

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a qualitative approach. According to Moloeng (2004) qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior (p. 4). Maxwell (1996) states that the strength of qualitative research are derived primarily from its inductive approach. Its focuses on specific situation or people, and it is accentuates on words rather than numbers. While the method used in this study was descriptive method.

According to Cresswell (2008), qualitative research is a type of research in which the researcher is very dependent on information from the object / participant on: broad scope, general questions, data collection which consists mainly of words / texts from participants subjectively (p. 46).

B. Research Setting

This study was conducted in English MGMP of Vocational High Schools in Kota Banjarmasin. The English MGMP included all English teachers of Vocational High Schools in Kota Banjarmasin, both public and private, where there are 18 vocational high schools and 51 English

teachers and 5 administrators consists of the head, secretary, treasurer, sector of professional development, and sector of organizational development. For the specific place, actually there was no specific place for every meeting in the MGMP forum. Each meeting alternately in every vocational high school in Kota Banjarmasin in accordance with a predetermined schedule. English MGMP of vocational high school Kota Banjarmasin is one of MGMP forum in Banjarmasin that is fairly active in carrying out activities and routine meetings. This is the reason why researcher chose the MGMP forum as the place of the research.

C. Partisipants/ Subject

According to Saifudin (2001), research subject is the parties to be investigated by the researcher, namely those who are the target of research. So the subject of this research is the person who is directly related to the research carried out, while in this study the subjects were 9 teachers, they were the head, the treasurer and 7 members of the English MGMP of vocational high school Kota Banjarmasin.

D. Data

The data used in this study was qualitative. Qualitative data is data presented in verbal not in numbers. The researcher obtained qualitative data through interview. While the source of data collected through respondents, they were the head, the treasurer and 7 members of English MGMP of vocational high school Kota Banjarmasin. Other source of data

included place or location, phenomenon or activities, and documents related to MGMP activities.

E. Technique of Data Collection

The researcher collected the data by interview, and documentation.

1. Interview

This interview method was chosen to obtain information about how the contribution of the English MGMP forum in developing teachers' pedagogical competence, and how are the English teachers' perceptions on that contribution in developing their pedagogical competence.

2. Documentation

The documentation method was chosen by the researcher to collect data about the organizational structure of English MGMP of vocational high schools in Kota Banjarmasin, the decree, the MGMP programs, and data about the teachers participating in English MGMP of vocational high schools in Kota Banjarmasin.

F. Data Analysis

To answer the first research question related to the contribution of MGMP in developing teachers' pedagogical competence, the researcher refers to the theories from MGMP guidelines (Depdiknas, 2004) and Sutrisno (2009). Meanwhile, to answer the second research question related to the teachers' perception on the contribution of MGMP in developing teachers' pedagogical competence, the researcher refers to the

theories from Mushfah (2011), Jalal (2005), Leu (2004) and Villegas-Reimer (2003).

Data analysis technique in this research was Interactive Model of Analysis. As stated by Miles and Huberman (1994) analysis during the field consists of 3 components of data analysis namely data reduction, data display and conclusion drawing/verification (p. 60, cited in Sugiyono 2014).

1. Data Reduction

Data reduction is a form of analysis that sharpening, classifying, directing, discards unnecessary, and organizing the data in such a way that the final conclusions can be drawn and verified. In this stage, the researcher carried out the data analysis process by examining all the data, both interview and documentation. After that, the researcher focused on what data needed regarding the contribution of MGMP in developing teachers' pedagogical competence and reduced the data that was not relevant to the research.

2. Data Display

After the first stage, the researcher analyzed the data by presenting some data findings from interview and documentation in narrative form. Miles and Huberman (1994) stated that the most frequent form of data display has been used for qualitative is narrative form. By displaying the data, it made the researcher easier to understand what happened, to plan further work based on what was understood.

3. Conclusion Drawing/Verification

The third stage in qualitative data analysis was conclusion drawing/ verification. In this stage, the researcher carried out conclusion drawing/ verification continuously throughout the research process, namely from the beginning of the research to the data collection process regarding the contribution of MGMP.

