CHAPTER III

RESEARCH METHOD

In this chapter, there are some points discussed in this chapter related to way of the study. It covers research design, setting of the study, subject of the study, data collection method, data analysis, and technique of data verification.

A. Research Design

The method used in this study was descriptive with qualitative approach. Burns and Grove (2003:19) describe that qualitative approach as systematic subjective approach used to describe life experiences and situations to give them meaning. Qualitative descriptive is a study in which the research problem appears from the common phenomena. In this case is about *Musyawarah Guru Mata Pelajaran* (MGMP). The result of study was showed naturally without any manipulation or special treatment for research object.

Descriptive research provides answer to the question of how something happened and who was involved, but not why something happened or why someone was involved. It also provides a detailed profile of an event, condition or situation using either quantitative, qualitative, or a combination of methods.

In conclusion, this study is a descriptive qualitative research. This research belongs to qualitative since the data are in the form of words. Meanwhile, the research is descriptive one because the researcher uses descriptive method in describing the finding of the study.

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B. Setting of the Study

1. Place of the Study

This research involved English teachers of Junior High School who become the members of *Musyawarah Guru Mata Pelajaran* (MGMP) in which SMPN 1 Sumbergempol, Tulungagung as a center place of the MGMP activities. But, in this case, the study distributed questionnaire in the form of Google form and soft file via MGMP *Whatsapp* group and conducted interview through telephone. The researcher determined to select English MGMP-SMP of Tulungagung because of the English MGMP-SMP in Tulungagung is active in holding routine meetings and development programs such as workshops, seminars, and etc. than other MGMP of the other subjects. Moreover, the researcher belongs to MGMP member, thus as a new member and less experienced teacher, the researcher feels curious about how teachers' viewpoints on MGMP contributions that support their teaching skill.

2. Time of the Study

The researcher conducted the research from March to July 2020 started from arranging the thesis proposal to examining the research result to the examiners. Table 3.1 shows the list of the research activities that had been done.

Table 3.1 **Research Schedule**

PROCESS	2020				
	March	**April**	**May**	**June**	**July**
Arranging research thesis proposal, consulting the thesis proposal to the advisor, and having thesis proposal examination	███	███			
Revising the thesis proposal, Creating and Validating the Research Instrument		███	███		

Conducting Research Activities (Distributing questionnaire, interview, collecting data, analyzing data, composing research report) and Consulting the thesis to the advisors				▓	▓
				▓	
Having final thesis examination					
					▓

The research activities that had been done were; 1) arranging, consulting, and having examination on thesis proposal in March to April 2020, 2) revising the thesis proposal and creating and validating the instrument to collect data in April to May 2020, 3) conducting research activities (Distributing questionnaire, interview, collecting data, analyzing data, composing research report) and consulting the thesis to the advisors in May to July 2020, 4) having final thesis examination in July 2020.

C. Subject of the Study

1. The Subject

The subjects of this study are English teachers who are involved in *Musyawarah Guru Mata Pelajaran* (MGMP) of Junior High School in Tulungagung including the Chief and the members of MGMP. Since this study needs data based on the teachers' experiences, perceptions, viewpoints during their participation in MGMP program which may help them develop their pedagogical competence to support their skill in teaching, the researcher set criteria as consideration in selecting the members of MGMP as the subjects of the study. Those are experienced teachers who have been teaching for at least twenty years and have been taking a part in MGMP for at least fifteen years. The subjects of this study are elaborated in the table 3.2.

Table 3.2 **Subjects of the Study**

| NO.	SUBJECT	TEACHING EXPERIENCE	MGMP EXPERIENCE
1.	(The Chief of MGMP)		
2.	SUBJECT 1	24 years	20 years
3.	SUBJECT 2	20 years	18 years
4.	SUBJECT 3	23 years	21 years
5.	SUBJECT 4	33 years	30 years

2. The Subject Selection

In determining the subjects, all the members of MGMP were required to respond the distributed questionnaire voluntarily. After analyzing the questionnaire, the researcher finally found 9 teachers who fulfilled all of the criteria to be the subjects. In addition, the researcher presented those nine names to the chief of MGMP to be discussed. The researcher asked recommendation from the chief of MGMP about the appropriate subjects for the study. Actually, all the names are good to be subjects. But, the chief of MGMP suggested 3 names that are most appropriate as the subjects of the study. He argued that those three names are not the committee of MGMP, thus the data of the study would be objective. Besides, their activeness in MGMP routine meeting is good. They also belong to experienced teachers both in teaching and MGMP forum. Based on the recommendation given, the researcher discarded names which belong to MGMP committee. Thus, there were only 6 subjects. Then, the researcher asked their availability to take a part in the interview as the main process of collecting data. In fact, after having the fourth interview, the researcher found saturated data. It was the condition where the researcher might not get new information from the next subjects, thus, there were four subjects of the study because the interview was finished at the fourth subject.

Distributing Questionnaire

The researcher used questionnaire to get general information about how teachers perceive on MGMP in supporting their pedagogical competence and the MGMP contributions they got which may affect their teaching skill as one of the researcher's consideration in selecting the subject. Questionnaire is a written instrument containing some questions or statements which are needed to be answered by respondents either writing down the responses or choosing the provided responses according to the case he/she knows (Brown: 2001, Arikunto, 2006). It is used to understand the participants of the study in general. It is also used to ease the researcher to collect and analyze the data since the respondents have the same questions or statements. In this study, the questionnaire was mainly used to select the subject.

The questionnaire was distributed to the members of *Musyawarah Guru Mata Pelajaran* (MGMP) to find out the participants' demographic information. It consisted of two sections or parts. There were nine questions in the first part. It was about the participants' demographic information such as name, institution, educational background, teaching experience, MGMP experience, position in MGMP, role that has been done in MGMP, the activeness in MGMP activity, and knowledge and skills related to pedagogical competencies that the teachers got in MGMP. In the second part, there were twenty *close-ended* statements about MGMP program in supporting their pedagogical competence which may affect their teaching skill.

Figure 3.1 **Instrumentation of Developing Questionnaire**
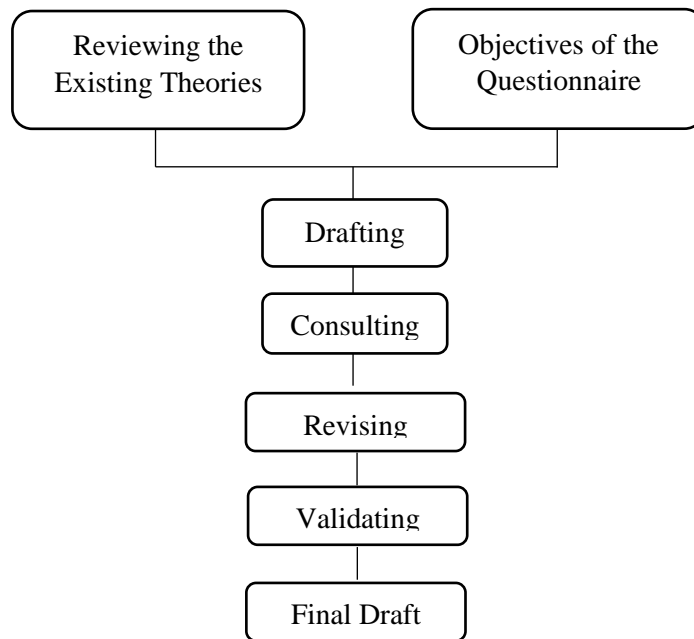
The items in questionnaire were developed from the existing theories related to the aspects of teachers' pedagogical competence which may develop through *Musyawarah Guru Mata Pelajaran* (MGMP) programs. Then, the researcher identifies the theories and determines the items of questionnaire which are appropriate with the study. Then, the researcher defines the questionnaire's objective that it is to know how the teachers perceive on *Musyawarah Guru Mata Pelajaran* (MGMP) programs in supporting their pedagogical competence which affect their skill in teaching.

It was followed by making draft. In drafting, the researcher designed questionnaire, a Likert scale containing 20 *close-ended* statements. The teachers only select one of five categories of response; strongly agree, agree, uncertain, disagree, and very disagree. The categories of response were provided to facilitate the respondents to express their feeling in responding the case flexibly. It also gives the researcher chances to dig up any information behind the responses.

The next step was validating. The researcher consulted the questionnaire draft to her advisor. After revising and validating the questionnaire, the researcher created a final draft of questionnaire in forms; Google form and Microsoft word soft-file. The respondents may directly get the questionnaire via Google form or get it in the form of soft-file if they have any difficulty in accessing the questionnaire through Google form.

The researcher has already tried out the questionnaire to other teachers who were not involved in the study. After that, the researcher distributed the link or soft-file of questionnaire to the teachers as the members of *Musyawarah Guru Mata Pelajaran* (MGMP) through MGMP-*Whatsapp* Group with the help of MGMP chairman. The researcher gave time for the teachers to respond the questionnaire voluntarily for five days, started on Sunday, 14th June 2020 – Thursday, 18th June 2020. The researcher had item analysis to analyze the result of questionnaire. Having for at least 20 years teaching experience and 15 years as MGMP member become prerequisites of the subject of the study.

D. Data Collection Method

In this study, the researcher conducted interview to collect the data.
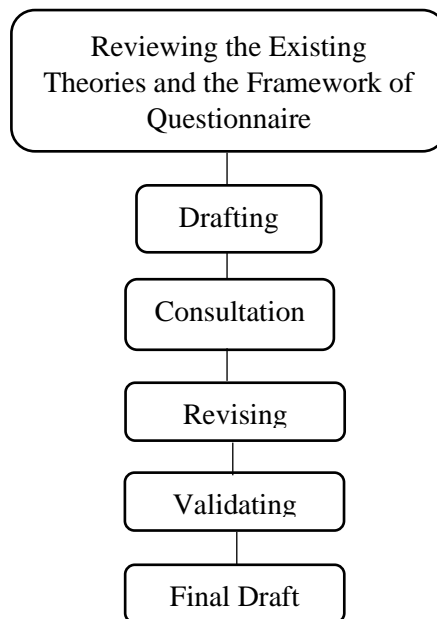
Interview

Interview is common method used to collect the data about the subjects' knowledge and experience about social phenomena. In this study, the researcher conducted *semi-structured* and *in-depth* interview to the chief of MGMP and the members of MGMP. The interview with the chief of MGMP was conducted to get detailed information about MGMP programs especially for teachers' pedagogical competence development. Meanwhile, the interviews with the members of MGMP were conducted to obtain more detail or deeper information about how they perceive

on MGMP in supporting their pedagogical competence and how it contributes to their skill in teaching.

In this case, the interview guide was used. Interview guide is framework of themes to be explored (Ary, et. al : 2002). Achmadi and Narbuko (2009) said that free guided interview is the method in which the interviewer uses a set of questions and each questions is developed to gain details information. It gives the interviewer a great deal of flexibility. It means that the researcher has a chance to develop their questions during the interview. Through interview, the researcher had possibility to totally investigate the factors that underlying the participants' responses to the questionnaire, such as their reasons, feelings, experiences, and proofs which are completely with the explanation.

Figure 3.2 **Instrumentation of Developing Interview Guide**

The researcher developed the interview guide draft based on the existing theories discussed in chapter 2 and the existing questionnaire of the study. The questions are derived from the theories about pedagogical teacher competence proposed by Mulyasa (2008), Habibullah (2012), Suyanto (2013). Other theories are proposed by Leu (2004), Villegas-Reimers (2003), Lassonde and Israel (2010),

Harmer (2007), and Anugerahwati (2009) about teacher forum and professional teacher development program. Then, it was consulted to the advisor. The interview guide consisted of 8 open-ended questions for each aspect of pedagogical competence. Thus, there are great numbers of possible answers even additional questions. After revising and validating, the researcher began conducting interview with the selected subjects of the study.

The needed information collected through interview was about their viewpoints or perception on MGMP as one of teacher professional development programs in supporting teachers' pedagogical competence and how MGMP contributions affect the teachers' skill in teaching. It covered several aspects of pedagogical competence, such as teachers' knowledge and skill in understanding learners' characteristics, understanding the theories, principles, and studies related to learning, understanding the curriculum development, understanding the learning components (planning-set learning goals, learning activity, and evaluation), understanding the way how to foster students' potentials.

The researcher recruited the interviewees or subjects in the interview based on the criteria proposed. They are experienced teachers who have been teaching for at least twenty years and have been taking a part in MGMP for at least 15 years. After conducting item analysis on the questionnaire, there were 9 teachers who fulfilled all of the criteria to be the subjects. After that, the researcher confirmed them to ensure whether they wanted to be interviewed and to make deal with them about the way of interview, by face to face, telephone, or others.

In this case, saturated data gained by the researcher after having the fourth interview. It was the condition where the researcher might not get new information from the next subjects, so that the interview was finished at the fourth subject. The

interview was conducted by face to face and or *Whatsapp* voice message depended on the appointment between the researcher and the subjects for 11 days started on June 20th 2020 until June 30th 2020. It took a long time to interview because sometimes the researcher required more information from the subjects by giving them more questions.

E. **Data Analysis**

After the data are collected through distributing questionnaire and conducting interview, then the data are analyzed. According to Sugiyono (2008) data analysis is the process to find out and arrange the data gotten from questionnaire and interview systematically. It can be done by organizing the data into categories, spelling the data out into some units, synthesizing the data, arranging the data into patterns, selecting the needed information and discarding the unneeded information, and concluding the findings in order to be understood by the researcher and others easily.

Interview became the main method used to collect the data. Thus, the record of interview must be transcribed in the form of written text. After that, the transcription was analyzed through *Interactive Models* analysis data proposed by Miles and Huberman in Sutopo (2009:91). They are data reduction, data display, and conclusion drawing. The model of qualitative data analysis is drawn as the figure 3.3.
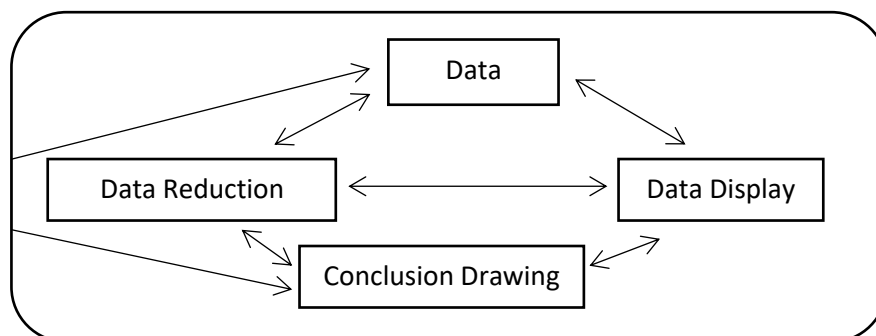

Figure 3.3 **Interactive Models of Miles and Huberman**

1. Data reduction

   All the information was not always the needed information. It means that the researcher only took the important information or data and discarded the non-data. In the process of data reduction, the researcher elected, focused, simplified, and abstracted the data in the interview transcription. The data reduction was done during the research activities. In this case, the researcher reduced the information if the information was unimportant or did not help the researcher to answer the research problem. Typing in italic mode of the data in the form of utterances in the interview transcription containing the information needed to answer the research problem is employed by the researcher to identify and classify the data.

2. Data display

   Display the data means showing all the data of the study. The data were described in the form of description or narration. As the second stage of data analysis, data display was used in arranging the information, description, narration, and table to draw the conclusion. By displaying the data, the researcher was able to consider what she should do. She could analyze or take the other action based on her understanding.

3. Conclusion drawing

   The third activity of data analysis is drawing conclusion. In this research, conclusion was drawn continuously throughout the course of the study. In this stage, the researcher tended to accumulate and formulate her interpretations during the data analysis process in order to create temporary conclusion until become the final conclusion of the study.

F. Technique of Data Verification

The trustworthiness of the data needs to be verified. Ary et.al (2010) proposes four standards for data trustworthiness:

1. Credibility

In order the data are admitted as credible data, there are some ways that can be taken by researcher. In this study, prolonged and peer-discussion were taken by the researcher in order the data are admitted as credible data. Prolonged or stay longer in the field was done by the researcher during the study through several times or re-interview to ensure the data gotten are credible. In this study, the researcher conducted interview for two or three times for each subject. It was done to get detailed information and ensure that the data gotten had already saturated (no more or new information gained).

The researcher recorded the interview. The evidence of data verification can be seen in the interview transcript and the result of questionnaire analysis. Interview transcripts were used to assure accurate meaning behind teachers' interview. Meanwhile, the result of questionnaire helped the researcher to find out the general knowledge and experience about the case of the study which were elaborated in the interview.

After getting the needed information and having interpretation, the findings are returned to the participants to check and clarify if there are some misinterpretations done by the researcher. The purpose is to eliminate researcher's bias when analyzing and interpreting the result. Besides, the researcher also conducts peer-discussion in which the result was discussed with other students who have experience or conduct qualitative research.

2. Transferability

Transferability is used to check that the findings can be applied or adapted to other contexts, other groups, or other individuals which have similar characteristics. Anney (2014) says that research findings should be transferred to other contexts with other subjects. To enhance the transferability, the researcher is responsible to provide sufficiently rich, detailed, systematic, and thick description of the context so the user or reader can make the necessary comparison and judgment about similarity and use it as consideration to be implemented by others.

In this study, the researcher has classified the research findings in the table and clustered it based on the research questions in the subtitle. The researcher gave detailed explanation and description for each finding by discussing it with the related theories and the findings of the previous studies.

3. Dependability

Dependability used to check the consistency the data whether it will have similar result if the study is replicated. Ary (2010) argues that dependability can be defined by showing the consistency of research findings through multiple settings or multiple investigators. To examine dependability of research finding, the researcher audited clear guidelines and process or research procedures begins from research problem, data collection, and data analysis.

In this study, the researcher asked the advisors as the research auditor to ensure whether the study was done based on the guidelines appropriately. The researcher consulted the way how to do research properly and asked the advisors to check how the researcher reported the research. The researcher used to do revising when there were bias data or others which needed to be changed or

added. The consultation happened for several meetings, started from the researcher's thesis proposal up to the researcher's thesis examination.

Moreover, the researcher also asked the students who conducted qualitative study to check whether the study is done systematically. The researcher also learned other similar previous studies in term of the way how the previous researchers did the studies and read how the results were. In this case, the findings must also be consistent. Thus, the process and result will be balance.

4. Conformability

Conformability deals with the extent to which the researcher conduct the study is free of bias in the procedures and interpretation of result. The strategies for demonstrating conformability of the study were reflexivity and audit trail.

This research applied reflexive journal to establish conformability. Reflexivity is an assessment of the influence of investigators' own background, perceptions and interests on the qualitative research process (Anney, 2014). The researcher established conformability by keeping the reflexive journal in order to reflect on, tentatively interpret and plan data collection. The journal related with all events that happened in the field or during the process of research starts from the process of collecting the data until analyzing the data related to the study in similar issue about the role of teacher professional development program; MGMP, collegiality, or collaboration activity. Besides, the researcher ask advisor to check the process of the study, standard of the data trustworthiness and the findings so that the research report was admitted as valid.