National Examination achievements, Teacher Competence Test achievements, National Standard of Education attainment, and some relevant indicators. From each of the schools, it had been designed that there would be three teachers involved in the study representing seventh, eighth and ninth grades. However, the access to the schools was not quite easy to obtain. In fact, of several teachers offered to get involved in the study, only two English teachers were available and accessible to take part in the study. Other teachers refused to participate in the study with several reasons and arguments.

Therefore, non-probability convenience sampling was used in gaining the research participants (Griffiee, 2012, p. 66; Kalton, 1983; Nunan, 1992, p. 142; Warner, 2008) because it was found that the two schools under study had provided accessibility and availability (Kvale, 1996). They were also easy and convenient to become the participants of the research (Griffiee, 2012, p. 58): the school principals, the English teachers, and the students who had no hesitation and objection to participate in this study. However, the two English teachers under study were also chosen because of several criteria such as, their gender, teaching experience, educational background, achievement score in teacher competence test, and age as can be seen in Table 3.2.

It had been fully realized that there was obvious disadvantage to convenience sampling that it was likely to be biased and should not be taken to be representative of the population (Alwasilah, 2009; Mackey and Gass, 2005, p. 122). However, this study followed Tellis (1997a, 1997b) who argues that the selection of participants in a case study does

not have to be done through random selection and it can adjust to the condition that is available.

Several prominent scholars in case study area (e.g. Patton, 2002; Yin, 2003) also claim that there are no rules for sample size in qualitative inquiry exist. In detail, Patton (2002) argues that sample size depends on what you want to know, the purpose of the inquiry, what will be useful, what will have credibility, and what can be done with available time and resources.” Furthermore, Patton (2012, pp. 244-245) postulates that the validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information richness of the cases selected and the observation/analytical capabilities of the researcher than with sample size.

Concerning specific selection criteria of cases to the sample, one issue is clear enough: selection should not be based on representativeness, which is the most common practice in quantitative studies. To support this, Patton (2002) argues that to build an adequate sample in a case study research, usually the most useful are tactics that can be based on most accessible cases (case that allow an easy access to a large number of rich information sources, which is especially important for studies undertaken. Therefore, the two English teachers were involved in the study, as convenience-sampling participants, because of their motivation and commitments to participate in the study. In this case, their intention, commitment and cooperation during the study were fully appreciated.

The reason for choosing second grade classes was that the second grade had been stated by the Ministry of Education and Culture to implement the 2013 Curriculum in the academic year of 2013-2014. When the study was conducted, the students and the teachers were expected to have at least a minimum one-year experience of the implementation of the new curriculum. That made the construction of the instruments for classroom observation; questionnaire, teacher self-

assessment and focus group interview became easier, more reliable and more valid.

In summary, the criteria for choosing the two English teachers as research participants under study are presented in Table 3.2 below.

Table 3.2 Characteristics of English teachers participated in the study

RP	G	A	D/C	TA	TE	TCT Score
T-1	Male	50	S-1 (English education) S-2 (Master of linguistics)	8 th grade	28 years	73.00
T-2	Female	39	S-1 (English education)	8 th grade (3 classes) and 9 th grade (3 classes)	14 years	46.00

RP = Research Participant
 G = Gender
 D/C = Degree/Certification
 TA = Teaching Assignment
 TE = Teaching experience
 TCT = Teacher Competence Test

The description of the students as research participants is presented in Table 3.3.

Table 3.3 Characteristics of students participated in the study

Teacher's Code	Class visited	Number of students (Total)	Number of questionnaire distributed	Number of questionnaire returned	Number of students took part in FG interview
T-1	Class-1	42	42	41	5
	Class-2	40	40	34	5
	Class-3	40	40	36	5
	Class-4	40	40	40	5
	Class-5	40	40	35	5
	Class-6	40	40	39	5
T-2	Class-1	32	32	31	5
	Class-2	32	32	30	5
	Class-3	32	32	32	5
Total number		338	338	318	45

3.2.5 Data Collection

This section discusses the data collections of the study and is divided into subsequent sections: qualitative data collection and quantitative data collection. The used of qualitative and qualitative data collection in this study was meant as triangulating data sources to compare and cross-check the consistency of information derived at different times and chances and by different means within mixed methods.

In this study, the data gathered from classroom observations was compared and crosschecked with the closed-ended and open-ended items in questionnaire, teacher self-assessment, and focus group interview (Singh Malik and Hamied, 2014, p. 273).

The sources of data for this study are outlined in Figure 3.2 below.

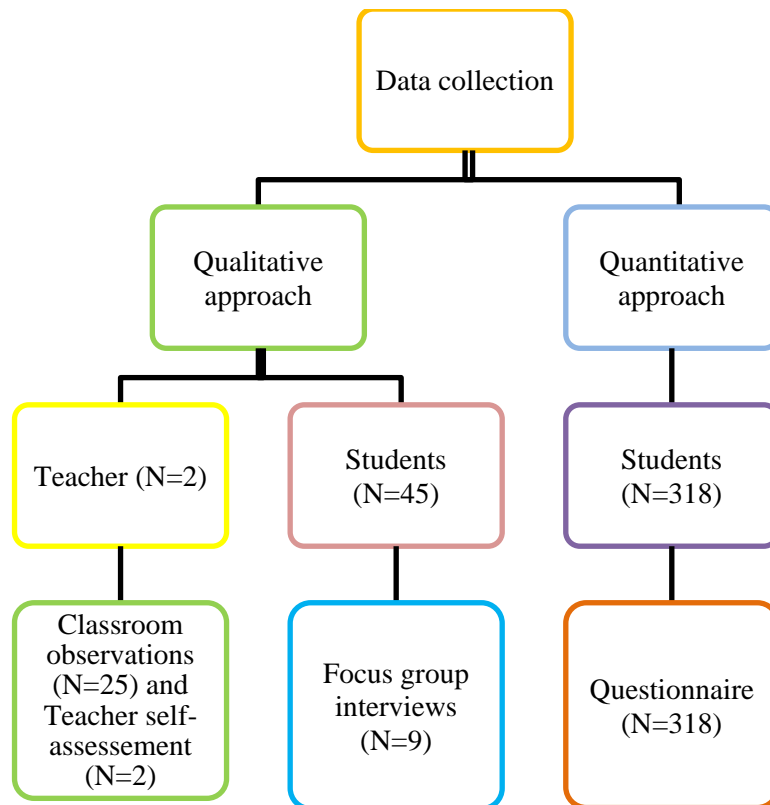


Figure 3.2 Data collection used in the study

The Figure shows that the data for the study was collected from two kinds of approaches, qualitative and quantitative approaches. The data obtained from the qualitative approach was collected from 25 classroom observations, 2 teacher self-assessments and 9 focus group interviews. The data from obtained from quantitative approach was collected from questionnaire collected from 318 English learners.

Qualitative and quantitative data collection used in the study will be discussed in section 3.2.4.1 and 3.2.4.2.

3.2.5.1 Qualitative Data Collection

The study gathered the data using four methods of data collection: classroom observations, focus group interviews, questionnaire, and teacher self-assessment.

The qualitative data collection used in the study is described in Figure 3.2 below.

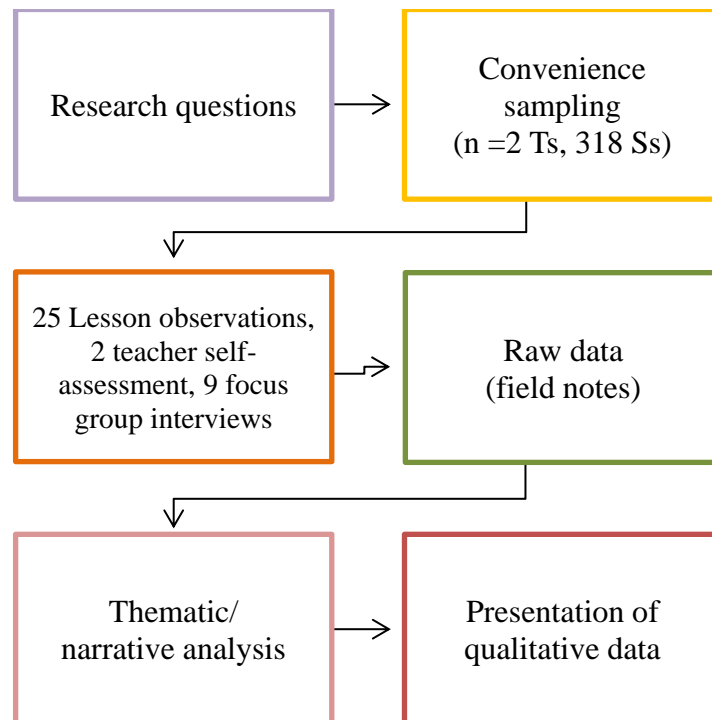


Figure 3.3 Qualitative data collection used in the study

Figure 3.2 describes the procedure of qualitative data collection used in the study. The procedure of the qualitative data collection will be discussed in section 3.2.4.1.1 until 3.2.4.1.3. The qualitative data collection used in the study will be discussed in section 3.2.5.1.1 until 3.2.5.1.3.

3.2.5.1.1 Classroom Observation

This study employed complete announced formal observations that last the duration of the full lesson or entire class period (Barge, 2012; Marzano, 2010). This study used direct observation and took notes to provide additional information and understanding of the case. The observer's role was as participant observer or inside observer (Yin, 1996).

The observed teachers determined the dates of the visits a month ahead of time (no surprise visits). The classroom observation was chosen because it served as important source of performance information of the English teachers under study (Stronge, 2012, p. 10). It can be done through watching or participating in the activities of the researched (Hancock and Algozzine, 2006, p. 46; Yin, 1996) or by conscious noticing and detailed examination of participants' behavior in a naturalistic setting (Heigham & Crocker, 2009, p. 166).

The purpose of observing the English teachers' performance was to gain a more accurate and comprehensive data on how the English teachers performed their classroom practice as the reflection of their competence. This is consistent with AITSL (2014, p. 35) that contends that the purpose of the observation determines the methods of gathering data, the analysis and the use of the information.

Twenty-five lessons were observed during the study in September 2015 to October 2014. The focus of the observations was on how the English teachers perform their competence in terms of professional knowledge, skills and attitudes.

Concerning with classroom observation, Bolitho (2013, p. 7) remarks that there are very few teachers put hand on heart and say that they enjoy being observed. Furthermore, Bolitho (2013, p. 10) contends that whatever their purpose, an observer is, at best, an invited guest and, at worst, an intimidating presence in a classroom. In this way, the two English teachers under study had been requested to find a way of explaining the appearance of the observer to their students in a delicate matter, especially if the lesson is to be assessed. No observed lesson is ever completely normal, and the visible presence of a ‘foreign body’ is all too often a distraction for both teacher and learners.

Following Bolitho (2013), the observer did the following stages:

- tried keep a low profile and sat where she can get a good view of the lesson with the least possible distraction to teacher and learners;
- asked the English teacher to introduce her to the class as a guest who is interested in the teaching and learning that goes on in the classroom;
- let the teacher know if she wishes to take notes;
- asked the English teacher to make the lesson as ‘normal’ as possible;
- informed the English teachers that the observer would not play any active part, or intervene in any way, in a lesson.

An observation task for each segment of a lesson was designed so that the observers would be able to give constructive feedback to the teacher. An observation task guides the observer what to observe so that there is no confusion and minimal tension. Every minute was a precious

moment of time. Therefore, the observer tried to find out and record exactly what the teachers and the students were doing each minute of the lesson.

In addition, Merriam (1988, p. 45) also suggests that observation is the best technique to use when an activity, event, or situation can be observed first hand, when a fresh perspective is desired, or when participants are not able or willing to discuss the topic under study. In line with Merriam, Maxwell (1996, p. 13) also clarifies that observation often enables a researcher to draw inferences about someone's meaning and perspective that she could not obtain by relying exclusively on interview data.

According to Danielson (2008, p. 2), the observation of classroom practice is the cornerstone of the evidence of a teacher's skill; engaging students in important learning is rightly to be considered to be the key to professional teaching. What teachers do in their interaction with students is what matters most in influence students learning.

Classroom observations, along with the collection of other sources of evidence and measures of student learning, are designed to give a complete a picture of the English teachers' performance as possible. Thus, the purpose of the observations is to provide the English teachers with specific feedback on their practice, highlighting what they do well and what they need to improve. In addition, classroom observations also have several advantages in measuring teacher performance (Milanowski et al, 2007).

In addition, the quality of teaching was not graded or entered into such a grade on the evidence form for individual lesson observations. Instead, any evidence gathered was simply recorded onto the form and was used to provide feedback to teachers under study. Then, all the evidence gathered about teaching was drawn into a summary, which

would inform the teachers and judgment about the overall quality of teaching across the study (Ofsted, 2014).

3.2.5.1.2 Teacher Self-Assessment

Another common instrument used in teacher evaluation is teacher self-evaluation or teacher self-assessment. Teacher self-assessment is a process by which teachers judge the effectiveness and adequacy of their performance, effects, knowledge, and beliefs for the purpose of self-improvement (Fullan, 1993).

The perspective of the teacher being evaluated is essential, because it allows teachers to express their own views about their performance, and reflect on the personal, organizational and institutional factors that had an impact on their teaching (OECD, 2009a, p. 15). Research findings also show that teachers are not happy with traditional assessment practices (Mclaughlin, 1984).

Teacher self-evaluations also have the greatest potential of producing changes in teaching practices because they provide teachers with the rare opportunity to reflect on their teaching and modify accordingly (Nhundu, 1999). Teachers view self-ratings as the most appropriate evaluation method compared with supervisor/administrator and peer evaluation, which they ranked second and third, respectively (Stark and Lowther, 1984, p. 97).

Stronge (2006) supports the premise and promotes the advantages of self-assessment for the following points:

- Give teachers more “voice” and control about their professional growth;
- Make teachers more possible for demonstrating their own competence;

- Provide opportunities for teachers to enhance reflection, understanding and improvement of practices, and make teachers more likely to question their taken-for-granted expectations, norms, beliefs, and practices.

Numerous methods have been used to measure character and personality traits (Likert, 1932). In this study, teachers were requested to rate their teaching performance using a four-point Likert-type rating scale which is commonly used to measure the teachers' attitudes, knowledge, perceptions, values, and behavioral changes (Vogt, 1999) using the frequency (Vagias, 2006) ranging from 1 (yes, always), 2 (yes, most of the time), 3 (yes, sometimes), and 4 (no, never).

3.2.5.1.3 Focus Group Interview

This study used semi-structured (open-ended) focus group interview (Drew, Hardman & Hosp, 2008; Heigham and Crocker, 2009, p. 184; Yin, 1984) based on several reasons. First, semi-structured interview is the commonly used type of interview (Dornyei, 2007, p. 136, Dawson, 2009, p. 27). Second, it provides a clear picture of the topic that need to be covered. Third, it provides the chance to expand the depth of data gathering and in-depth information from the participants (Mertens, 1998; Fielding & Thomas, 2001), and to increase the number of sources of information (Yin, 1984). Finally, it is prepared to allow the interview to develop in unexpected directions where these open up important new areas (Stake, 2010, p. 186).

Forty-five students had been chosen by the two English teachers to get involved in the focus group interview based on the following characteristics as requested by the interviewer which represented the (1) gender: boy and girl; and (2) students' achievements: under average student, average student, and fast learner.

The interview was conducted face to face between the interviewer and the research participants (N=45) to allow the interviewees the freedom to respond and express their thoughts as suggested by O'Leary (2004). The interviews were also conducted according to the interviewees' schedule and availability following Feagin, Orum and Sjoberg (1991). The interviews were conducted in *Bahasa Indonesia* as requested by the learners.

Forty-five interviews were carried out, recorded, transcribed and analyzed using thematic/narrative analysis method. Each interview lasted between 30 to 45 minutes. All interviews were tape recorded and transcribed verbatim to probe deeper into issues raised by the questionnaire. The replies were expected to shed light on some of the major issues raised by the questionnaire. The interviews were focused on how the students perceived their English teachers' performance in terms of professional knowledge, skills and attitudes. The interviews also sought the students' perceptions of important characteristics of a competent English teacher.

The study used seven stages of an interview investigation (Kvale, 1996, p. 88):

1. **Thematizing:** Formulate the purpose of the investigation and describe the concept of the topic to be investigated before the interviews start.
2. **Designing:** Plan the design of the study, taking into consideration all seven stages before the interview starts.
3. **Interviewing:** Conduct the interviews based on an interview guide and with a reflective approach to the knowledge sought
4. **Transcribing:** Prepare the interview material for analysis, which commonly includes a transcription from oral speech to written text.
5. **Analyzing:** Decide, based on the purpose and topic of the investigation, and on the nature of the interview material, which methods of analysis are appropriate.

6. Verifying: Ascertain the generalizability, reliability, and validity of the interview findings. Reliability refers to how consistent the results are,, and validity means whether an interview study investigates what is intended to be investigated.
7. Reporting: Communicate the findings of the study and the methods applied in a form that lives up to scientific criteria, takes the ethical aspects of the investigation into consideration, and that results in an readable product.

The next section, Section 3.2.5.2 will discuss quantitative data collection.

3.2.5.2 Quantitative Data Collection

In this study, the quantitative data was collected through questionnaire. The quantitative data collection procedure is presented in Figure 3.3.

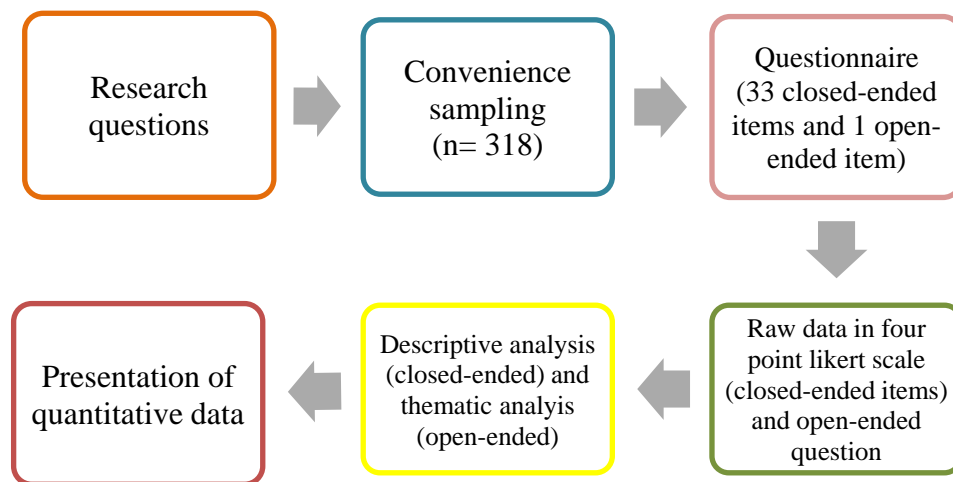


Figure 3.4 Quantitative data collection procedure

Figure 3.3 describes the procedure of qualitative data used in the study. The procedure of quantitative data collection will be discussed in section 3.2.5.2.1.

3.2.5.2.1 Questionnaire

This study used questionnaire to collect data on opinions from a large group of participant, the 318 students under study, on how they perceived their English teacher teaching performance (Mackey and Gass, 2005, p. 92) using the combination of closed-ended and open-ended questionnaire (Dawson, 2009, p. 31; Mackey and Gass, 2005, p. 93).

The questionnaire was developed based on the framework of the teacher performance standards and sample of performance indicators for teacher competence in terms of professional knowledge, skills and attitudes, which has been discussed in chapter 2.

The questionnaire began with a series of closed questions (33 items), with boxes to tick or scales to rank on their English teachers' performance and then finish with a section of open question (1 item) for more detailed response on how they perceived the important characteristics of an English teacher.

A number of 318 questionnaires were distributed to the learners to capture their perceptions of their English teachers' performance and to have a better understanding of what the characteristics of a good/competent English teacher are in the perspectives of the students under study.

The questionnaire consisted of 33 closed-ended questions capturing the students' perspectives of their English teachers' performance in terms of teacher professional knowledge, skills and attitudes. Questionnaires can be used to gather data on pupils' preferred learning styles (DfES, U.K., 2004b). Questions were grouped into four broad areas: information relating to the respondents, students' perceptions of teachers' professional knowledge, professional skills, and professional attitudes. One open-ended question was also delivered to the students capturing what, in their

perspectives, the characteristics of a competent English teacher (See Appendix 3).

Open-ended questions assisted in the gathering of information from the respondents. Open-ended questions allowed for broad based responses and moved away from being factual. Open-ended questions encouraged the respondent to explore the issue and not give a mere “yes” or “no” response. Open-ended questions placed in the respondents’ hands, the ownership and responsibility of the data. (Cohen & Manion, 2000, pp. 255-265). Many of the open-ended questions required of respondents to report on what is actually happening at the school. When respondents were asked about definitions, the accuracy of their responses was aligned to the literature study. The responses were not compared, as there was no need to do so and would have had no impact on the analysis of the data. Responses to questions were converted to percentages and this information was represented as frequency distributions in table form. Univariate analysis of data was done, i.e. the analysis of one variable took place to describe that particular variable.

The questionnaire was distributed after the twenty-five classroom visits ended to the classes where the twenty-five lessons had been observed. Then, the two teachers scheduled the time for distributing it. They set the time during their lessons took place. They spent around thirty minutes before the class began. When the questionnaire was distributed, the two English teachers were not available in the classrooms to make the learners respond to the items freely and honestly without their teachers’ presence. Before the questionnaire was distributed, the learners, as research participants, were provided with the following information:

- a) The explanation of the nature and purpose of the study, that was to portray their English teachers’ competence through the observation of their classroom practices, questionnaire and the focus group interview.

- b) The students were informed that all responses and their identities would be kept confidential. In fact, the learners were not required to write their identity, except their age and gender. The questionnaire was just coded by the class and the number of the students present.
- c) The learners were offered to feel free to ask any question related to the questionnaire and if there was any, their questions will be answered.
- d) The items in the questionnaire were developed in English accompanied with the simple translation in Indonesian language to make sure that the learners understood each of the items.
- e) The participants were assured to understand what the study was about, outlined the study and clarified terminology.

After the learners filled in the questionnaire, the numbers of the questionnaire returned were counted by comparing with the number of the students present.

The next step was edited the questionnaires with respect to:

- a) completeness: a check to see that all the questions have been answered;
- b) accuracy, a check to see that all questions have been answered accurately, by placing ticks or circles in the appropriate places;
- c) uniformity, a check to see that all instructions and questions have been interpreted uniformly (Cohen & Manion, 2000, p. 265).

Finally, the last step was the entry of the data gained from the students through questionnaire. Then, the process of quantitative data analysis began.

3.2.6 Data Analysis

In analyzing the data, this study followed Bogdan & Biklen (1982, p. 145) who pose that there is not one single right way or most appropriate way to analyze qualitative or quantitative data. Data analysis involves “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others.”

The data analysis will be discussed based on qualitative and quantitative approaches and will be discussed in section 3.2.6.1 and 3.2.6.2.

3.2.6.1 Qualitative data analysis

In this study, the data was analyzed to make meaning from text (Creswell, 1998, 2003, 2009). In this study, the data collection and interpretation also occurred simultaneously (Glesne, 2006; Merriam, 2002). The data obtained was broken up of information into trends, themes, patterns and relationships (Mouton , 2001, p. 108). Therefore, the aim of data analysis is to organize and structure the data in such a manner that a meaningful conclusion can be reached (Polit & Beck 2004, p. 570).

The data gathered from the classroom observations, open-ended questionnaire, focus group interviews, and teacher self-assessment were analyzed using qualitative methods. The thematic content analysis was employed to categorize information, identifying patterns, seeking the connections between the categories, and interpreting the data from multiple sources.

3.2.6.1.1 Analysis of Classroom Observation Data

To analyze the data obtained from classroom observations, the study followed the content analysis procedures used by Queensberry et al. (2011):

- *Prepare the data for analysis*: Interviews were transcribed within three days of completion. Then the review of the field notes was done immediately after each session; filled in gaps and expanded on ideas;
- *Become familiar with the data*: the transcripts, field notes, and documents were read through multiple times until the content became familiar;
- *Identify units of analysis*: after the interview transcripts and observation field notes had been read, they were colored highlighters to mark distinct phrases, ideas, or units of information. Then, they were labeled with a code. Codes were constantly revised while the data was aggregated and continued to review more data. Documents were reviewed and relevant portions were coded as well;
- *Define temporary categories* for coding the responses: Initially these highlighted, coded excerpts from the transcripts, field notes, and documents were placed into computer files based on preliminary categories;
- *Make conclusions* of the classroom observations based on the emerging themes.

The aforementioned procedures of analysing the classroom observations were done in the field notes made during the classroom observations.

3.2.6.1.2 Analysis of Interview Data

In analysis the data from interview, the study used thematic and content analysis to determine the presence of certain words or concepts within texts or sets of texts. The presence of words and concepts were quantified and analyzed to obtain meanings and relationships of such words and concepts and to make inferences about the messages within the texts (Colorado State University, 2014, p. 1). To identify the themes and categories, interviews verbatim was transcribed. Themes and categories were then clustered (grouped) together (Mizrach, 2006, p. 3).

The thematic analysis used in this research adopted from Attride-Stirling (2003) with the procedure outlined in Figure 3.4 below.

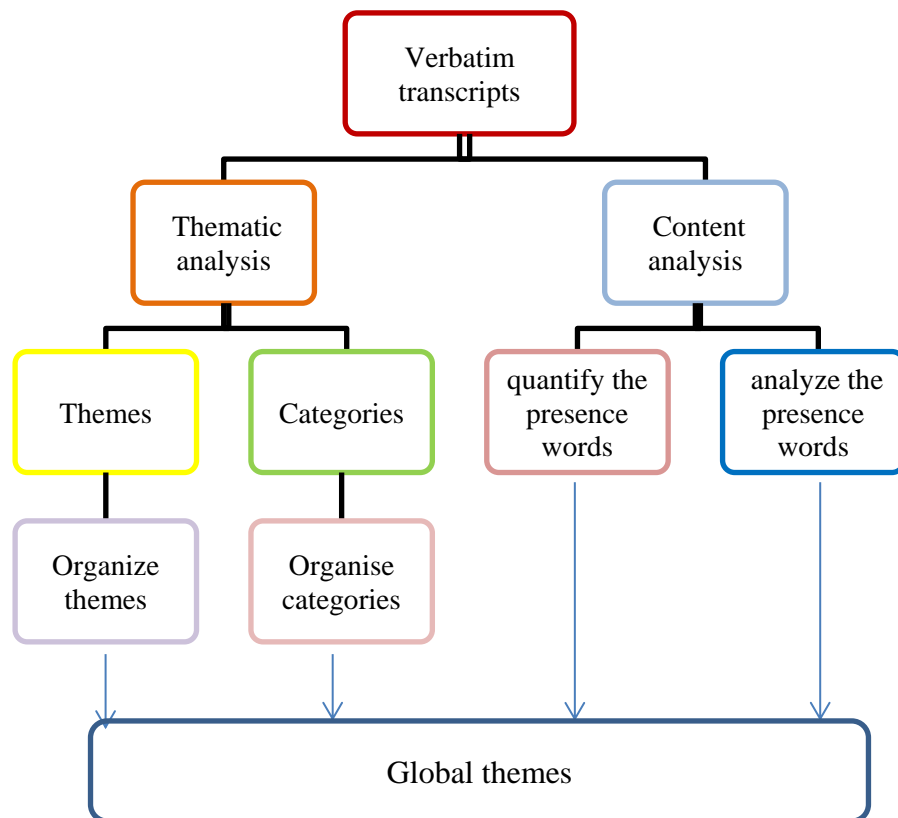


Figure 3.5 Analysis of interview data procedure

The Figure shows the procedure in analyzing the interview data as adapted from Attride-Stirling (2003), Colorado State University (2014) and Mizrach (2006).

3.2.6.2 Quantitative Data Analysis

3.2.6.2.1 Analysis of Questionnaire Data

As has been discussed in section 3.2.5.2.1, the last step in data collection and procedure of questionnaire was the entry of the data gained from the students. The first step in data analysis of the questionnaire was by converting the data to percentages and this information was represented as frequency distributions in table form.

The data analysis was carried out by means of descriptive statistics. Descriptive statistics were utilized to describe the sample and inferential statistics to draw conclusions about the theoretical model. In descriptive statistics, the Likert technique provides a testing approach to infer the differences in order to be analyzed statistically in relation to teaching performance category performed by the English teachers as perceived by the students. This, in turn, helps correlation of the frequencies and percentages between the different categories. In this regard, descriptive statistics of the data collected are tabulated and presented in Figures and Tables.

The statistical data in the quantitative instrument (the questionnaire) was analyzed on a PC computer using SPSS (Statistical Package for Social Science) for Windows version 20. The version is the most widely available and generally used comprehensive statistical computer package available to academic researchers and marketing practitioners for many years and considered the easiest and the most efficient method to use (Dawson, 2009, p. 115).

In the closed-ended items of the questionnaire, there were three essential components of teacher competence, professional knowledge, skills, and attitudes. Each component represented the teacher competence consists of teacher professional knowledge, skills and attitude and translated into thirty-three items. The open-ended item (statement number 34) tried to obtain English students' perceptions of how they perceived the characteristics of a competent English teacher.

The responds are coded and categorized based on the most frequent characteristics listed by the students and by using thematic analysis. The open-ended question in the questionnaire was analyzed by developing coding and categories (Bogdan and Biklen, 1992) and counted the frequency of codes (Huberman and Miles, 1994) and the data was displayed in forms of tables and figures.

After collecting the data, the reliability analysis was performed by calculating Cronbach alpha to test the reliability and rank spearman correlation to test the reliability and correlation (Cortina, 1993; Schmitt, 1996; Streiner, 2003). The responds obtained from the students were, then categorized according to the topics and themes relevant to the research questions. The next step was to interpret the responses from each learner as to whether they had positive or negative perception of their English teachers' competence and how they had perceived their English teachers' performance.

3.2.7 Criteria for Interpreting the Findings

Readers need to know the criteria for evaluating research findings (Stake, 1995). This study used four criteria for naturalistic research: credibility, transferability, dependability and confirmability, and linked their criteria with four criteria used in conventional quantitative inquiry: internal validity, external validity, reliability and objectivity (Lincoln and Guba,

1985). The reliability of the closed-ended items in the questionnaire is presented in section 3.2.7.1.

3.2.7.1 Reliability and Validity

To test the reliability, the instrument's internal consistency was analyzed using Cronbach alpha coefficient and rank spearman correlation to test the reliability, correlation and the descriptive statistics. Another issue is on validity. Validity is vital to all type of research. Validity refers to the accuracy and trustworthiness of instruments, data and findings in research. Nothing in research is more important than validity (Bernard, 1995, p. 38). The validity of this study followed Yin (2003, p. 36) by triangulating the methods of data collection (using different research methods, e.g. classroom observations, teacher self-assessment, questionnaire, and focus group interview) in trying to arrive at the same conclusions. The SPSS 20.0 statistical packages were used for the data analysis. The Cronbach alpha derived from the study was 0.855 as illustrated in Figure 3.6.

Cronbach's Alpha	N of Items
0.855	33

Figure 3.6 Cronbach alpha reliability

The Figure shows that the result of reliability was 0.855. It means that the instruments were categorized into reliable and valid based on Brown Thompson's parameter. The correlation coefficient was also calculated using rank spearman correlation to test the reliability and correlation. The correlation coefficient of the closed-ended items is illustrated in Figure 3.5. The Figure shows that the overall questionnaire had very high construct validity (Cronbach's alpha = 0.855). It means that the items were reliable. The items were also valid because it moved from 0.315 to 0.523.

3.2.8 Research Ethics Approval and Confidentiality

Ethical issues play an important role in human research and affect the choice of research design (Woods & Catanzaro 1988. p. 90). The researcher observed the following ethical considerations throughout the study (De Vos et al, 2002, p. 74):

- *Permission to conduct the study*
Prior to conducting this research, a letter of consent to was obtained from Professor Dr. Didi Suryadi, M.Ed., the Director of School of Postgraduate Studies of Indonesia University of Education. The letter was given to the school principals of two junior secondary schools under study.
- *Informed consent and voluntary participation*
The researcher was fully aware of respondents' consent to participate should be voluntary and informed. In this research, teachers were informed that the choice to participate was their decision. No respondent would be coerced to participate, and the respondents could withdraw at any time should they so wish. There should be no penalty for refusing to participate. The respondents' rights were also protected. To obtain informed consent, the researcher explained the nature, purpose and potential benefits of the study, and how data would be collected (Burns & Grove 2001, p. 206).
- *Confidentiality and anonymity*
To maintain confidentiality, the research participants' personal details, including names, names of schools, schools addresses, telephone numbers and any other details were disclosed. The respondents were assured that all information would be treated as strictly confidential. Furthermore, the respondents' anonymity would also be maintained.

3.2.9 Summary of the Chapter

This chapter has portrayed some of the general issues in designing a research project: the description of the research design, research questions, instrumentation, data collection, procedure, analysis, research participants, and ethical issues. The next chapter, chapter four will present and discuss the data findings from the research on how the English teachers reflected their teaching performance as the reflection of their competence, perceived their own teaching performance and important characteristics of competent English teachers. In addition, the chapter also portrays the students' perceptions of their English teachers' performance and the important characteristics of a competent English teacher.