

CHAPTER III

RESEARCH METHOD

This chapter describes the procedure of the research in order to find out the answers of the two research questions previously stated in chapter one. It includes Research Design, Research Site and Participants, Data Collection Techniques, Procedure in Detail, and Data Analysis.

3.1. Research Design

The design of this study was qualitative in nature. This research was conducted in a natural setting in a classroom context in which little intervention has been made by the researcher (Hamied, 2017). It was used to gain some evidences and the need to explore a particular problem which cannot easily be measured (Creswell, 2013). Following Creswell's opinion, I use a qualitative design for my research because teacher identity is difficult to be measured. Moreover, considering that one of the key purposes of my research was to provide a detailed, rich description of ethical formation of ESP instructors identity, a qualitative case study was an ideal methodology. A case study approach particularly employed as the study attempts to investigate social phenomena through the thorough analysis of an individual case (Hamied, 2017). This design afforded me the opportunity to conduct in-depth analyses of my participants' identity construction.

However, the objectives of this study were not intended to make generalization among all ESP instructors. In other words, present findings and interpretations were not about to represent related activities taken later in other circumstances could possibly lead to emergence of new different perspectives (Sugiyono, 2013).

3.2. Research Site and Participants

This research was conducted in a Language Center of private university located in Malang and involved two of the English for Specific Purposes instructors. The following subsections describe the profiles both the school and the instructors.

3.2.1. University's Profile

The university chosen as the research site is a well-known private university in Malang which has been running for 54 years since 1964. It has ten faculties; Islamic Studies, Social and Politic Sciences, Law, Economics and Business, Teacher Training and Education, Engineering, Psychology, Agriculture, Medical Science, and Health Sciences. This university implements English for Specific Purposes conducted by one of institutions namely Language Center (LC). ESP is the English program designed by LC and compulsory for both freshmen and transferred students based on the Rector Letter of Reference issued on August 3, 1999. For ESP, there are around 62 instructors in Language Center, 22 instructors as contracted instructors and the rest are not.

The university was chosen as the research site due to some reasons. First, it has Language Center in which English for Specific Purposes becomes one of subjects for freshmen students. Moreover, ESP has already been implemented in this university since 1999, and it is the first university in Malang, at that time, which used ESP as the university subjects. Last, the principal as the gatekeeper and the participating instructors are very cooperative to support the administration of the research. The kindness of the participants makes the accessibility to gain the data easier.

3.2.2. Instructors' Profiles

The respondents of the study involved two ESP instructors of Language Center in one of private universities in Malang; they are Laila and Vidi. Laila has been teaching as an ESP instructor for 8 years while Vidi still has three years experiences. Particularly, participants were purposefully selected because they helped me in finding out the findings of this study as Creswell (2012) suggests that in a descriptive qualitative study, the respondent refers to the researcher's intention to select participants and sites to understand the context of the study.

Rizka Maulina Wulandari, 2019

AN INQUIRY INTO IDENTITY FORMATION OF ENGLISH FOR SPECIFIC PURPOSES INSTRUCTORS

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The participants were purposefully chosen after considering their willingness and interest to be respondent of the study.

3.3. Instrumentation

Concerning the qualitative research methods, the use of in-depth interview and classroom observation have been a great help in getting in-depth information about day-to-day issues that encounter teacher identity in ESP teaching situations. In this research context, the use of those instruments has allowed the researcher to gather data and to have a full idea about teacher identity of ESP instructors.

3.3.1. Interview

The interview was used to get detailed information and provides a means of gaining a deeper understanding on how the participants saw and interpreted a phenomenon that could not be gained through observation (Gay et.al., 2009). The interview was in the form of in-depth interview with open-ended questions. Moreover, the interview was carried out in English to get more detailed data from both participants because both respondents enjoy in having the interview in English conversation. The interview questions are based on the ethical formation framework to ease the interview process which includes four axes (the substance of teacher identity, the authority sources of teacher identity, the self-practices of teacher identity, and the *telos* (endpoint) of teacher identity) of the relationship to oneself into identity. The participants' answer firstly were recorded and then transcribed. Then the transcription was analyzed in relation to the theories presented in chapter II and to the research problem. Therefore, I would not only focus on the prepared questions but also develop the questions as the interview would be going on.

3.3.2. Classroom Observation

In an attempt to have a useful insight of what happening related to teacher identity in the ESP situation, this research used classroom observation, almost viewed as

one of the acceptable tools to gather the data. The observation was carried out by observing and investigating participants' behavior in the real context of research site (Gay et.al., 2009). This activity was emphasized on understanding the natural environments in which the participant of research lives, without any attempt of manipulating or changing. The context that became the focus of the observation was the way how the instructors applied their identity into the teaching process.

3.4. Procedure Detail

The instruments were carefully selected to meet the specific objectives and to answer the precise research questions. The detailed procedures are described in the following subsections.

3.4.1. Interview

The instructors' pre-observation interview was conducted 2 times (1 and 8 May). The instructors were interviewed concerning two research questions, how they see themselves as teachers and the second is based on the ethical formation framework which includes four axes (the substance of teacher identity, the authority sources of teacher identity, the self-practices of teacher identity, and the *telos* (endpoint) of teacher identity) of the relationship to oneself into identity. The interview sections were recorded by using voice-recorder.

3.4.2 Classroom Observation

Classroom observation was conducted six times (around a month-10 to 30 May 2018) and I acted as the observer. It was conducted six times because there were three skills that I observed, speaking, writing and reading classes, and classroom observation was done in both instructors class so it was held for six times. During the class observation, I sat behind the students, observing the instructors' performance in conducting teaching-learning activities. The purpose of this was to see the instructors' behavior related to their identity in the class including substance, sources, self-practices and ultimate goal and to recheck the data from their interviews. Besides, the classroom observation was recorded by using video recorder and note-taking were created. After getting some notes, I conducted the

post-observation interview session to get more information from their behavior in the class. Principally, the observation was carried out based on the instructors' schedule.

Table 3.1. Data Collections Schedule

Type of data collection instruments	Time frame
In-depth Interviews (Pre-Observation Interviews)	1 and 8 May, 2018
1 st Observation	10 and 11 May, 2018
1 st Post-Observation Interview	10 and 11 May, 2018
2 nd Observation	14 and 21 May, 2018
2 nd Post-Observation Interview	14 and 21 May, 2018
3 rd Observation	24 and 31 May, 2018
3 rd Post-Observation Interview	24 and 31 May, 2018

3.5. Data Analysis

The data from interview were analyzed based on the research questions proposed in the previous chapter namely by formulating four axes of identity formation related to the framework by Clarke (2009) including substance, authority, self-practices and *telos* of teacher identity. First, the data were transcribed in written up transcription then it was teased out based on the four axes. After that, the interview data were described, interpreted and justified with the theory in the previous chapter.

Moreover, the data from classroom observation was transcribed because the field notes result was crosschecked by doing post interview. After transcribing

into the transcription, the data were classified based on the point related to four axes of the framework presented below.

Figure 3.2. Ethical Formation Framework



The data were analyzed in three big parts; data reduction, data display and finally drawing the conclusion (Miles & Huberman, 1994). The first step, the data were segmented, summarized and finally gotten the points of identity formation from the result of in-depth interview and classroom observation. Then, the data were organized and justified between one into other sources. And at last, conclusion was drawn based on the collected data. Finally, the proposed of teacher's identity of ESP instructors was constructed from the results of identity formation data and the implication of teacher identity could be recommended as one of teacher competences in Indonesia.