

CHAPTER III

RESEARCH METHOD

This chapter mainly discussed about research design, subject, data collection, and data analysis along with the explanation of how the researcher conducted this study.

3.1 Research Design

In this study, the researcher used phenomenological approach to examine phenomena and related events that emerged in the context of junior high English teacher professional development program. By using this approach, the researcher tried to express and understand the research problems based on the perspective of elite subjects. Essentially, phenomenological research is related to the subject's interpretation of reality.

In fact, the implementation of MGMP program aiming to develop and improve the professionalism of English teachers did not give significant impact. Therefore, through this study, the researcher wanted to know how the implementation of professional development programs based on the views of research subjects.

3.2 Subject

As explained by Arikunto (2006: 145) the subject of research is those who are investigated by the researcher to reveal the facts occurred in the field. The

researcher determined the subject of the research based on the issues to be studied which was the programs needed in junior high school. The selected subject is EFL (English for Foreign Language) teachers in Gresik. Subjects were selected based on several criteria in accordance with the issues taken, such as holding minimum a bachelor degree in English education, have been teaching English for at least 10 years, having an active role in MGMP, having teaching experience at least in two junior high schools, and having a PLPG certification to become an English teacher.

Subjects were selected using the purposive sampling technique in which the researcher chosen from a potential population. According to Sugiyono (2010) purposive sampling method is a technique to determine the research sample with some specific considerations aiming for having more representative data. This method is more appropriate to be used when a research requires a specific criterion in order to answer the research problems with more representative values.

In this study, the researcher took three informants to be the subject of research. Selected informants must meet the qualifications previously mentioned. In addition, informants are people who play an active role in MGMP activities or other professional development programs to provide more comprehensive presentations that have been implemented. Therefore, the researcher chose the informants who have contributed in the English MGMP in Gresik. For example the general chairman or secretary of the English MGMP in Gresik, or the head of a section within the organizational structure of the MGMP. Thus, selected

informants might provide an overview of the MGMP program and evaluate the outcomes of a professional teacher development program. These informants would provide an interpretation of the problems occurred to answer the researcher's questions.

3.3 Data Collection

In qualitative research, there are several methods that can be used for data collection covering observation, interview, and documentation. In this study, the researcher collected the data by combining several methods.

1. Observation

To get the initial data, the researcher did observation to record the phenomena happened in MGMP. This can be done by observing the field directly to record the events. Observation was conducted by creating an observation worksheet that includes humans' behavior, work processes, and the symptoms occurred in the activity. This observation process helped the researcher to answer the first problem formulation in this research which is related to how professional development program for junior high English teacher was conducted. When the constant data were obtained, the observation process were fulfilled.

2. Interview

In-depth interview was used to collect more detailed data. After selecting the informant, the researcher conducted an interview to find out how informants' perception was related to the MGMP program. The researcher designed the questions to be related to the problem formulation in this

study. This interview helped the researcher to answer the second research problem formulation of what is needed for the professional development of an English teacher for junior high school.

The interview was conducted by asking appropriate questions related to the problem to the informants. The researcher used voice recorders to record interview results. The researcher led the informants to describe their experience in following the professional English teacher development program without presenting the descriptions to avoid affecting the informants' perception.

The questions were given to the three selected informants. Each informant got 10 questions as a reference for the research problems. These 10 questions included the informants' experience in the English teacher professional development program, the informants' response to the activity, the impact of the professional development program, and the informants' opinion regarding the program that the teachers need to develop their professionalism.

The answers referred to personal experience as well as actual events. Therefore, the data obtained then used to answer the research questions. Further, the data were reviewed and analysed by referring to previous theory or research resulting answers related to teacher professional development program and what is needed for junior high English teacher professional development.

3. Documentation

Documentation method is a way to obtain data sourced from written data such as: work program, Organization Structure (SK), or Collection of Material related to English teacher professional development program. The purpose of this method is to find supporting data related to the observation and interview. The data were obtained from MGMP board or document owned by the informants.

3.4 Data Analysis

After being collected, the data in the phenomenology study were analyzed by including answers to all questions. In this study, the researcher used data analysis method by Miles and Huberman. Miles and Huberman in Lisa (2010) stated that the activity in qualitative data analysis was done interactively and continuously to be completed so that the data were saturated. The activities in data analysis cover data reduction, data display and conclusions drawing.

3.4.1 Data Reduction

Reduction is the process of sorting, filtering, simplifying, decoding, and transforming data obtained from the field. The researcher continued to conduct data editing during the research, meaning that this reduction was done before, during, and after the data collected.

Steps taken to reduce the data were categorizing each problem through a brief description, followed by analyzing and disposing the unnecessary. The researcher made data deduction from the results of observation, interviews, and

documentation. Observation result data were filtered according to the research problems to help the interpretation of the research results. For interview data, the researcher arranged the questions given to the informants beforehand so that the process of categorization would be easier. After sorting the questions and obtaining data from the interview, the researcher filtered the data in accordance with the theoretical study. All the answers from the three informants were reduced and grouped according to the pre-selected questions. In addition, the results of the reduced data were collected and organized on the basis of the research problem. Further, the data were processed so that it can be displayed in accordance with the problems taken by the researcher. The results of reduced data would facilitate the researcher in interpreting the results of research

3.4.2 Data Display

The next step in analysing the data is presenting the data. The presentation of this data includes a set of arranged information that provides the possibility of drawing conclusions and taking action (Lisa, 2010). The data presented in certain pattern to be easily understood. The data were presented in the form of narrative description and supported by statistical data. The researcher would find it easier to find the relevance of the interview data that have been reduced, thus the data display would facilitate the researcher in understanding the real events occurred based on the informants' perspective.

The data presented including the data obtained when the researcher conducted preliminary studies to do data acquisition from the interview process.

Data display is an important step in conducting a valid qualitative analysis. The analysis was done thoroughly and in depth until the conclusion was made.

3.4.3 Conclusion Drawing

Drawing a conclusion from the data displayed was the final step in the qualitative data analysis. After evaluating the English professional development program in this study, the researcher obtained clear information about the results and then drew conclusions/verified the results. Finally, the researcher found the answer of which professional English development programs that meet the criteria and which are not.

Subsequently, the analysis results were tested for reliability and validity through triangulation. This was an attempt to verify the data or information obtained by the researcher from as many different perspectives as possible by reducing the refraction occurred during data collection and analysis. This process also involved consultation with qualified lecturers and advisors aiming to gain trust, validity, and reliability of the data as well as to draw the final conclusion from the processed data. Finally, the results of data reduction, data display, and also triangulation process were described in the qualitative descriptive text. Qualitative descriptive method was used to present the analysis along with the original source quotation and some interpretation analysis.