

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research design employed in this study, the research setting and participants, data collection, and data analysis used in this study. Additionally, the researcher also provides the schedule for conducting this research.

A. Research Design

This study is a qualitative study and uses a case study approach. Yin (in Heigham & Croker, 2009) defined a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clear. According to Creswell (2003), a case study is used when the researcher thoroughly investigates a course of study, an occasion, an activity, a procedure, or one or more people. More precisely, this study is a descriptive case study. A descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon (Yin in Heigham & Croker, 2009). A descriptive case study is appropriate for this research as it aims to provide a detailed and contextualized account of how an English teacher with a non-English educational background demonstrates their professional competence in their teaching. Since the focus is on describing the specific teaching practices and experiences of this individual in a real-life setting (a private Islamic school in Cimahi), the descriptive case study approach allows for an in-depth exploration of these aspects without needing to explain cause-and-effect relationships.

B. Research Setting and Participant

This study was conducted at a Private Islamic Junior High School in Cimahi, West Java, Indonesia. This school was selected as the research site because it represents a relevant case of English teaching by a teacher with a non-English educational background, aligning with the objectives of the study. The selection is grounded in the purposive sampling method, ensuring that the site provides rich,

context-specific data to explore the professional competence of the teacher within a real-life educational setting.

Purposive sampling was used to recruit one participant. Purposive sampling, sometimes known as judgment sampling, is the intentional selection of a participant based on certain characteristics that the participant possesses (Tongco, 2007). As this study focuses on investigating the professional competence of an English language teacher with a non-English educational background, the criterion for the participant is: English language teacher with a non-English educational background with more than 10 years of teaching experience. Therefore, the participant of this study was a female English language teacher with an Islamic Communication and Broadcasting background who has been teaching English for 22 years.

Furthermore, in dealing with ethical issues, a consent form was given and explained to the participant. To maintain the privacy and confidentiality of participant data, all names appearing in this research report were anonymized or coded. This step was taken to protect the original identities of the participants. The participant was also asked to sign the consent form as an official statement of her willingness to participate in the study.

C. Data Collection

Multiple data collection was carried out in this study. First, semi-structured interviews were conducted. A semi-structured interview covers specific issues in a conversational way; participants have to respond to pre-formulated, open-ended questions (Jamshed, 2014; Raworth et al., 2012). The interview was conducted twice and took about 30 minutes each. The first interview was conducted in person, while the second interview was conducted online with the use of Zoom Meeting. To avoid misunderstandings during the interviews, the Indonesian language was used. The results of the interview were translated and transcribed into English. Additionally, the interviews were audio recorded so that the data is valid and reliable.

Second, observations were conducted to observe the professional competence of the teacher in the classroom. Observation is the conscious noticing and detailed

examination of participants' behavior in a naturalistic setting (Cowie, 2009). Gold in Cowie (2009) classifies observers into four roles corresponding to this continuum: complete participant, participant as an observer, observer as a participant, and complete observer (non-participant observation). In this study, the role of the researcher was a complete observer, where the researcher did not interact with participants and remained detached, simply watching the activity without influencing it. The observation was conducted three times to minimize the observer's paradox. The observer's paradox alludes to the notion that people behave differently and may not act in the same way as usual when they are aware that they are being observed (Labov, 1973). The paradox is that while observation is necessary for researchers to comprehend people's natural behavior, it can also lead to unnatural behavior. Thus, spending more time with the participants so they become accustomed to the researcher's presence will help the researcher get the most natural data. Additionally, observation sheets containing checklists and field notes were used as a guideline. The sheets contain a list of indicators to be observed.

Furthermore, both the interview questions and the observation sheets were developed from the indicators of teachers' professional competence mentioned in the Attachment to the Minister of National Education's Regulation Number 16 of 2007.

D. Data Analysis

Thematic analysis was used to analyze the data collected in this study. Thematic analysis is a qualitative analysis method focused on identifying patterns, themes, and meanings within a data set (Braun & Clarke, 2022). This method is suitable for comprehending the experiences, ideas, or even actions as the subject matter of this investigation. There are 6 steps to conduct a thematic analysis according to Braun and Clarke.

1. Familiarizing with the Data

In this step, the researcher familiarized themselves with the data by reading the transcript multiple times. Verbal data from interviews were transcribed into written text.

2. Generating Initial Codes

In this step, the researcher generated initial codes from the transcription of the interview and the notes from the observation checklists manually by identifying data segments with “post-it” notes and highlighting interesting features in the data items with different colors. The example can be seen in the following tables.

Table 2. Sample of Codes from Interview Transcript

Example Quote	Initial Codes
P: If looking for a solution, I'll definitely find it from AI or from Google. If, for example, looking for a narrative, in the book there are only a few of them, there are many on Google, and the students are also looking for it. So, the students and I work together.	The use of ICT for self-development

Table 3. Sample of Codes from Observation Notes

Example Notes	Initial Codes
Students are given the opportunity to use cell phones and AI when working on assignments.	The use of ICT in students' learning

Therefore, the list of codes made by the researcher and their frequency are presented in the table below.

Table 4. List of Codes and Their Frequency

Initial Codes	Source	
	Interview	Observation
The use of ICT in students' learning	6	3
Limited use of ICT	5	1
Communication style	1	3
Developing learning objectives	2	
Students' assessment	1	
Materials selection	1	3
Materials organization	2	
Materials adaptation	1	3
Teaching reflection	1	2
Conduct classroom action research	2	
Consideration in choosing ICT	2	
Joining the subject teacher forum and webinars	3	

The use of ICT for self-development	4	
Developing lesson plans	7	3
Knowledge of the subject matter		4
Clarifying misunderstandings		3

3. Searching for Themes

At this stage, the researcher analyzed and categorized the various codes from the interview results and observation sheets into potential themes and built an overall theme by combining various codes. From the sample in the previous step, the codes that indicated the use of ICT in learning are combined. In this case, codes like ‘the use of ICT in students’ learning’, ‘consideration in choosing ICT’, and ‘limited use of ICT’ are combined in one theme. On the other hand, code like ‘the use of ICT for self-development’ remains on its own, as this code focuses on the use of ICT for self-development. Thus, two potential themes were developed based on the data: Integration of ICT in Communication and Integration of ICT for Self-Development.

4. Reviewing Themes

In this step, the researcher reviewed the potential themes to ensure the accuracy of the themes developed. To accomplish this, the themes were examined to make sure that all of the codes were included in the appropriate theme and represented the key ideas of each theme. Codes that did not seem to fit the theme were moved to a different theme, and several themes were combined, renamed, and redefined.

The previous step was repeated. The codes that indicated the use of ICT were merged. Themes like “Integration of ICT in Communication” and “Integration of ICT for Self-Development” were determined to overlap with each other, as the codes indicated the use of ICT applications. Thus, these two themes were merged into an overall theme.

5. Defining and Naming Themes

Based on the previous stage, the themes were named, defined, and discussed in the findings section by using excerpts from the interviews and notes from the observations. The two themes in the previous stage were merged and

renamed as “Utilization of ICT in Learning and Self-Development”. Therefore, all themes in this study can be seen in

Enclosure 4. Furthermore, each theme's definition will be linked to the five key indicators outlined in the Attachment to the Minister of National Education's Regulation Number 16 of 2007.

6. Producing the Report

The researcher composed the final analysis and findings description in this step. The report contained the researcher's arguments as well as the analytical narrative. Additionally, it presented data excerpts, such as quotes from interviews and observation notes, to provide sufficient evidence of the findings.

E. Research Steps

The research was conducted from September to May 2025, as can be seen from the table below. It started with the writing of the research proposal and continued until the thesis examination. This study was conducted at a Private Islamic Junior high school in Cimahi, West Java.

Table 5. Research Schedule

Description	Sep 2024	Oct 2024	Nov 2024	Des 2024	Jan 2025	Feb 2025	Mar 2025	April 2025	May 2025	June 2025	July 2025
Research Proposal Writing											
Research Proposal Examination											
Data Collection											
Data Analysis											
Report											
Thesis Result											

Seminar	
Thesis Examination	