

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents method used to collect data and to analyze the data about Teachers Professionalism. It covers the Research Design, Data and Data Source, Setting and Subjects of The Research, Technique of Data Collection, Technique of Data Verification, and Technique of Data Analysis.

#### **A. Research Design**

The research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in natural setting" (Ary:2006:470). Based on the theory, the researcher design of this research was descriptive design with qualitative approach. According to Narbuko and Ahmadi (2010:44), descriptive research is the research which tries to solve the existing problem based on data including displaying data, analysing and making interpretation. Descriptive research is scientific research that described about event, phenomena and fact systematically dealing with certain area or population. Therefore, "the purpose of this research is to solve problem systematically and factual based on fact and the characteristics of population" (Narbuka and Achmadi,2010:44). This research was descriptive design with qualitative approach.

According to Williman (2006:129), qualitative research does not involve counting and dealing with numbers but is based more on information expressed in words – descriptions, accounts, opinions, feelings etc. This research use qualitative approach it means that the data collected is not in the form of number, but the data derived from interviews manuscripts, field note, personal documents, record memos, and other official documents. So, the purpose of qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed, thorough.

As stated by Karasar (2009), the descriptive research is used to describe a current situation that existed in the past or exist now in the way it is. This research is done in the classroom and out of the classroom, and the main point of this research is to collect and to accumulate the basic data in descriptive way. It is to gain the information about Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek. Using this design, the researcher wants to describe that the teachers' professionalism and the researcher in this case as the main instrument.

## **B. Data and Data source**

### **1. Data**

Data is very important thing in research. Moleong (2011:157) defined kinds of data are divided into words and behavior, written documents, photos, and data statistics. Arikunto (2006:118) suggested that data is all of fact and

members that can be used by the researcher as information, whereas information is the result of data process that is needed to be used. The data of the research belonged to qualitative data. The data must be accurate, relate and appropriate with the problem that is being observed. Those data are in the forms of statements and descriptions about Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek.

## **2. Data source**

Data source is a source from where data is taken from. Based on Arikunto (2006:118) statement, the sources of data are subject where data can be gained. Sources are some subjects that are possible to give information in order to give representative data. There are three classified data sources, they are place, person and paper. In this research, the researcher got data through doing observation and conducting interview to sevent grader at MTsN 1 Trenggalek. Hence, the data source of this research was categorized as person data source. Therefore, the researcher got the data from:

- a. Selected teachers (Certified teacher and Non-Certified) of MTsN 1 Trenggalek who were considered as professional teacher in teaching EFL at MTsN 1 Trenggalek. From the researcher investigated how is the teachers' professionalism reflected in teaching practice.
- b. Selected teachers who can give information about the subject in teaching English.

- c. Some documents of teaching like syllabus, lesson plan and all of activities during teaching-learning process.

Before determining the subject, the researcher decided to do pre-observation to know more about the subject profile. In this study the researcher limited the subject into 2 categories, the one is the English teacher that had been certified and the other one is the teacher not certified yet. Then, from the observation, it was possible for the researcher to obtain the administrative qualifications as the criteria to select the subject. Finally, from that process, the researcher got 2 teachers were considered as professional teacher in teaching EFL. They could be considered as professional teacher and always developing their professionalism because graduated S1 from English Department, have experience in teaching English at least 10 years.

## **C. Setting and Subject of the Research**

### **1. Place and Time of This Research**

The research has taken place On may 9<sup>th</sup>-18<sup>th</sup> 2017 at MTsN 1 Trenggalek.

### **2. Subject of This Research**

In the subject selection, the researcher investigated the process of the Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek. The subject selection in this

study teachers who were considered as Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek. Therefore, the researcher used some criteria to take the subject.

Before determining the subject in this study, the researcher decided to do pre-observation to know more about the subject profile. Then, from the observation, it was possible for the researcher to obtain the administrative qualifications as the criteria to select the subject.

In this research, the researcher made criteria of subject who consider as professional teacher. Some criteria were taken from theories and some expert. In other word, the subject in this study could not be taken randomly. The criteria were as follows:

1. The teacher met in standard of teacher, the teacher that has four competences, pedagogic, personal, professional, and social competence. (National Department Education).

The purpose national education based on UU No 20 years 2003 about system education in article 3 is national educated life and developing indonesian people all of them, there is moslem people and godfearing and god the one, kind character, have knowledge and skill, healty body and spiritual, good character and individual with responsible society and nationalistic.

Attendance education in central society, education is important thing which created board minded society and high knowledge. Education is capable to create personality moslem people and godfearing god the one. To obtain achievement of education purposes, teacher not only fulfilled intrinsic and extrinsic factor but emphasized in intellectual also.

18<sup>th</sup> Values in Education of Character based on National Education are:

- a. Religious
  - b. Honest
  - c. Tolerance
  - d. Discipline
  - e. Hard Work
  - f. Creative
  - g. Independent
  - h. Democratic
  - i. Want to Know
  - j. Nationality Enthusiasm
  - k. Love Birthplace
  - l. Appreciative Achievement
  - m. Friendly/Communicative
  - n. Love in Peace
  - o. Like to Read
  - p. Care about The Environment
  - q. Care about The Social
  - r. Responsibility
2. Never stop to learn, develop skills, and never ceases to work such as make PTK, teaching material, articles, etc.

3. Active, creative, and innovative to develop learning and always up to date on information or problem that occurs around.
4. Active in the organization of education activities like KKG, PGRI, and Scout. Bubb (2004:07).

Finally, from that process, the researcher got 3 English teachers who were considered as being professional. As stated by the Law about teacher and lecturer No.14/2005, they could be considered as professional teachers and always developing their professional because graduated SI from English Department, have been certified and have experience in teaching English at least 10 years. Then, the researcher began to conduct a study about how the Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek.

The subject of the research were teachers' who have been conducting a Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction. The Researcher as English Teacher in An English Foreign Language (EFL) at MTsN 1 Trenggalek, and this study consists of 7 English teacher. After doing interview and observation, the researcher only choose three teachers randomly as the subjects of the research with fulfilled criteria who have been doing presentation. It means that whoever teachers who have been doing presentation can be selected as the subjects.

a. The description of the subject

This part was related to how The Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek. Those the data were collected from the subject. The subject of this research were: Mrs.NA, Mrs.LS, Mrs.LN. The description of the subject were presented as follows:

Mrs.NA (T1)

This research graduated from Stain Tulungagung in 2004. He taught the third grades students that were divided in six classes. He only taught in special class. He ever taught at second grade almost two years and back to teach seven grade until now. Besides that, every Saturday this teacher gives additional lesson in special class. To improve his skills, he participated in some seminars about teaching English such as confirm meaningful education in the global era, implementation accelerated learning in class and international seminar of implementation learning process in japan and blended learning overview.

Mrs.LS (T2)

This teacher graduated from Islamic University of Malang in 2003. Different from T1 and T2, before teaching at MTsN 1



Trenggalek, the researcher started to teach at Elementary school in 2003. At 2005, she moved to teach at MTsN 1 Trenggalek up to now. She has been teaching in MTsN 1 Trenggalek for thirteen years. She taught at eight grades that conduct in six classes. The researcher ever taught third grades approximately for two years and ever taught at first grades approximately for ten years. Different from T1 she only taught regular class. Besides teaching, she was a builder of English club in the school such as telling story and speech. Dealing with improvement skill, she followed some seminars such as about pembelajaran berbasis proyek (model pembelajaran standar SBI), MGMP bahasa inggris, revitalisasi musyawarah guru mata pelajaran bahasa inggris, seminar pendidikan nasional PGRI (menjadi guru di era millenium), pelatihan kurikulum dan RPP, pelatihan nasional sehari tentang PTK dan workshop pembelajaran bahasa inggris di MTsN.

Mrs.LN (T3)

She graduated from IKIP PGRI Kediri in 1999. Like T1, after graduating she started to teach at MA Raden Paku, STIT Sunan Giri then MTsN 1 Trenggalek. She had taught at MA Raden Paku as Teacher are not fixed (GTT) for eight years. Besides that, she had taught at STIT Sunan Giri for three years. At 2009, she moved to teach at MTsN 1 Trenggalek up to now. She has been teaching in MTsN 1 Trenggalek for ten years. This teacher taught in the seven, second and

third grades either special class or regular class. Now, she taught seven grades for special class and regular class. Like T2, she also was as builder of English club in the school. In improving her skill, she also joined in some seminars about teaching English such as workshop k13 on 2016, workshop publikasi ilmiah dalam rangka peningkatan kompetensi guru dan KTI untuk peningkatan jabatan fungsional dan sertifikasi guru.

b. The Characteristics of Professional Teachers In Teaching English As A Foreign Language

Teacher 1 (T1)

Every teacher has different characteristics each other in teaching. In other words, she or he has different characteristic in showing their personality and also in building the relationship with their students. Like T1, he attempted to wear orderly cloth and give smile when he met the students. His students stated “we like him because he was a distinct teacher and when he was angry, it was funny that we wanted to laugh”. T1 also attempted not to be angry when the students do unplanned thing such as coming late. Then, to establish the relationship with his students, he used some ways like recognizing the names of his students. T1 said “actually, remember all the names of the students were very difficult but I could recognize them because they were active, smart, talkative, naughty and noisy. Another way, T1

liked to listen about what was said by them such as sharing about their difficulty in learning or the facilities in the school and T1 also tried to be even-handed teacher by giving the same respect or attention to the students.

#### Teacher 2 (T2)

Similar with T1, T2 also showed good personality from her behavior. Her students said “we like her because she was charming, friendly and simple wearing cloth”. Not different from T1, T2 also tried not to be angry when her students did the bad thing. She said “I have ever been angry but for a moment to make them aware of their mistakes”. Besides that, she also tried to build good relationship with her students by recognizing their names. She said “I could remember them because they were smart, naughty, talkative, diligent, noisy. The researcher also saw, without looking attendance list, T2 called some students to do exercise in front of class. She also tried to listen what was said by her students such as their difficulty in doing task or their personal problem and when teaching, she gave them the same respect, attention or treatment.

#### Teacher 3 (T3)

Not different from T1, T2 and T3 tried to show her personality by asking her students and being friendly to all of the students. When

her students did not do homework, she was not angry but she used the way to educate them such as asking them to do it again at least 10 pages. Furthermore, to have good relationship with the students, she used some way, such as remembering the name of the students. She said “it need long time to be able to remember their name”. At first time, I remembered them who were active, smart, talkative, naughty”. She also tried to listen what was said by her students directly or message (SMS) and gave equal treatment to them such as giving attention or doing homework again if they did not do it.

#### **D. Technique of Data Collection**

Collecting data is crucial step in doing research. It is process of selecting data done by using some research instruments or by applying some method of collecting data. It is impossible to collect the data without data collection method. The data collecting method and instruments are needed to get data in the research. There are four techniques of data collection method that are commonly used in qualitative, they are observation, interview, documentation, and questionnaire. In this research, the researcher employed observation and interview as the technique to obtain data. Each technique of data collection is described below.

##### **1. Interview**

Interview is one of the most widely used methods for obtaining data. It is a way to gather data on subjects' opinion, beliefs, and feelings about the situation in their own words. Interview provides information that cannot be obtained through observation, or they can be used to verify the observation. Meanwhile, Mulyasa (2008:180) state Interview is communication between two people involving someone want to get information from other people by asking question based on certain purpose. The purpose of interviewing people is to find out their minds, what they think and feel about something. According the Esterberg in Sugiyono's classification (2011:233) there are two kind of interviews as follows:

- a. Unconstructed interview, in this type of interview carries out the interview with no systematics plan of question
- b. Structured interview, the interview carries out the interview by using a set of question arranged as detail as possible
- c. Semi unstructured interview, the interviewer use a set of questions which are developed to get the specific information

In collecting the data from interview, stated that Achmadi and Narbuko (2009:84) this method the interviewer uses a set of questions and each question is developed to gain details information. To have a smooth interview, before doing interview the researcher bring some question guide as outline about something want to be asked, the research prepared some question that would be asked to selected teachers and students, the researcher also prepared recorder to

record their answer, the researcher asked and talked in a friendly way based on the questions that had been prepared, the researcher recorded their answer. At least, the researcher conducted free guide interview to encourage students to talk freely. In addition, it gave the interviewer a great deal of flexibility.

Furthermore, the researcher also used audio tape in the interview process. The data from the interview was recorded through audio recording. It enables the researcher to keep the information safely (Creswell, 2012). Audio tape is convenient and reliable the original data is available at any time. So, audio tape is the best way to record the interview process. The purpose of interview was to know the information about teachers' professionalism more deeply. So, in this research the researcher employed more than one techniques in collecting data, they were observation and interview.

## **2. Observation**

Observation is the most basic method for obtaining data in qualitative inquiry. Based on Ary (2000:474) statement, qualitative observation relies on narrative behavior and interactions. While Narbuko and Achmadi (2009:70) added that observation method is determined as observing and taking notes on a phenomenon that is observed systematically. The observation was used to collect the data in systematic way to understand and interpret actions, interaction or the meaning of the teaching and learning process.

The way in doing observation, the researcher prepared the observation checklist, joined and directly observed the classroom, and took notes on the

relevant events while the teaching-learning process was going on. In collecting the data, the researcher conducted non-participant observation, in which the researcher as the passive participant. It means that the researcher didn't involve herself in the subject activities in the classroom. The researcher just observed the selected teachers when they teach in classroom. In doing observation, the researcher observed The Teachers' Professionalism Reflected in An English Foreign Language (EFL) Instruction until get saturated data.

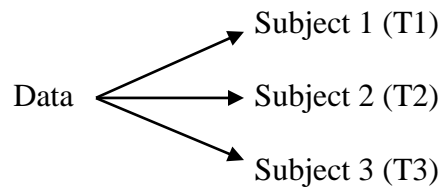
#### **E. Technique of Data Verification**

The validity of the study is very important thing in a research. In qualitative research, there is common technique usually used to check the trustworthiness of the data. In qualitative research there are some techniques that can be used to make the research data valid. Bogdan & Bicklen (1998:101) stated "Triangulation is used to convey the idea to establish a fact that needs more than one source of information". In this research, the researcher used triangulation to check the trustworthiness validity of data. Lodico (2006:266-267), explains that "Researcher will typically include more than one data collection technique to validate findings. These different data sources are later compare with another in a process called *triangulation*". In addition, Sugiyono (2008:241) stated that triangulation means the researcher used some different methods in collecting data to get data from some sources. The purpose of triangulation is to verify the credibility of the data.

Denzin in (Lexy 2008:330) revealed that there are four kinds of triangulations techniques: (1) Source Triangulation, (2) Methodology Triangulation (3) Investigator Triangulation And (4) Theoretical Triangulation.

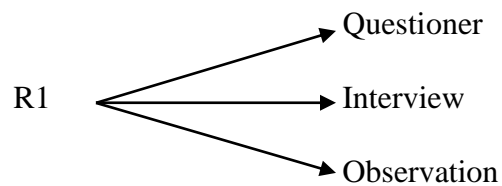
### 1. Source Triangulation

Source triangulation used different source to get the same data. It is used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collection method or others.



### 2. Methodology Triangulation

This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting data. The emphasis is on the use of different data collecting method and to point out the same data source to test the data validity.



From those types of Triangulation Method, Triangulation was done by combining some data collection methods. As stated above, in this research the researcher employed methodology triangulation. The researcher used methodology triangulation in order to check the credibility of the data by using



different techniques such as observation and interview. Observation is done first then conduct interview. In addition, it was designed to investigate Teachers' Professionalism reflected in An English Foreign Language (EFL) Instruction at MTsN 1 Trenggalek. The subjects were interviewed to get clearer and deeper data. The data from the research question about how is teacher professionalism reflected in teaching practice collected by using more one method or instrument.

#### **F. Technique of Data Analysis**

After the data were collected through doing observation, interview and documentation then the data were analyzed. Bogdan and Bicklen (1982:248) state that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. The purpose of data analysis was to summarize and to simplify the data in order to interpret and draw a conclusion. The data analysis for the present study was done by applying the procedures suggested by Miles and Huberman (1992:23) covering data reduction, data display, and conclusion drawing.

### **1. Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcription. The step in the analysis data in this research were: (a) the researcher collected the data through observation and interview, (b) the researcher transcribed, selected and focused on the data by referring to the research problems. In other words, the irrelevant data were discarded and the relevant data were included.

### **2. Data display**

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The process of showing data simply in the form of words, sentences, narratives, table and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. After collecting and reducing the data about teachers' professionalism the researcher displayed those selected data in the form of description.

### **3. Conclusion Drawing**

Conclusion is the last of procedure of analyzing the data of the research. Since the beginning of the research, the researcher made temporary conclusion. Furthermore, it must be perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of good

statements. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Meanwhile, verification means testing the provisional conclusion for their validity. In this research, the temporary conclusion became final conclusion because the conclusion was supported by sufficient data in the field. The researcher got final and perfect conclusion as the answer of research problems.