

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research described about professional competence of miss-matched teachers in teaching English at the tenth of Al-Falah boarding school for girls Banjarbaru, South Kalimantan. This research used a qualitative approach. Qualitative approach is a process of research that is done naturally in accordance with objective condition in the field without manipulation (Arifin, 2012, p. 140). Furthermore, according to Bogdan and Taylor (1993) as cited in Arifin (2012, p. 140), qualitative approach is research procedure that produces descriptive data written and oral words from people and behavior which is observed.

Observation and interview were used in this research to collect the data of teacher's professional competences in teaching English at the tenth grade of Al-Falah boarding school for girls and strategies used by miss-matched teacher to develop the professional competences. In qualitative approach, the researcher used descriptive qualitative to analyze the data because the researcher tried to describe the fact of professional competence of miss-matched teacher's result and the strategies used by miss-matched teacher. Descriptive qualitative is research that is used to describe and answer the questions about phenomenon or event that is happening now (Arifin, 2012, p.

54). The researcher analyzed the data by editing, coding, data reduction, data display, data analysis, and conclusion drawing/ verification.

B. Research Setting

Research setting was at A tenth grade of Al-Falah boarding school for girls in Landasan Ulin KM. 23 Banjarbaru, South Kalimantan. This research was conducted when the teacher taught the students to get the data from observation in teaching and learning process, outside the students' learning to answer the questions of observation checklist and outside the teacher's teaching to interview the teacher.

The researcher was also done the research for 2 months from January 27th, 2019 until March 27th, 2019. Meanwhile, the researcher observed miss-matched teacher 8 times, gave students' observation checklist at A tenth grade on Sunday, March 24th, 2019, for about a week, and interviewed the teacher on Wednesday, March 20th, 2019.

C. Participants/ Subject

The subjects of this research were:

1. Miss-matched teacher in teaching English of Al-Falah boarding school for girls
2. 20 students at A tenth grade of Al-Falah boarding school for girls

The objects of the research were professional competence of miss-matched teacher and the strategy was used by miss-matched teacher to

develop professional competence in teaching English at the tenth grade of Al-Falah boarding school for girls.

D. Data

1. Data

Data was gotten from observation and interview results of teacher and students at A tenth grade. The data from observation and interview included Satori's theory such as mastering subject matter, management of teaching and learning program, classroom management, media and learning resources, educational foundations, assessment, educational institutions and programs in the schools, method of thinking, professional missions, assistance and guidance to learners, educational research, characteristics of learners, school administration, educational innovation, decision, curriculum development, work planning and program, and time (Satori, 2005), and the strategies of teacher to develop professional competence.

2. Source of data

The data was taken from:

- a. Teacher of senior high school at Al-Falah boarding school for girls
- b. Respondents, 20 students at A tenth grade of senior high school of Al-Falah boarding school for girls academic year 2018/2019.

E. Technique of Data Collection

The researcher used the instrument to collect data includes:

1. Observation

The researcher observed and controlled every activity of the teacher's teaching and the students' learning in detail by using journal note and observation checklist for the students. The researcher used checklist result of observation to the students at A tenth grade by giving 20 questions. From the checklist result of observation, the students should give check mark to answer the questions. They should choose of *yes or no* based on the questions. The field note and checklist observation were adopted from Satori's theory about mastering subject matter, management of teaching and learning program, classroom management, media and learning resources, assessment, method of thinking, professional missions, assistance and guidance to learners, learners' characteristic, and time.

2. Interview

Besides using observation, the researcher only interviewed the teacher directly by giving 16 questions related with the research. The researcher gave the questions related to the professional competence of teacher that were adopted from Satori's theory about mastering subject matter, management of teaching and learning program, classroom management, media and learning resources, educational foundations, assessment, educational institutions and programs in the schools, method of thinking, professional missions, assistance and guidance to learners,

educational research, learners' characteristics, school administration, educational innovation, decision, curriculum development, work planning and program, time, and the strategies of teacher to develop her professional competences. The researcher wrote and recorded the teacher's answers so the researcher made sure the data from interview.

F. Data Processing and Analysis

According to Miles and Huberman (1984) as cited in Sugiyono (2010, pp. 337-345) said that the activities of qualitative data analysis are done interactively and continuously until the data saturated. The data processing and analysis were done through six activities which happen in the same time such as editing, coding, data reduction, data display, data analysis, and conclusion drawing/verification.

1. Editing

The researcher checked the data from observation and interview which had been collected by the researcher. Then, the researcher adjusted the data whether it were appropriate or not such as whether all of the questions had been answered by teacher and students, and field note had been adjusted by the data which had gotten in classroom or not. If the data had not been appropriate, the researcher edited the data before it were processed.

2. Coding

After editing, the researcher codified data to identify and clarify the data based on the types of data. In observation and checklist observation were codified by check mark. In interview, the researcher used general statements to codify data.

3. Data reduction

Data reduction is to summarize, choose the subject matter, focus on the important thing, look for theme that has reduced and throw unnecessary. The researcher collected and summarized the data from observation of miss-matched teacher's teaching process about professional competence in teaching English at the tenth grade and students' answering at A tenth grade about miss-matched teacher's teaching, and interview to the miss-matched teacher about professional competence and strategies which had been given coding. Then, the researcher reduced the unnecessary data that did not relate to this research. After throwing the unnecessary data, the researcher collected the data that related to this research.

4. Data display

Data display is to display the data in brief description, narrative, flowchart, and etc. The researcher displayed to analyze the data from observation and interview about professional competence, strategies and students' response with narrative text. It meant that in chapter IV the

researcher used narrative text to write and describe the data that had reduced by grouping the data in some meetings which consist of:

- a. First, mastering of subject matter, time, and work planning and program
- b. Second, able to assess student's achievement and classroom management
- c. Third, management teaching and learning program
- d. Fourth, the use of media and learning source
- e. Fifth, giving assistance and guidance to learners, and understand the management of educational institutions and programs
- f. Sixth, educational research and thinking method
- g. Seventh, organizing school administration, mastering educational foundation, and understanding the learners' characteristics
- h. Eighth, able to take decision, curriculum development and improve the professional missions

The researcher did data display to make easy in understanding what happened in this research and planned work to continue based on researcher's understanding.

5. Data Analysis

The researcher analyzed the data to change the data from the research result which had been displayed to become information. The researcher also used descriptive qualitative to analyze data of miss-matched teacher's professional competences and strategies to develop

professional competences. Then, the researcher connected the data in accordance with the theories in chapter II.

6. Conclusion drawing/verification

After all the data were being displayed and analyzed, the researcher took conclusion or verification of the data deductively. Then, the researcher collected and concluded the data about professional competences and strategies which were in accordance with problem statement and could answer all of the questions in problem statement supported by the validity data.