

CHAPTER III

RESEARCH METHOD

This chapter discusses the methodology of the research that covers the research design, the participant, the instrumentation, as well as the data analysis. Those sections are provided in order to answer the research question.

3.1. Research Design

This study employed qualitative descriptive method in which Creswell (2012) explained that qualitative research allows the researcher to make a personal assessment as to a description that fits the situation that capture the major categories of information. In addition, Meleong in Triatna (2013) explained that qualitative research is related to perception, motivation, or behavior of people who are researched. Moreover, one of characteristic of qualitative research according to Creswell (2012) is gathering the data based on words from a small number of individuals in order to obtain those individuals' perception. Creswell (2012) also said that descriptive measures such as interviews, case studies, ethnographic studies, focus groups, and personal journals and diaries can be used in obtaining the information. Therefore, this method fits to this study which is aimed at investigating teachers' perception of teacher professional development and which uses questionnaire and structured interview as the instrument.

3.2. Research Site and Participants

This present study was conducted in one of the junior senior high schools in Kabupaten Pelalawan-Riau Province, Indonesia. The concerned site is the writers' working environment where, based on the writers' personal experience and observation, problems of teachers' lack of participation in some of teacher professional development program are likely found. Therefore, conducting the research in this site will be relevant with the background of the study. Another reason for undertaking the research in this setting is accessibility and familiarity. As a

teacher in this working environment, and with help of a friend as the key person in the school, the researcher considers that the permission to conduct the research is accessible.

As this study was conducted in a small junior high school in Kabupaten Pelalawan-Riau, all teachers were involved as the participants in this study. They were 6 male and 12 female teachers aged from 20 to 48. All participants were from educational program. They were considered appropriate to be participants in this study for their different background. The different background of sample on education and teaching experience as well as subject they teach were expected to result in different view. Thus, it is expected that the data will be richer. The table 3 below shows the data of participants.

Information	Details	Frequency	Percentage
Gender	Male	6	33.33%
	Female	12	66.66%
	Total	18	100%
Age	26-30	3	16.66%
	31-35	9	50%
	36-40	3	16.66%
	41-45	1	5.55%
	46-50	2	11.11%
	Total	18	100%
Academic qualifications	Bachelor Degree	16	88.88%
	Master Degree	2	11.11%
	Doctorate Degree	-	-
	Total	18	100%
Years of Teaching Experience	0-5 years	3	16.66%
	6-10	7	38.88%
	>10	8	44.44%
	Total	18	100%

Table 3.1. Participants' Background Information

3.3. Instrument

The instruments used to collect data in this study were the questionnaire and interview. Santrock (2011) says that in order to find out about children's and teachers' experiences, beliefs, and feelings, educational psychologist use interviews and questionnaires as he believes that those are the quickest and best way to get information about students and teachers. Dornyei (2007) in Alshenqeeti (2014) stated that interviews and questionnaire are the most often-used qualitative data. Therefore, this study used an anonymously filled in questionnaire, which was adopted from Yates (2007). Yates' (2007) questionnaire was dopted because it provides useful and relevant points for this current study. This instrument was considered appropriate to be used in order to answer the first research question in this study. The questionnaire was based on four of seven CERI's (1998) in Yates (2007) principles of effective TPD. Principle 5 and 6 were not included because most of the TPD activities were not school based, while principle 7, because of the difference in TPD's design and duration, was measured indirectly (Yates, 2007). A number of open-response questions were also included in order to gain more information from participants.

Following are the items distribution of the questionnaire:

Principles of effective professional learning (CERI, 1998)

Principle No.	Professional Learning Principle	Item numbers
Principle 1	Experiential, engaging teachers in concrete task	1, 2, 5, 6, 9, 10
Principle 2	Inquiry and reflection based professional learning	3, 4, 7, 8
Principle 3	Collaborative sharing of knowledge among educators.	12, 13
Principle 4	Related to teachers' work with students.	14, 15 (R), 16 (R) , 17(R), 18, 19

Table 3.2. Item distribution of the questionnaire based on principles of effective professional learning (CERI, 1998) in Yates (2007)

In order to answer the second question, the interview was used in this study. The use of interview is important in obtaining and understanding people's point of view (Susanti, 2015). It is an appropriate technique which helps the researcher find information that cannot be observed directly (Creswell, 2012). Cohen, Manion, &

Morrison (2007) added that conducting interview is needed when the researchers cannot directly observe the behavior or feelings of people being studied.

The semi structured and one-on-one interview was conducted to nine teachers from one junior high school who teach different subjects and it was done by asking the questions orally. The questions in this semi-structured interview were based on Katz (2001) theory on four categories of learning in order to reveal teachers' perception of MGMP as one of teacher professional activities. The confirmatory interview was also conducted after gaining the result of the first interview. This interview was considered important as "the data and interpretations were given back to the people from whom they were derived and asking them if the results were plausible" (Meriam, 1988, p.169). At this phase, four participants were interviewed in order to get more understanding regarding the findings.

3.4. The procedures of data collection

In collecting the data, there were some procedures undertaken. The first step was having several consultations and revisions in order to make all of the instruments of the research fixed and ready to be used to collect the data. The instruments for collecting the data were arranged and organized with reference to the theory. They were adapted and adopted from the previous study and were modified based on the data needed. Then, those instruments were examined and validated by the supervisor as the expert to be used in collecting data.

The second step was determining the research site which was then followed by gaining the permission from the concerned institution with help of a friend as the key person in the school as the courtesy to conduct the research. The third step was determining the intended participants which teachers in one of junior high schools selected purposively and based on their willingness and interest in joining the study. After the permission was obtained, the next step was collecting the data by employing the research instrument. The questionnaires as the instrument were delivered to participants after informing and giving them instructions of what to do. The interview session was conducted after administering and collecting the questionnaire. Due to

time constrain, which was in the end of the semester where teachers were at their busiest time with assessment and administration to be completed, both the questionnaire and the one-on-one interview session was conducted with flexible time and was taking several days from April 26 to Mei 12, 2018. For the purpose of confirmation, the confirmatory interview was then conducted on July 27 to August 5, 2018.

In short, the procedures of data collection cover arranging the instruments and followed by determining and asking permission from the research site, selecting the participants of the study, and collecting the data by using predetermined instrument.

3.5. Data Analysis

In order to answer the research question about teachers' perception of teacher professional development, the data from the questionnaire was analyzed by using descriptive statistic. The data was scored in percentage and provided in the form of table and chart to be explained.

The analysis of data was based on Arikunto (2008) principles of categorization as taken from Rusli (2017) where the score from the questionnaire was analyzed following several steps below:

1. The cumulative value is the value of each question is the answer of each respondent
2. The percentage is a cumulative value of items divided by the frequency multiplied by 100%
3. The number of respondents is 18, and the largest measurement scale value is 4, while the smallest measurement scale is 1. Thus, obtained the largest cumulative number= $18 \times 4 = 72$. And smallest cumulative= $18 \times 1 = 18$. The smallest percentage value is $(18/72) \times 100\% = 25\%$ with a value range= $100\% - 25\% = 75\%$. If divided by 4 categories, then the value of the interval can be a percentage of 18.75%

Score interpretation criteria

No.	Interval	Assessment criteria
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1.	25% - 43.74%	Very poor
2.	43.75% - 62.49%	Poor
3.	62.50% - 81.24%	Good
4.	81.25% - 100%	Very good

Table 3.3. Score interpretation criteria

In order to answer the second research question regarding teachers' perception of MGMP as one of teacher professional development programs, the data from the interview was transcribed and explained as well. The explanation is aimed at configuring and criticizing the finding to get a logical and implicative conclusion. It was then discussed in the next chapter.