

CHAPTER III

METHODOLOGY

This chapter presents detailed information about how the study was conducted. It covers five main sections: research design, site and participants, and data collection technique, data analysis, and concluding remarks. In data collection technique, there are three instruments. These instruments comprise questionnaire, interviews and class observation.

1.1 Research Design

This study employed a qualitative case study approach. The study attempts to investigate activities undertaken by teachers regarding their professional development, including advantages of professional development on teachers' teaching practice. This study, which was conducted in a particular setting, was expected to present an in-depth explanation answering the research questions stated in Chapter I. Therefore, case study is considered appropriate for the present study since it has characteristics to gain extremely rich, detailed, and in-depth information (Berg, 2001). Additionally, case study aims to “understand social phenomena within a single or small number of naturally occurring setting” (Bloor & Wood, 2006, p.27) and seek process or activity (Creswell, 2009).

1.2 Site and Participants

This study involved two English teachers of a junior high school in Bogor, West Java. Teacher 1 has taught for more than 25 years while Teacher 2 has taught more or less 15 years. Teacher 1 was a senior one in that school. She has been appointed coordinator of English teachers in that school. She has once participated in a teacher exchange to Australia. She often coaches students in English, usually for competitions. Teacher 2 was relatively a new one in that school. She has taught in that school for about 5 years. Previously, Teacher 2 taught in another junior high school. Therefore, when the study was conducted, Teacher 2 taught in two different schools.

1.3 Data Collection Techniques

There are three instruments used to obtain the data. These instruments are questionnaires, interviews, and class observations. Questionnaires and interviews provided core data of this study. Additionally, class observations were conducted to provide data which supported the findings from questionnaires and interviews.

1.3.1 Questionnaire

Questionnaire was used to gain data about professional development activities undertaken by teachers in the last three years (from 2015—2017), advantages and challenges of doing professional activities on teachers' teaching practice. In the first section, there are three main questions covering professional development activities undertaken by teachers, teachers' scores, and teachers' opinion for each professional development activity. In the second section, there is one question about impact of professional development activities on teachers' language proficiency, content knowledge, and teaching skills. In the third section, there is one question about challenges of doing professional development. The items of all sections were based on literature presented in Chapter II. Questionnaire validation was done through expert (supervisor) and colleagues checking.

1.3.2 Interviews

Interviews were used to gain data about teachers' activities which supported their professional development, and advantages of doing professional development on teachers' teaching practice. The type of interview was semi-structured. It was based on consideration that in semi-structured interview, the interviewer might ask follow-up questions even though he or she has prepared guideline questions (Alwasilah, 2009; Hatch, 2002).

The interviews were conducted three times for each respondent. Each interview session lasted for about 15—30 minutes. The interviews confirmed what has been stated by the teachers in the questionnaire and done in the class. The questions generally covered the following points:

1. professional development activities undertaken by the teachers;
2. advantages of doing those professional development for teachers;
3. teachers' suggestions of professional development activities.

Those points were developed into 15—18 specific questions which confirmed teachers' statements in their questionnaires and teachers' teaching performance in the classroom (see appendix). The researcher audiotaped the interviewees as well as jotted down important points.

There was an agreement between the interviewer and the interviewees whether the interviewees' identity are explicitly mentioned, changed or kept confidential. It aimed to give convenience for the interviewees and to keep the reliability of the interview sessions. Both respondents did not mind having their identity mentioned.

1.3.3 Classroom Observations

Classroom observations were aimed to gain an in-depth data about advantages of professional development activities on teachers' teaching practice. The type of classroom observation was non-participant observation. The observer did not actively involve in the teaching-learning process. The observer only observed what the teachers and students did during the learning process.

The teaching-learning process was videotaped. It enabled the researcher to replay the record the videos several times, analyze the teaching-learning process without worrying of limited time, and discuss the lesson with respondents (Wragg, 2002). In addition, the observers also jotted down what was done and said by both the students and the teacher during the session. This taking-note process is beneficial as it gives the observers "full picture of events available to observer at time of observation" and availability for discussion immediately after lesson (Wragg, 2002, p. 17).

The observation was conducted for eight meetings. Each meeting lasted for about 90 minutes. The observation was conducted from February to July 2017. It took six months to observe the teachers' teaching process due to time availability of the teachers and researcher.

1.4 Data Analysis

The obtained data were categorized into two central themes relevant to the research questions. The categories covered professional development activities

undertaken by teachers and advantages of professional development on teachers' teaching practice. The former aspect comprised professional development activities undertaken by Teacher 1 and 2. The latter aspect comprised advantages of professional development activities on teachers' language proficiency, teachers' content knowledge, and teachers' teaching skill.

Data from questionnaires were firstly coded by using number to distinguish the respondents (for example Teacher 1 and Teacher 2). The data were grouped and matched based on formulated research questions "to describe or characterize the answers of a group of respondents" (Brown, 2005, p.114). The data gained from open-ended questions were categorized into two main parts: teachers' activities regarding their professional development and advantages of professional development on teachers' teaching practice. These data were then justified by expert theories presented in chapter II.

Data from interviews were transcribed and categorized based on key issues in this study as formulated in the research questions. After that, the data were condensed. The condensed data of interviews were presented to support and contradict respondents' statements in the questionnaire and class observations, to reveal what was not written in the questionnaire, and to confirm what has been done in class observation. These data were then justified by expert theories presented in chapter II.

Data from class observations were transcribed and categorized into three central themes concerning teachers' teaching practice. The data were matched based on theories from Richards (2010) about ten cores of expert teacher competence and performance in language teaching. However, there were only three aspects which became the focus. These aspects included teachers' language proficiency, teachers' content knowledge, and teachers' teaching skills. The data were used to confirm whether teachers' statements in the questionnaires and interviews were implemented in the teaching-learning session or not. These data were then justified by expert theories presented in chapter II.

The obtained data from questionnaires, interviews and class observations were triangulated, as suggested by Emilia (2008), to answer the research questions as stated in Chapter I. The data were interpreted and justified by using relevant

theories. Theories that support and are against the data were also used to compare and contrast them. Conclusion was drawn after all those steps were done.

1.5 Concluding Remarks

This chapter has discussed research methodology of the study. A qualitative case study is considered appropriate as it focuses on small case in a particular group. The analysis of data from questionnaire and interview included data summary, data categorization, and interpretation. Relevant theories are put to justify the findings.