

CHAPTER III

RESEARCH METHOD

The research method explained in more detail in this part by the researcher. This chapter covers the research design, research setting, collecting data method, and data analysis method.

A. Research Design

Qualitative research was a situated activity which places the researcher in the context. In other words, using a variety of data gathering methods, such as field observations and interviews, qualitative research examines the events from many perspectives and gives the research several perspectives of reality. By conducting the study in places where people work and reside, the researcher might collect rich data (Denzin & Lincoln, 2008, p. 4). Retrieved from Braun & Clarke (2013, p. 20), stated that the analysis in qualitative research was like to a narrative in that each participant contributed a distinctive meaning to the study by living the experience in their own particular way.

In qualitative research, a person or group's significance in relation to an issue that was human or social is explored and comprehended. This research's methodology involved questions and steps. Data usually gathered in the participant's environment. Additionally, the data analysis inductively progresses from specifics to overarching concepts and the researcher delving deeply and profoundly into the significance of the data. As stated by Creswell (2014, p.186), it initially enables the researcher to maintain direct touch with the study

participants by giving them the opportunity to interact and observe the way participants conduct themselves and behave in their usual surroundings. Additionally, qualitative research gives the researcher the option to use a variety of data collection methods, including interviews, observation, and documentation.

The researcher argued that a thorough and comprehensive exploration of secondary EFL teachers' personal histories, practicum experiences, and interactions with their school communities might yield insights into professional identity. Through a variety of data collection techniques, the experiences of EFL teachers were acquired, and they were then analyzed to get a meaning of the experiences of those who participated.

B. Research Setting

This research conducted was carried out on English as a Foreign Language teacher at Kotabaru Secondary School region. In this research, the researcher used purposeful sampling, that the sampling technique in order to take sample in qualitative research. Purposeful sampling used a technique to find individuals who can provide rich and varied insight into the phenomenon under investigation so as to maximize what we can learn.

Moreover, the research selected this sample who would provide the rich information in order to answer the research question. Based on Cresswell (2012, p. 208), purposeful sampling means that to learn or understand the essential phenomenon, the research selected individuals and sites intentionally. In addition, this research used homogenous sampling. For the purpose, the researcher decided

some of the following characteristics. First, the teachers are English as a Foreign Language Teachers at Kotabaru Secondary School. Second, the teachers have been teaching English at least for five years. Third, the teachers are teaching in a remote area of Kotabaru region, as follows below:

Table 3.1 Research Setting and Participants' Details

No	Participants	Research Setting	Length
1.	Muhammad Lutfi, S. Pd	SMPN 2 Kelumpang Utara	8 years
2.	Muhamad Saiful Kholik, S. Ag	SMPN 3 Kelumpang Tengah	21 years
3.	Tri Oetami, S. Th	SMPN 2 Kelumpang Tengah	10 years
4.	Herlianti, S. Pd	SMPN 2 Kelumpang Tengah	8 years
5.	Erdin Wira Satria, S. Pd	SMPN 2 Kelumpang Tengah	5 years

C. Participants

The participants for this research were chosen using purposeful sampling in order to obtain rich and comprehensive data from the English as a Foreign Language teachers at Kotabaru Secondary School. This was a crucial step in the building of the teacher's personality because teachers were expected to be experienced professionals. The participants involved five English teachers in secondary school. The participants were an experienced teacher who had been teaching English at least five years.

D. Techniques of Data Collection

Understanding how EFL teachers influence their professional identities requires involvement and a thorough comprehension of the teachers' viewpoints.

According to Denscombe (2010) cited in Aljuhaish, Othman, & Senom (2020, p. 435), semi-structured interviews were utilized because they provide researchers with consistency in the ordering of questions and leave room for new topics to come up in the course of the interview. The entirety of the interviews took place individually and were recorded on audio for transcriptional explanations.

The researcher used semi-structured interviews since they gave the researcher's flexibility in how to ask the questions in terms of order and allowed for the emergence of new questions throughout the interview. An interview guide that covers the main questions and topic was applied. As a result, the researcher is allowed to omit or add additional questions as necessary to reply to the interviewee in an acceptable manner at all times.

Table 3.2 Explanation of Details of The Interview

No.	Participants	Date
1.	Muhammad Lutfi, S. Pd	February 13 th , 2023
2.	Muhamad Saiful Kholik, S. Ag	February 14 th , 2023
3.	Tri Oetami, S. Th	February 15 th , 2023
4.	Herlianti, S.Pd	February 16 th , 2023
5.	Erdin Wira Satria, S. Pd	February 17 th , 2023

E. Technique of Data Analysis

The development of one's professional identity is a multifaceted process that interacts with a variety of elements, such as personal histories. This study employed a method called thematic analysis to find, evaluate, and report themes

in the data (Braun and Clarke 2006, p.79). Thematic analysis provides a rich, comprehensive, yet complicated description of the data, Braun & Clarke (2006, p. 78), serving as a useful framework for comprehending the complexity of this procedure.

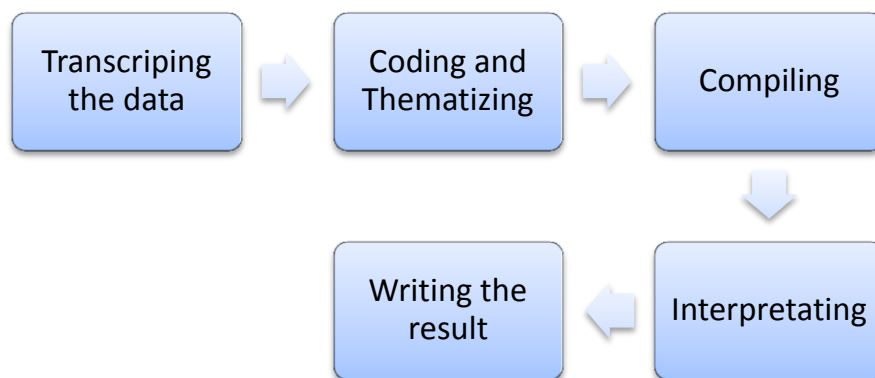


Figure 3.1 Technique of Data Analysis using Thematic Analysis

Reading the interview transcripts will be studied was the first stage in the coding procedure for this study, based on Maxwell (2005, p. 96). Themes started to emerge as the data analysis went on. The development of themes aids in the evaluation and interpretation of the data by illuminating the required conversation between the teacher and the data. (Holliday 2016, p.103). Data for this research was gathered through a series of conversations with participants. Then the data were inductively coded, which means that the codes were generated by the data rather than by the researcher's knowledge of the literature.

To find similar themes, the researcher first looked through all of the interview transcripts. The researcher then marked up the word document's

margins, giving the notions she thought were crucial names. The researcher was able to become familiar with the data through this procedure and record the parallels and discrepancies in each participant interview. Once this procedure was complete, the researcher created a table that was separated into categories, codes, and illustrative examples (Adapted from Djourdir, 2019 p. 275).

This procedure aided the researcher in compiling pertinent information under a single theme and highlighting the illustrative examples raised by interview subjects. As the data analysis progressed, the themes started demonstrating themselves. Finally, the construction of teacher identity was demonstrated in the following chapter, which was separated into two conclusions. The first research findings focused on the development of professional identity prior to entering the field. In this case, both earlier experiences and actual teaching practice were considered. The second discovery showed how secondary EFL teachers built their professional identities within a genuine teaching community