

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The third chapter of the study provides the research methodology of this study. The research procedure in this chapter, therefore, outlines research design, research site and participants, data collection techniques, data collection procedure, and data analysis.

#### **3.1 Research Design**

This research employed a qualitative design, embracing characteristics of a case study. The case study approach is appropriate for this research for three reasons. Firstly, the researcher attempts to conduct in-depth investigation and analysis toward selected teachers in order to examine individuals' autonomy practices, especially in planning and implementing their teaching activities. As stated by Malik & Hamied (2014), the main purpose of the case study is to develop an in-depth analysis of a case, a program, event, activity, and process from one or more individuals. It can be said that a case study focuses on describing and interpreting a phenomenon or problems, and it uses in-depth analysis and a more profound understanding in terms of exploring and interpreting the phenomenon. In this research, the case study approach was used to investigate the degree of EFL teachers' autonomy over their instructional planning decision-making and the internal and external factors that facilitate and constrain teachers' autonomy.

Secondly, the object of this research is a bounded system that consists of three senior high school teachers and thirty English teachers from MGMP program in Palembang, South Sumatera. This is in line with what Miles and Huberman (1994) state that the object of a case study is related to a case or phenomenon of some sort occurring in a bounded context. It covers a case of an individual, a role, a small group, and a community. It in line with it, Sturman (1997, p. 61) defines "case study is a general term in exploring an individual, group or phenomenon." Therefore, a case study is a comprehensive examination of the specific case coming from a person, a community, a society, or another unit of social life.

Thirdly, this research employed multiple data which are collected through multiple data collection methods, namely survey (questionnaire), interview, document analysis, and classroom observation. As stated by Malik & Hamied (2014), case study research relies on multiple sources of evidence, with data needing to converge in a triangulation fashion.

### **3.2 Research Site and Participants**

This research involved thirty English teachers from MGMP program in Palembang to get a general degree of teacher autonomy in instructional planning decision-making and three selected EFL teachers among thirty coming from different senior high schools in Palembang. They were purposively selected by the researcher by considering their questionnaire results, the accessibility, and school characteristics such as level, number, and the location. One of the aims of selecting purposively is to get the uniqueness or representativeness of background, individuals, or activities (Alwasilah, 2003). The selection of participants is limited in order to obtain intensive and more comprehensive results. Besides, the time effectiveness of this study is taken into consideration.

Moreover, the most important thing was the participants wanted to cooperate with the researcher during the study. In order to preserve anonymity, initial were given to the participants named T1, T2, and T3, when referring them in this study. T1 has experienced in teaching English for about sixteen years since she graduated from university. She has been taught for eleven years in a private school before being a civil servant and moving to the public school. She got her bachelor degree in English education study program at one of the university in Palembang and her master degree in English education study program at the same university. Currently, she is teaching English for eleventh and twelfth-grade students.

Meanwhile, T2 has experienced in teaching English for about 2 years since she graduated from university in 2010. She has been taught for 2 years in one of public school in Palembang. She got her bachelor degree in English education study program at one of the private university in Palembang. Currently, she is teaching English for the tenth and eleventh-grade students. Furthermore, T3 has experienced in teaching English for about twenty-four years since July 1995. She

has been taught for two years in one of senior high in Palembang before moving to another school. She got her bachelor degree in English education study program at one of the university in Palembang and her master degree in English education study program at the same university. Currently, she is teaching English for eleventh and twelfth-grade students.

### **3.3 Data Collection techniques**

In the qualitative study, various techniques are generally employed in the process of collecting data such as interview, observation, document analysis, and survey (Alwasilah, 2003). For the present research, there were four types of instruments used to collect the data, namely questionnaires, interview guide, document analysis, and classroom observation. The use of multiple data collection instruments in this research is intended to obtain high-quality data. This research used triangulation methods to reduce the bias of the data. As stated by Alwasilah (2003) that the use of triangulation is necessary to reduce the bias of the data that are adhered in one method. The data obtained from the questionnaire were analyzed and triangulated with the data from the interview, document analysis, and classroom observation. The further explanation of those techniques will be presented in the following sections.

#### **1.3.1 Questionnaire**

The first instrument used in this research was the questionnaire. The questionnaire was distributed to the thirty English teachers from MGMP program to answer the first research question related to the degree of teacher autonomy in instructional planning decision-making. The questionnaire consists of two sections. First section deals with the personal and educational background of the respondents. Teachers' personal and educational background gave the researcher important information since this provides information to the questions of the study. The second section of the questionnaire deals with the questions related to EFL teachers responds toward their autonomy over instructional planning decision-making. The questionnaire was adapted from Friedman (1999) called Teacher Work-Autonomy (TWA) and Pearson and Moowaw (2006) called Teacher Autonomy Scale (TAS).

TWA (Teacher-Work Autonomy) composed of four domains, which measured the extent to which certain typical teacher activities should be performed autonomously by teachers. The four domains were student teaching and assessment, school mode of operating, staff development, and curriculum development. Among these four subscales, student teaching and assessment is the domain that relates to the teacher involvement in instructional planning decisions making and classroom practices. Meanwhile, TAS (Teacher Autonomy Scale) includes two domains called curriculum autonomy and instructional autonomy. From each related domain of TWA and TAS, the researcher selected the most appropriate items related to the topic of the study.

The questionnaire consists of 30 statements. It was presented on a 5 point of *Likert* scale (never, rarely, occasionally, frequently, and always). The items of the questionnaire are presented in the table below.

Table 3.1  
The Items of Curricular Autonomy in the Questionnaire

| Categories   | Questions |
|--|-----------|
| Teachers' opportunity to introduce changes and modifications to the curriculum | 1         |
| Teachers' opportunity to initiate changes to the learning approach and model   | 2         |
| Teachers' opportunity to purpose changes to topic or materials                 | 3         |
| Teachers' opportunity to add or delete topic or material from the curriculum   | 4         |
| Teachers' opportunity to purpose ideas in the selection of textbooks           | 5         |

Table 3.2  
The Items of Instructional Autonomy in the Questionnaire

| Categories   | Questions  |
|--|------------|
| Teachers' opportunity to interpret basic competence and formulate the learning indicators  | 6, 7       |
| Teachers' opportunity to compile the learning materials, modify the learning materials, and choose learning content and skills             | 8, 9, 10   |
| Teachers' opportunity to determine the teaching approach, control the selection of students' learning activities, and apply learning steps | 11, 12, 13 |

|  |            |
|--|------------|
| Teachers' opportunity to determine the teaching methods, try new teaching methods, and apply different teaching methods and strategies | 14, 15, 16 |
| Teachers' opportunity to attend teaching training and apply it in their teaching process   | 17, 18     |
| Teacher chooses the learning media, create their own teaching media, and try different teaching media                                  | 19, 20, 21 |
| Teacher choose the learning resources and use a variety of learning resources  | 22, 23     |

Table 3.3  
The Items of Assessment Procedure in the Questionnaire

| Categories  | Questions  |
|---|------------|
| Teachers' opportunity to formulate students daily tasks   | 24         |
| Teachers' give homework to the students   | 25         |
| The variations of homework according to the form and types  | 26         |
| Teachers' opportunity to participate in formulating students' examination questions in the school level | 27         |
| Teachers' opportunity to establish students' assessment techniques, aspects, and criteria               | 28, 29, 30 |

The response of the participants was rated on a five-option range, expressing different degrees of work autonomy from *low autonomy* to *high autonomy*, as follows:

1. *Low autonomy*. Teachers are not authorized to take the initiative and are not given discretion in introducing changes in teaching methods and curriculum or in any other elements of school life.
2. *Moderate autonomy*. Teachers are permitted, or even encouraged, to initiate new ideas and programs but are required to go through stringent authorization procedures prior to execution.
3. *High autonomy*. Teachers are granted the liberty to innovate and implement new curriculum and methods, within the boundaries of general, previously agreed upon principles and norms.

### 1.3.2 Interview

The second data collection techniques used in this research was the interview. This technique was used to get in-depth information from the participants. Schostak, (2006, p. 54) states that an interview is an extendable conversation between partners to obtain 'in-depth information' about a particular topic or subject and through which a phenomenon could be interpreted in terms of the meanings interviewees bring to it.

The interview form was semi-structured, where the researcher prepared previously the outline of topics to be asked, but when some interesting answers emerged, the researcher asked more in-depth for such issues. The interview was addressed to the three selected teachers who answered the questionnaires previously to find further information about to what extent they are given the freedom to initiate ideas related to the curricular autonomy, instructional autonomy, and assessment procedure and what internal and external factors that facilitate and constrain their autonomy in the planning and implementation process. Those three teachers were chosen based on the questionnaire results; one teacher belongs to highly autonomous teachers and two teachers belong to moderate autonomous teachers.

### 1.3.3 Document Analysis

The third data collection techniques used in this research was document analysis. Document analysis was used as it provides information from the written documents of teachers' instructional plans. Merriam (2009) says that the document refers to a wide range of written, visual, digital, and physical material relevant to the study at hand. Similarly, LeCompte and Preissle (1993) in Merriam (2009) define documents as "symbolic materials such as writing and signs and nonsymbolic materials such as tools and furnishings" (p. 216). In this study, the researcher analyzed the three selected teachers' lesson plan as a type of personal records document.

The lesson plan was analyzed based on the elements which are in accordance with the Regulation of Ministry of Education and Culture No.65/2013. There are 46 indicators which refer to each element of the lesson plan. It covered the title of the lesson plan, core competence, basic competence, learning indicator,

teaching objectives, learning materials, time allocation, teaching method, teaching procedures, learning assessment, and learning sources.

#### **1.3.4 Classroom Observation**

The fourth data collection techniques used in this research was classroom observation. Conducting interview and document analysis is not enough without doing observation. Interviews can provide the researcher with information about people's attitude, values, and what they think they do while document analysis provides information from the written documents of teachers' instructional plans. However, there is no substitute for watching them and other forms of communication that they create (Fraenkel, Wallen, & Hyun, 2012). Cowie (2009) identifies three reasons why observation is used as a useful instrument. First, observation can help the researcher accurately look at what is going on around them and give them an important understanding of the external aspects of language learning. Second, observation can be used to triangulate research data. Third, observation is an appropriate method of research in or about the classroom, particularly for both researcher and teacher who frequently observe their environment.

In this study, the researcher acts as a non-participant observer. According to Creswell (2012), a non-participant observer is an observer who visits a site, recording and noting the activity without getting involved in the activities of the participant. Moreover, Creswell states that the non-participant observer is an outsider who sits in some advantageous places, for example, at the back of the classroom, to watch and record the phenomenon under study.

In the present study, classroom observation was carried out during the teaching and learning sessions to reveal the implementation process of the teacher's statements and lesson plan. The classroom observation was conducted in six meetings for each teacher. It was conducted based on the teachers' schedule. During the observation, all activities in the classroom were recorded by a video recorder. As Nunan and Bailey (2009) state that video and audio recording were important to be utilized to capture classroom activities. The researcher needed to ensure that there was no information left. In this study, the researcher put the camera in the back seat of the classroom, so the students did not feel disturbed.

Thus, with the usage of video recording, the researcher asked for the participants' permission first before using this tool.

Moreover, during the classroom observation, observation checklist and field note was also used in this study to enhance the information captured from the opening until the closing stages of the lesson. The formulation of the observation checklist was based on the participants' lesson plan. It covered some major steps such as pre-activity, main-activity, post-activity, learning materials, teaching method, learning resources and media, and learning assessment. In addition, the researcher also takes note by writing some comments related to what activities happened in each step of the observation checklist.

### **3.4 Data Collection procedures**

In this research, the data collection procedure comprised of four phases. The first phase was to find out the degree of teacher autonomy in instructional planning decision-making. First of all, the questionnaire was distributed to the participants. Thirty participants were asked to respond to the items of the questionnaire by marking the answers. In filling the questionnaire, they were able to ask about any vague item in the questionnaire.

In the second phase, three participants who answered the questionnaire previously were interviewed. Those three teachers were chosen based on the questionnaire results; one teacher belongs to highly autonomous teachers and two teachers belong to moderate autonomous teachers. The interview was focused on to what extent the teachers are given the freedom to initiate ideas related to the curricular autonomy, instructional autonomy, and assessment procedure and what internal and external factors that facilitate and constrain their autonomy in the planning and implementation process.

The third phase was conducted by analyzing the teachers' lesson plan. The lesson plan was analyzed based on the elements which are in accordance with the Regulation of Ministry of Education and Culture No.65/2013 which covered the title of the lesson plan, core competence, basic competence, learning indicator, teaching objectives, learning materials, time allocation, teaching method, teaching procedures, learning assessment, and learning sources.



In the fourth phase, the classroom observation was carried out during the teaching and learning sessions to reveal the implementation process of the teacher's statements and lesson plan. During the observation, all activities in the classroom were recorded by a video recorder. Moreover, observation checklist and field note was also used in this study to enhance the information captured from the opening until the closing stages of the lesson.

### 3.5 Data Analysis

To answer the research questions mentioned previously, four techniques of data collection were employed namely questionnaire, interview, document analysis, and classroom observation. To make ease of the process of data analysis, all data obtained were organized based on the instruments used.

The first category of the data was obtained from the questionnaire. The data from the questionnaire were analyzed before conducting an interview, document analysis, and classroom observation. As mentioned before, it consists of EFL teachers' responses toward their autonomy over instructional planning decision-making. The participants were instructed to complete 30 items related to teacher autonomy on a 5 point of Likert scale (never, rarely, occasionally, frequently, and always). Each answer has its own score starting from 1 to 5. The scale of the questionnaire can be seen in the table below.

Table 3.4  
Scale of Questionnaire's Items

| Frequency    | Scale Point |
|--------------|-------------|
| Always       | 5           |
| Frequently   | 4           |
| Occasionally | 3           |
| Rarely       | 2           |
| Never        | 1           |

Teachers' answer to each item was presented based on the frequency scale point. Then, each teacher's responses were summed. To categorize the teachers into high, moderate, and low autonomous teachers, the calculation to interpret the autonomy score of the questionnaire purposed by Williamson (2007) have been

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used. The maximum possible score minus the lowest possible score and divided into the number of levels. The results were the range for the categorization of high autonomy, moderate autonomy, and low autonomy. To calculate the maximum and minimum score of all items, the following formula has been used.

Maximum Score: Maximum Answer Score multiplied by Number of Items

Minimum Score: Minimum Answer Score multiplied by Number of Items

Furthermore, the scores obtained were mapped into the rating scale. The maximum possible score is 150, and the lowest score is 30. A higher score corresponds to a higher degree of teacher autonomy. Table 4 illustrates how the range is broken down into three sections. Each section corresponds to a different degree of teacher autonomy.

Table 3.5

Table of Interpreting the Autonomy Scale of the Questionnaire

| <b>Value of Answer</b> | <b>Degree of Teacher Autonomy</b> |
|------------------------|-----------------------------------|
| 112-150                | High Autonomy                     |
| 71-111                 | Moderate Autonomy                 |
| 30-70                  | Low Autonomy                      |

Based on the rating scale above, the responses of the participants were rated on a three-option range, expressing different degrees of teacher autonomy from *low autonomy* to *high autonomy*, as stated in the instrumentation. Furthermore, to get the general picture of teacher autonomy, the data from each degree were calculated by using percentage.

The second category of the data was obtained from the interview. In analyzing the interview data, there were several steps undertaken. This study used Creswell (2008) steps in analyzing the interview data. First, the researcher recorded in interviewees' voices using a video recorder. Second, the interviewees' opinions from videotape were transcribed into written form. Third, the data were coded into several categories. The following table illustrates the example of the coding system in the study.

Table 3.6  
Sample of the Coding System in the Interview Data

| Interviewer/<br>Teacher | Question and Responses  | Coding   |
|-------------------------|---|--|
| I                       | What are the internal factors that support or facilitate your autonomy development during the planning and implementation process?  |  |
| T1                      | I think when we talked about internal factor, we talked about our personal or internal power that comes within ourselves. So, I can say that it depends on the individual choices, whether they want to change or stay in their comfort zone. For me, <b>self-awareness, awareness of what happened around us, and not afraid of trying new things</b> , new method and other things that will support our autonomy are very important to do as an educator. It is because we have a big responsibility to improve our students' performances and help them to make good progress in their learning   | Internal factor based on the answers of T1: self-awareness, awareness of what happened around us, and not afraid of trying new things.             |
| I                       | What are the internal factors that support or facilitate your autonomy development during the planning and implementation process?  |  |
| T2                      | I can say that my biggest supporter is myself. So, I am the one who responsible for the choices of my teaching. I think what makes me excited to <b>always making progress is my responsibility</b> as a teacher to help my students learn. So, I am trying my best to do that. Besides that, we need to <b>encourage ourselves to build a good relationship with others</b> , engage in discussion, listen to each other, and sharing ideas because it is very important to do. In my opinion, autonomy does not mean isolation, individualism or self-sufficiency. Negotiation, cooperation, sharing, promoting, listening and respecting others and their views are also essential components in the development of teachers' autonomy | Internal factor based on the answers of T2: the responsibility of making progress and encourage ourselves to build a good relationship with others |

Fourth, the interview results were interpreted by relating them to other participants' answers. Last, the data were compared with the relevant theories presented in the theoretical framework for the purpose of justification.

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The third category of the data was obtained from document analysis. In analyzing the teachers' lesson plan, checklist analysis was used. By using checklist analysis, lesson plans were expected to give detail information about the teaching activities, teaching method and media, and learning resources planned to be applied by the teachers in their classroom. From the lesson plan also the teacher answer of interview and questionnaire was confirmed. The checklist analysis was based on the elements of the lesson plan and the principles of developing a lesson plan constructed by the experts and Regulation of Ministry of Education and Culture No. 65/2013. Thus, the checklist analysis results were transcribed into written form.

The fourth category of the data was obtained from classroom observation. Classroom observation aims to capture the teachers' and students' activities in the classroom. It was projected to confirm the results of teachers' questionnaire, interview, and document analysis. In other words, the classroom observation results can help the researcher to see whether the results of participants' questionnaire, what participant said, and what stated in their lesson plans was reflected in their teaching practices in the classroom. The observation was recorded by a video recorder and supported by observation checklists and field notes to get deeper information about the case being investigated. The data gained from classroom observation were transcribed and described in written form.