

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes some important elements related to research methodology. The elements are: (1) research design, (2) data collection, and (3) data analysis.

#### **3.1 Research Design**

The present study employs a qualitative case study approach in order to document detailed information of how people interact in particular situation (see (Silverman, 2000: 6). The purposes of a case study are to arrive at a comprehensive understanding of the groups under study and to develop general theoretical statements about regularities in social structures and processes (see Becker, 1968, cited in Merriam, 1988: 11). In line with this, Stake (1988, in Nunan, 1992: 75) states the difference between a case study and other research studies is that it focuses on one single case, not the whole population of cases. Moreover, in most other studies, Stake further states that researchers search for an understanding that ignores the uniqueness of individual cases and generalizes beyond particular instances, while in the case study, the search is for an understanding of a particular case.

#### **3.2 Data Collection**

Data collection covers some aspects including participants and setting of the study, instruments, and validity. All of the aspects are overviewed as follows.

### **3.2.1 Participants and the Setting**

This study employs purposive sampling which is defined as selecting a sample from which one can learn the most to discover, understand, and gain in sight (Merriam, 1988: 48). One of the aims of selecting the sample purposively, according to Maxwell (1996, cited in Alwasilah, 2007: 147) is to get the uniqueness or representativeness of background, individual or activities.

There were three participants selected. All of them are English teachers at Junior High School in Pidie Regency, Nanggroe Aceh Darussalam who graduated from S1 program. The relevance of the choice of the subjects to the purpose of the present study is that the teachers were certified teachers who actively participated in some professional development activities such as teachers' training and other teachers' in-service programs. Thus, since this study is concerned with teacher professional development, it needs the subjects with those characteristics.

### **3.2.2 Instrument**

This study used four types of instruments, i.e. questionnaire, teachers' interview, observation, and document analysis. It is overviewed as follows.

#### **3.2.2.1 Questionnaire**

There are two kinds of questionnaires in this research, i.e. *open-ended questions* which allow the respondents to give a totally free answer and *closed questions* in which the answer are provided to the respondents and they are expected to choose the answer (see Labaw, 1937: 131).

The open ended questions were employed to explore the first research question concerning the activities conducted by the participants in TPD and the second research question concerning the characteristics of good language teachers developed from each TPD activity. The questions were constructed based on Richard and Lockhart's (1994) theories of self-reflection and Harmer's (2001) view about some possible ways of TPD programs for English teachers. They consist of ten items, i.e. (1) self-reflection, (2) classroom action research, (3) cooperative development, (4) peer teaching/peer observation, (5) teachers' group (6) teachers' association, (7) seminars, workshops, and trainings, (8) virtual community, (9) reading professional literature, and (10) broader TPD activities. The closed questions were employed to explore research question number two concerning the characteristics developed through each activity conducted. They were constructed based on the list of characteristics of good language teachers consisting four skill areas proposed by Brown (2001). They consist of ten items including the characteristics developed through each of the ten activities conducted. The questionnaire itself can be observed in Appendix 1.

### **3.2.2.2 Interview**

Interview is another technique used in this study. The purpose of interviewing people is to find out what is on their mind, what they think and how they feel about something (see Fraenkel and Wallen, 1993: 385).

The interview of this study was employed to gather data for the first research question, i.e. the activities conducted by the participants in TPD and the second research question, i.e. characteristics of good language teachers developed

during the TPD activities. The interview which was conducted twice was tape-recorded. It was then transcribed to enhance the data. The interview guide can be observed in Appendix 2, while the interview transcriptions can be observed in Appendix 3.

### **3.2.2.3 Document Analysis**

Document analysis is also employed in the present study. Merriam (1988:1) says that the researchers can use documentary materials as data. It aims to strengthen the data gained from other techniques.

The data from document analysis were used to answer the first research question, i.e. the activities the teachers carried out in order to develop their professionalism. The present study examines document concerning seminars, workshops, or trainings and MGMP activities. The document analysis can be observed in Appendix 4.

### **3.2.2.4 Classroom Observation**

Certain kind of research questions can be best answered by observing how people act or how things look (see Fraenkel and Wallen, 1993: 384). In this study, class observation was conducted to answer the third research question, i.e. the implementation of good language teachers' characteristics in the participants' teaching performance. It was based on the Brown's (2001: 430) list of good language teachers' characteristics. The researcher who worked as the observer used audio visual recording in order to record the teaching activity. The observation was conducted four times for each participant. Then the recordings

were transcribed to enhance the data for implementation of the characteristics in the teaching performance. However, since the accurate data gained were only from two observations, there were only two transcriptions made. The classroom observation transcription can be observed in Appendix 5.

### **3.2.3 Validity**

Validity is another word for truth (see Silverman, 2005: 210). The validity of this research was made by using the triangulation referring to the use of a variety of instruments to collect data (see Fraenkel and Wallen, 1993: 400). Thus, the combination of different ways of data collection in this research including questionnaire, interview, observation, and document analysis should ensure validity and reliability of the data.

### **3.3 Data Analysis**

The data for this research will be mostly analyzed qualitatively. Analyzing data in a qualitative study involves synthesizing the information the researcher obtains from various sources such as observations, interviews and document analysis into coherent description of what he or she has observed or discovered (see Fraenkel & Wallen, 1993: 383).

The process of data analysis is presented through the following steps. First, the findings from questionnaire and interview were categorized based on the research questions in order to help data analysis process. They were analyzed to answer the first research question, i.e. the activities the teachers carried out in order to develop their professionalism and the second research question, i.e. the

characteristics of good language teachers developed from each TPD activity conducted. Second, the findings from document analysis were analyzed to answer the first research question, i.e. the activities the teachers carried out in order to develop their professionalism. Third, the findings from classroom observation were transcribed and analyzed to answer the first research question, i.e. the implementation of the characteristics in the teaching performance.

