

## CHAPTER III

### METHODOLOGY

This chapter elaborates on the research method used in this study. It covers the research design, justification for the research site and participants, and an elaboration of data collection techniques, procedures, and data analysis.

#### 3.1 Research Design

This study aims to understand the professional identity of two English language teachers in a rural school; specifically, it enquires into the five components of teachers' professional identity: (1) teaching context, (2) teaching experience, (3) teacher beliefs, (4) teacher knowledge, and (5) teacher emotions. Because this study involves a complex understanding of teachers, this study used a narrative research design. I chose narrative research design because it focuses on making sense of stories that are helpful to understanding the teachers (Wolgemuth & Agosto, 2019). Additionally, Barkhuizen (2016) stated that narrative research is helpful to understand people because it opens the possibility for the researcher to explore a person's self, identity, and individuality more in-depth. Also, narrative research will establish a close bond between the researcher and teachers over time because it involves participants' openness in revealing themselves (Clandinin & Connelly, 2000; Creswell, 2012). Thus, since this study emphasized understanding the teachers' lived experiences and their professional world through the stories they tell, narrative inquiry is deemed well-suited to the purpose of the study.

Furthermore, in understanding the complex relationship between the teachers' professional identities and practices within the identity-constructed components, this study drew on multiple data sources and triangulation through interviews, observations, and lesson plan analysis. As Stake (2003) stated, triangulation clarifies meaning by identifying the different ways the phenomenon is being seen. It is expected that triangulation will reduce the possibility of misinterpretation in this study. To sum up, this study used a narrative research

design involving interviews, observations, and documentation to answer the objective of the study.

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

The selection of research site and participants involved the following procedure: 1) identifying the potential schools, 2) identifying the potential teachers, and 3) seeking an accessible research site and getting the research approval from the school (Cohen et al., 2005). I found a potential school to be observed, MAN X (pseudonym), a Madrasah Aliyah Negeri which is equivalent to a high school, in a district area of Jambi Province as my research site. The school was chosen because it is categorized as a rural school based on its location, access, facilities, and issue of students' absences. The school is located 21 km from the city and takes 1.5 hours of travel to the city. The road access to the school has not been paved as it passes through a forest. The school does not have facilities related to technology development; it does not own a computer laboratory or other technological facilities. It has 396 students from grade 10<sup>th</sup> to 12<sup>th</sup>, but it only has two English teachers.

Since the school only has two English teachers, they need to be well teamed up to cover the lack of teachers. For example, one teacher needs extra preparation when another is absent or cannot go to school. Moreover, the school also has to deal with the issue of students' absence during the harvest seasons. As most students' parents are farmers, students often do not go to school because they prefer to help their parents in the field. Hence, the teachers in this school need to deal with these circumstances.

The participants of this study are two English teachers of Madrasah Aliyah in a rural area of Jambi. The profiles of the participants are presented in the table below.

Table 3. 1 Participants' Data

Name	Age	Gender	Major graduated from	/ Teaching experience	Working in the rural school (MAN X)	Teaching for what grades	Job-status	
Ayu	44 y.o	Female	English Education University Java Island	/ on	17 years	17 years	Teaching first and second graders. (Class X and XI)	Honorarium employee
Haryo	50 y.o	Male	English Education University Jambi	/ in	25 years	25 years	Teaching second and third graders (Class XI and XII)	Government employee

The first participant's name is Ayu. Ayu has been teaching English for more than 17 years. She graduated from a private university majoring in English Education. She entered college in 1996 and graduated in 2002. She has been a teacher at the current school since 2022 with the status of an honorarium teacher; this means that she is not a Civil Servant or *Pegawai Negeri Sipil*. She teaches the first and second graders in the school.

The second participant's name is Haryo. Haryo has been teaching English in the school for more than 25 years. He graduated from a public university majoring in English Education. He entered college in 1989 and graduated in 1993. After graduating, Haryo worked as an administrative staff at a food company for two years. In 1996 he passed a CPNS or Civil Servant test for teachers and had been a teacher with a job status as a Civil Servant or *Pegawai Negeri Sipil* at the current school. He teaches the second and third graders in the school.

### 3.3 Data Collection

The data of this study were collected through interviews, observations, and documentation. I collected the data for approximately six months. Afterward, I did follow-up data collection to keep the data updated. Further details of the data collection techniques are elaborated below.

### 3.3.1 Interview

The interviews contribute to the most crucial part of the data because they intended to seek almost all aspects to answer the research question. Before going to the research site, I did a preliminary interview with the participants via WhatsApp to introduce myself and establish rapport with the teacher participants. This is important to make the teachers more open and comfortable when being interviewed in a more intense and in-depth manner later. After doing that, I did the primary interview for this study.

In this study, each participant was interviewed three times, and each interview lasted around one to two hours. The interviews were conducted in three stages, before, during, and after the classroom observation. The interviews before the observation aimed to gain a preliminary insight into the teachers' identity, such as obtaining a general understanding of their backgrounds and teaching-learning experiences, perceptions about the English language, and stories of teaching in a rural school (see Appendix C, p. 129).

Next, the interviews during the observation aimed to obtain the teachers' responses to more specific aspects of their teaching practices based on the observation, the pedagogical aspects of their work, and to seek clarification about the issues identified during the classroom observation (see Appendix C, p. 129). Then, the interviews after the observation aimed to explore the teachers' personal-professional beliefs, the conception of teaching and learning, the challenges of teaching in a rural school, and discuss the teachers' interpretations that were found in the data of the study (see Appendix C, p. 130).

The interviews were semi-structured interviews with questions adapted from related studies on professional identities, such as Gandana (2014), Mingren and Shiquan (2018), Peterson, McIntyre, and Heppner (2018). I did the semi-structured interviews using the participants' first language (*Bahasa Indonesia*) for convenience and to put them at ease. The participants opened up and provided an in-depth account of their lives. The interviews were recorded to avoid missing information and later transcribed. Moreover, to verify the accuracy of the data

(Creswell, 2012), I used a member check after collecting the data. In qualitative research, member check is also known as informant feedback or respondent validation to 'verify' the data and interpretations (Guba, 1981). Hence, after collecting the data, the participants were welcomed to listen to the recorded interviews and read the transcriptions.

### **3.3.2 Observation**

The purpose of doing observations was to understand how the teachers taught, how they interacted with the students, how they implemented classroom practices, and how their practices reflected their professional identity. In this study, I became a non-participant observer who directly observed the classroom and took notes without being involved in the learning activities (Creswell, 2012). As a non-participant observer, I considered myself an outsider and sat at the back of the class to watch and record the videos of the participants' classroom practices.

During the COVID-19 pandemic, the schools followed the health protocols to lessen face-to-face meetings. Thus, each class had only thirty minutes to learn offline and each participant was observed once in different weeks. Therefore, the recorded videos of each classroom observation were about 29 to 32 minutes. I also used field notes to describe interesting findings related to teachers' professional identity components and the interaction between teachers and students in the classrooms.

### **3.3.3 Documentation (Lesson Plans)**

Data also were collected from documents by analyzing the teachers' lesson plans. The documents provided an understanding of the teachers' practices within their professional spaces. I analyzed how the teachers designed their lesson plans and implemented them in the classroom. This analysis was done before and after the classroom observation.

## **3.4 Procedures**

In conducting this research, some procedures were taken. First, I asked permission from the school. Second, I set and discussed a timeline with the

participants. Third, I did the first interview. Fourth, I asked and analyzed the teachers' lesson plans before and after observing their classrooms. Fifth, I did the observation in the teachers' classrooms. Sixth, I did the second interview during the observation (before and after the classroom observation). Seventh, I did the last interview and checked the validity of the data with the participants. Eighth, I did follow-up interviews with the participants. The research timeline is presented in the table below.

Table 3. 2 Research Timeline

No	Procedure	Time
1	Doing a preliminary interview with the participants.	The first week of July 2020
2	Asking permission from the school.	The second week of August 2020
3	Asking permission and discussing the timeline with the teachers.	The third week of August 2020
4	Doing the first interview with the first participant.	The first week of September 2020
5	Asking and analyzing the first participant's lesson plan.	The first week of September 2020
6	Doing the observation for the first participant.	The first week of September 2020
7	Doing the second interview with the first participant.	The first week of September 2020
8	Doing the last interview with the first participant.	The first week of September 2020.
9	Doing the first interview with the second participant.	The second week of September 2020
10	Asking and analyzing the second participant's lesson plan.	The second week of September 2020
11	Doing the observation for the second participant.	The second week of September 2020
12	Doing the second interview with the second participant.	The second week of September 2020
13	Doing the last interview with the second participant.	The second week of September 2020.
14	Doing follow-up interviews with the participants.	October 2020 – January 2021

### 3.5 Data Analysis

The data of this study were taken from interview transcripts, observation field notes, and lesson plan analysis. The data were analyzed through some stages based on the guidelines that Creswell (2012) proposed. The stages were: identify,

classify and code the data, build descriptions, present and report, interpret findings, and find validation. The analysis results were categorized according to the research questions. A more detailed description of data analysis from each data collection technique is presented below.

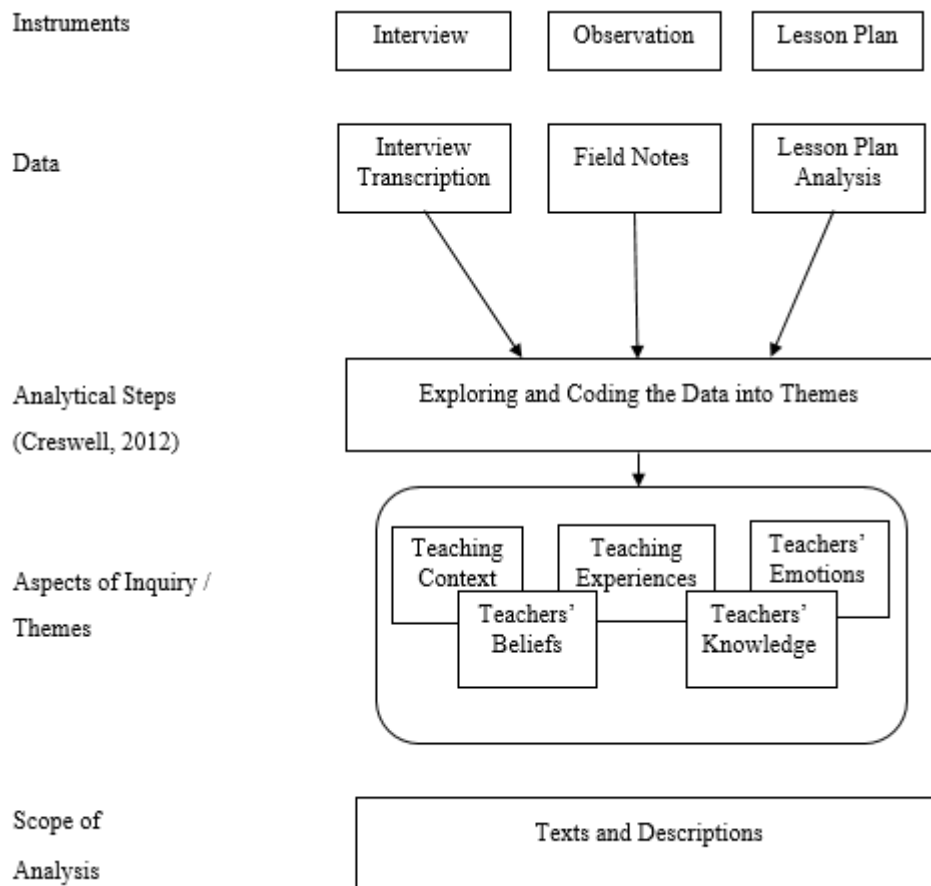


Figure 3. 1 Data Analytical Framework

### 3.5.1 Interview Data Analysis

The interview data were the most complex ones since the data addressed the research question of this study. It covered almost all of the teachers' professional identity components that involve their beliefs, knowledge, emotions, experiences, and teaching context by asking the teachers themselves. There were some stages I went through, as Creswell (2012) suggested.

First, I prepared the interview data and code the data of each participant. Each participant's interview was recorded into three recordings, thus, the total recordings of both participants are six recordings. Second, I transcribed the recorded interviews. I compiled all of the recorded interviews into one transcription for each participant. Third, I coded the interview transcriptions and marked statements related to the research questions involving the components of teachers' professional identity. I coded and grouped the transcriptions into five major themes: (1) the teachers' teaching context, (2) the teachers' teaching and learning experiences, (3) the teachers' beliefs, (4) the teachers' knowledge, and (5) the teachers' emotions. Fourth, I made the transcription results of the interview and translated the transcripts into English. Fifth, I checked the data for the participants to make sure that the data are valid.

### **3.5.2 Observation Data Analysis**

The observation data were used to enrich and clarify the interview data. Teachers' statements in interviews about their classroom practices were seen and observed directly to prove the teachers' answers in the initial interview. The observations helped to answer the research question about teaching context (e.g., the condition in the classroom), teacher knowledge (e.g., the way teachers act and manage the classroom), and teacher emotion (e.g., the interaction between teachers and students).

In relation to the classroom observations, the data gathered were in the form of field notes and recorded videos. First, I checked the field notes from the live classroom observations and the records to ensure the accuracy and the chronology activities in the classroom. I checked the observation data several times to make sense of the interactions I witnessed. Second, I coded and marked important findings in the notes which related to the five major themes. I read the notes line by line three times to identify the themes. However, it turned out that only three major themes that appeared: the teachers' teaching context, the teachers' knowledge, and the teachers' emotion. The field notes were analyzed through back and forth as Emerson et al. (2011) suggested for reviewing and reexamining the field notes data.



Third, I interpreted the data by comparing and cross-checking them with the data from the interviews. I compared some of their statements based on interviews to their actions during the classroom observations.

### **3.5.3 Lesson Plan Analysis**

Lesson plans were used as additional data to answer the research question. To answer the research question, some points that analyzed from the lesson plans were: 1) how the teachers designed their lesson plans, 2) the objectives of the lesson plans, 3) the activities that the teachers did, 4) the materials they chose, and 5) the resemblance of lesson plans with the actual activities in the classroom. I asked and analyzed the lesson plans before and after the observations. After that, I interpreted the findings by comparing and cross-checking them with the data obtained from the classroom observations.

### **3.6 Concluding Remarks**

This chapter has discussed the methodology including the research design, justification for the research site and participants, and elaboration of data collection techniques as well as data analysis used to conduct this study. This study used a narrative research design to answer the research questions involving interviews, classroom observations, and lesson plan analysis. The participants were two English teacher in a rural school of Jambi province whose stories are presented in the next chapter.