

## **CHAPTER III RESEARCH METHOD**

### **3.1. Approach and Type of the Research**

To conduct this research, the researcher used qualitative research approach. According to Zega et. al. (2023), qualitative research is a type of research that examines natural conditions and tries to understand and interpret them. In connection with Bhandari (2020) that qualitative research involves collecting and analysing non-numerical data (text, video, or audio to understand concepts, opinions, or experiences. Qualitative research is research that analyses and investigates a phenomenon through reliable data collection (Telaumbanua et al, 2022).

Therefore, to find and to analyze the teachers' pedagogic competence in teaching English, the researcher was used inductive approach with the aim of finding the meaning that originates the facts with an approach to make observation, Nunan (1999) in Samanta (2021) says inductive approach as a process where learners discover the grammar rules themselves by examining the example. In addition Nitin (2019) states that the inductive approach does not involve formulation of hypothesis.

This qualitative research aims to analyse information about problems or phenomena that occur as clearly as possible and is a fact of truth. Qualitative research must be objective, so the results or data provided must also be consistent with reality and also logical.

### **3.2. Variables of the Research**

Variable is one of the most important things a researcher must consider. Variable usually be determined based on their phenomenon, action, nature and effects on the variables. It is supported by Marudhar (2019), saying variables are more complex, where environmental characteristics can also be variables, for example the amount of school funding or the availability of computers. This means that variables are used as attributes that make the environment interesting.

In general, in research there are two general variables, namely: the independent variable and the dependent variable. The independent variable which is manipulated by the researcher, while the dependent variable is the variable which is influenced by manipulating the independent variable.

Therefore, the variables in this research consisted of two. The dependent variable of this research is teachers' pedagogic competence. The independent variable is teaching English.

### **3.3. Setting and Schedule of the Research**

a. The setting of the research

The location of the research is SMP Negeri 2 Lotu that is located in Hilinduria, Maziaya Village, Lotu district, North Nias Regency, North Sumatera. It is focused to the English teacher. There are 20 teachers in this school, among them are two English teachers.

b. The schedule of the research

This research was conducted from February until March 2024

### **3.4. Source of Data**

According Ajayi (2019) Gathering data can be accomplished through a primary source/researcher is the first person obtain the data and a secondary source the researcher obtains the data that has already been collected by other sources, such as data disseminated in a scientific journal. In addition, Douglas (2019) states that primary data is one which is collected for the first time by the researcher while secondary data is the data already collected or produced by others. Secondary data is data collected by someone else earlier Ajayi (2019).

The data source in this research is English teachers who provides information and information related to the pedagogical competence teachers. Apart from that, documents, photos or data related to the problem being studied Documentation obtained during the learning process. Secondary source data were obtained from two english teachers and headmaster of SMP Negeri 2 Lotu.

**Table 3.1** Source of Data Teachers

| NO | Source of Data                        | Technique                                                                                                 | Instrument                                                                                                                               |
|----|---------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Primary source data :<br>Teachers     | <ul style="list-style-type: none"><li>• Observation</li><li>• Interview</li><li>• Documentation</li></ul> | <ul style="list-style-type: none"><li>• Observation Sheet</li><li>• Teachers interview guidelines</li><li>• Documentation form</li></ul> |
| 2  | Secondary source data :<br>Headmaster | <ul style="list-style-type: none"><li>• Interview</li><li>• Documentation</li></ul>                       | <ul style="list-style-type: none"><li>• Headmaster interview guidelines</li><li>• Documentation form</li></ul>                           |

### **3.5. Instrument of the Research**

According to Sugiono in Islamuddin et. al (2023), research instrument is a tool used to measure the observed natural and social phenomena. Meanwhile, Sanjaya in Hermayawati (2018) states that an instrument is a tool for measuring things that is used to gather data for research. Through instruments, the purpose of this research can be achieved because research instruments provide accurate empirical data. Therefore, instruments commonly used to conduct research include observation checklists, interview sheets, and documentation.

Based on the research focuses, the researcher used three type of instruments, namely observation sheets, interview sheets, and documentation. By using the observation sheets, the reseacher found that what indicators of pedagogic competence of English teacher while teaching in the classroom. The second instrument was the interview sheets. Through the interview sheet, the researcher got information about the factors that influence the teachers' pedagogic competence in teaching English. The last was, documentation. To support the data, the researcher also did not forget to take documentation including relevant books, regulation, photos, videos, as data relevant to research.

### **3.6 Data Collecting Technique**

To achieve the research objective, the researcher collected the data through three techniques, namely, obsevation, interview, and documentation.

#### **3.6.1 Observation**

Riduwan in Hartati (2019), states observation is making direct observations of the research object to see closely the activities carried out. According to Hyginus (2023), there are types observational research namely; controlled observation, naturalistic observation, and participant observation.

Controlled observation are typically structured observation. Many of the variables, including participants, observation site, study time, study-related circumstances, and more, are under the researcher control and are related to a specific research question. Naturalistic observation is one of the types of observation, when conducting third kind the researcher look at participants' actions in their natural environment. Participant observation is the final category of observation technique. In addition, observation carried out to determine the pedagogical competence and documentation of English teacher learning. The aim is for more accurate data in the research process.

Observation is monitoring with systematic phenomenon which is investigated. Tracy (2019) states that observations are registered through the researcher mind and body. In such circumstances, self-reflexivity about ones goals, interests, proclivities, and biases is especially important. It means the researcher came to the location of the research, then the researcher observed the teachers' pedagogical competence in teaching English in SMP Negeri 2 Lotu.

From this observation, the research used the observation sheet checklist. Observation sheet checklist is a list of things that an observer is going to look at when observing a class. The researcher was used observation sheet checklist to analyze the teachers' pedagogical competence in teaching English. It means that observation is systematic data collection approach which the researcher used all of the sense to describe the people in natural setting. In the following table is seen observation checklist.

**Table 3.2** Observation Sheet Checklist

| No | Pedagogic Competence                                                                                                                 | Indicators                                                                                                                                          | Appear |    |
|----|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------|----|
|    |                                                                                                                                      |                                                                                                                                                     | Yes    | No |
| 1. | Mastering the characteristics of learners from the physical, moral, spiritual, social, cultural, emotional, and intellectual aspect. | Understanding the characteristics of students related to physical, intellectual, social-emotional, moral, spiritual, and socio-culture backgrounds. |        |    |

|    |                                                                           |                                                                                                                           |  |  |
|----|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--|--|
|    |                                                                           | Identifying students potential.                                                                                           |  |  |
|    |                                                                           | Identifying the initial teaching material of learners in the subject.                                                     |  |  |
|    |                                                                           | Identifying students' learning difficulties in the subjects taught.                                                       |  |  |
| 2. | Mastering learning theory and learning principles                         | Understanding various learning Theories and educational learning principles related to the subject taught.                |  |  |
|    |                                                                           | Applying various approaches, strategies, methods, and techniques of educative learning creatively in the subjects taught. |  |  |
| 3. | Developing the curriculum related to the subjects taught.                 | Understanding the principles of curriculum development,                                                                   |  |  |
|    |                                                                           | Determining the learning experience to achieve objectives,                                                                |  |  |
|    |                                                                           | Selecting learning materials that learning objectives,                                                                    |  |  |
|    |                                                                           | Organizing learning materials in correctly in accordance with approach and learner characteristics,                       |  |  |
|    |                                                                           | Developing indicators and instruments assessment.                                                                         |  |  |
| 4. | Utilizing information and communication technology for learning purposes. | Utilizing information and communication technology in the learning process.                                               |  |  |

|    |                                                                                        |                                                                                                                                                               |  |  |
|----|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 5. | Facilitating the development students' potential to actualize their various potential. | Providing various activities learning to encourage learners to achieve optimally                                                                              |  |  |
|    |                                                                                        | Providing various learning activities to actualize learners' potential, including their creativity.                                                           |  |  |
| 6. | Organizing assesment and evaluating of learning processes and outcomes                 | Understanding the principles of assessment and evaluation of learning processes and outcomes in accordance with the characteristics of the subjects taught.   |  |  |
|    |                                                                                        | Determining aspects of the process and outcomes that are important to be assessed and evaluated in accordance with the characteristics or the subject taught. |  |  |
|    |                                                                                        | Determining procedures for assessing and evaluating the learning process and outcomes.                                                                        |  |  |
|    |                                                                                        | Developing instruments for assessment and evaluating of learning processes and outcomes.                                                                      |  |  |
|    |                                                                                        | Administering assessment of learning processes and outcomes on an ongoing basis using various instruments.                                                    |  |  |
|    |                                                                                        | Analyzing the results of assessing the learning process and outcomes for various purpose.                                                                     |  |  |
|    |                                                                                        | Evaluating the learning process and outcomes.                                                                                                                 |  |  |
|    |                                                                                        |                                                                                                                                                               |  |  |

The sequence of procedures that used carry out by the researcher in collecting the data through observatuion is as follows:

- a. The researcher made a schedule with the English teachers at SMP Negeri 2 Lotu to conduct observation during learning activities.
- b. The researcher came to the school based on the determine schedule by preparing a check list sheet that contains a list of observation according to the indicators of pedagogic competence.
- c. The researcher and English teacher came to the class and the researcher observed the English teachers when teaching English in the classroom.
- d. During the learning process in the classroom, the researcher made observation of English teachers according to the list of indicators of pedagogic competence on the observation sheet without interrupting the learning process itself.
- e. The researcher start to analyze the data about what are pedagogic competence that used by the English teachers in teaching English based on the tables indicators of pedagogic competence.

### **3.6.2 Interview**

Interviews are particular useful for getting the story behind a participant experience. The interviewer can pursue-in depth information around the topic. The researcher conducted the interview to the teachers. Interviewing in qualitative research is increasingly being seen as a moral inquiry (Kvale, 2007) in Creswell (2014:137).

Creswell (2014:239) states that in qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. Hyginus (2023) says there are some types of interview, such as structured interview, unstructured interview, and semi-structured interview. Structured interview include closed-ended question, to which respondents can only respond yes or no. Unstructured interview is informal interview. in an unstructured interview the interviewer doesn't pose the same questions to every interview.

Semi-structured interview is which combines elements of both structured and unstructured interview. Interviewers frequently have the flexibility to make changes, even though they might stick to a general plan and set of questions. In this study, the researcher will use unstructured interview. The interviewer has the option to ask follow-up questions and let interviewers elaborate on their responses in unstructured interview. An unstructured interview therefore resembles a real conversation more. In the following table is seen interview sheets.

**Table 3.3** Example of English teachers' interview sheet

|     |                                                                                                                      |
|-----|----------------------------------------------------------------------------------------------------------------------|
| 1.  | How long have you been teaching English?                                                                             |
| 2.  | How many classes do you teach English?                                                                               |
| 3.  | How can you understand characteristics of students?                                                                  |
| 4.  | How do you see students' potency?                                                                                    |
| 5.  | What difficulties do students experience during online learning?                                                     |
| 6.  | Do you master the learning theories?                                                                                 |
| 7.  | How do you apply the approaches, strategies, methods and learning techniques that will be used?                      |
| 8.  | Do you arrange learning materials according to the age of the students?                                              |
| 9.  | Have you developed and prepared a lesson plan that will be used?                                                     |
| 10. | Do you carry out learning according the steps in the lesson plan?                                                    |
| 11. | How do you deal with students who have difficulty in understanding material?                                         |
| 12. | In carrying out learning, do you use appropriate learning media to achieve learning objective? For example?          |
| 13. | Do you use information and communication technology for learning purpose? What is it like?                           |
| 14. | How do you know your students' learning strengths and weaknesses?                                                    |
| 15. | How do you overcome students' learning deficiencies?                                                                 |
| 16. | Are the students who receive special attention to develop their potency?                                             |
| 17. | When assessing students, what techniques and types have you used?                                                    |
| 18. | How do you communicate assessment result to students and show learning material that students have not yet mastered? |
| 19. | How do you carry out remedial and enrichment programs that are appropriate to learning?                              |
| 20. | How do you use the result of the next learning lesson?                                                               |
| 21. | Do you use the results of this reflection to improve the quality of subsequent learning?                             |

**Table 3.4** Example of principal' interview sheet

|    |                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------|
| 1. | <i>Bagaimana pendapat Bapak mengenai kompetensi pedagogic guru?</i>                                                   |
| 2. | <i>Menurut Bapak apa tujuan seorang guru memiliki kompetensi pedagogik?</i>                                           |
| 3. | <i>Bagaimana usaha Bapak sebagai supervisor dalam meningkatkan kompetensi pedagogik guru bahasa inggris?</i>          |
| 4. | <i>Bagaimana pendapat Bapak tentang supervisi pembelajaran?</i>                                                       |
| 5. | <i>Berapakah dilaksanakan supervisi pembelajaran kepada guru bahasa inggris khususnya?</i>                            |
| 6. | <i>Menurut bapak apakah ada peningkatan kompetensi pedagogik guru bahasa inggris, setelah dilaksanakan supervisi?</i> |
| 7. | <i>Apakah guru bahasa inggris selalu menyiapkan perangkat pembelajaran sebelum mengajar?</i>                          |
| 8. | <i>Apakah Bapak memberikan bimbingan dalam hal pengembangan kurikulum?</i>                                            |
| 9. | <i>Menurut Bapak apakah guru bahasa inggris mampu dalam pengembangan kurikulum?</i>                                   |

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>10. Berdasarkan observasi peneliti, guru bahasa inggris tidak menggunakan teknologi saat proses pengajaran. Menurut Bapak, apa saja kendala atau factor yang mempengaruhi sehingga penggunaan teknologi tidak dilaksanakan?</p> <p>11. Menurut bapak apakah semua indicator pedagogik guru sudah dikuasai oleh guru bahasa inggris?, dan apa saja factor yang mempengaruhi kompetensi pegagogik guru dalam pembelajaran bahasa inggris?</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The following procedure used to conduct the interview with the English teacher and principles.

- a. the researcher made a list of interview questions bades on the data to be obtained.
- b. The list of interview questions will then validated by the validator.
- c. The researcher put the teachers' interview questions that had been approved by the validator into the teachers' interview format.
- d. The researcher conducted interview with the English teachers and principal based on the English teachers' and principal interview sheet that has been approved by the validator.
- e. The researcher wrote the results of the English teacher dan principal interview into the interview sheet.
- f. The researcher analyzed the data obtained through interviews.
- g. The researcher draw conclussions and made interpretatios of the research results.

### 3.6.3 Documentation

According Sugiyono in Nelya (2021), documentation is a list of past events. Documentation can be in the form of pictures, writings, or someone's work. Supporting documents in the form of lesson plan and so on. Then, according Islamuddin et. al (2023) Documentation in qualitative research can be understood as one of the data collection methods that are by looking at, review, and analyzing documents and things that have a relationship with them, made by the subject himself or by other people made by the subject himself or by others about the subject.

According to Ary (2020) documentation is refers to a widw range of writen, physical, and visual materials, including what other authors may term artifacts. Documentation that is the researcher gets from process of observation, interview, and file from institution. In addition, Arikunto in Hartati (2019), documentation is to search for data regarding things/variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes/meetings, notes, agendas, and so on. Documentation in this research is used to obtain secondary data regarding all sources of information regarding the subject. Documentation including relevant books, regulation, photos, videos, as data relevant to research.

### **3.7 Data Analysis Technique**

Miles in Islamuddin et.al (2023) divides into three streams of activity that occur simultaneously. In this model research, the data analysis process uses Miles analysis. In this model research, procedures are carried out to provide an overview of the results of the research data, namely:

#### **3.7.1 Data Condensation**

Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in the full corpus of written field notes, interview trascripts, and other empirical material. Data condensation takes place continuosly during data collection. It can provide an overview and make it easier for the researcher to collect further data regarding the pedagogical competence the research problem formulation.

In this stage, the researcher made an observation sheet checklist of the results of the observation with the English teachers. The researcher classified what are pedagogic competence that used by the teachers in teaching English in the classroom based on on the Regulation of the Minister of National Education Number 16 of 2007. In data condensation, the data from observations and interviews were condensed by classifying the indicators of pedagogical competence already possessed by English teachers by marking Yes and No. Condensation of interview data by transcribing data from the results of interviews

in the form of results from video recordings, voice recordings. Then familiarize the data so that researchers can easily understand the data that has been obtained so that it is easy to draw conclusions.

### **3.7.2 Data Display**

Data display is the stage of how researcher displays data results obtained in research. Display is an assembly of organized information that is organized to allow drawing conclusions and taking action. By data displays helps us understand what is going on and do something-whether analyzing further or taking action-based on that understanding. After all the information has been summarized well, the next step is to present the data and all information regarding the pedagogical competence of English teachers to get the essence of the research carried out. Good data display is the main road to strong qualitative analysis. In the following the sheet of category guideline.

Display data is an activity when a set of data is systematically arranged and easy to understand, thus providing the possibility of drawing conclusions. In the form of field notes, matrices, graphs, charts. In displaying data, the researcher used charts to present the results that have been found in the field. Through the presentation and categorization of the data, the data will be organized and arranged in a relationship pattern, so that it will be easier to understand. In displaying data using the coding stage of the transcript results. The researcher categorize the results by loading in a chart what factors influence the pedagogical competence of teachers. from the code (factor) the researcher aims based on research questions related to themes and sub-themes about pedagogic competence and factors that influence pedagogic competence. Then write data interpretation or results/discussion. In data interpretation, the researcher understand the themes then compare them with the results of the research and relate them back to the theory that supports the research. In this step, there are results from the researcher's findings and provide conclusions. In data interpretation, the context of observations and interviews is included, which is called verbatim data or actual data that supports the arguments presented.

### **3.7.3 Drawing and Verifying Conclusion**

Drawing and verifying conclusion is the final step of the data that has been analyzed. After that the researcher concluded from the results of the analysis. Initial conclusions are still temporary, and change if no supporting evidence is found at the collection stage next data. But if conclusions are found at stage initial, supported by valid and consistent evidence at the time researcher returned to the field to collect data, therefore the conclusion is a valid conclusion.

In this stage, the researcher analyzed the pedagogic competence by the English teachers and the factors that influence their pedagogic competence in teaching English at SMP Negeri 2 Lotu. Some things that were unclear from the interviews, observations and documentation were reconfirmend with the English teachers and principal. Furthermore, after all the data was clear, the reaseacher made conclusions by interpreting all the data findings.