

## CHAPTER III

### RESEARCH METHOD

This chapter covers the method employed in conducting the present study and elaborates the reasons why the preferred design has been used for addressing the research questions under study. The chapter begins with a section describing the overall research design accompanied with its schematic representation. In the following section, participants are described. In the third, the instruments are introduced with a full description including the piloting procedure. The last section offers a presentation of data collection procedures categorized as two distinct procedures, each corresponding to a specific data collection instrument.

#### 3.1 Overall Design of the Study

This research was conducted as a case study research in which it employed naturalistic qualitative research design where the researcher did not manipulate or interfere with the classroom activities, but worked with the case specifically as the design point of qualitative research (Silverman, 2005). In addition, this research fits with the guidelines given by Yin (2003) as quoted by Baxter and Susan (2008) where it covers contextual conditions because it is believed to be relevant to the phenomenon under study (Baxter & Susan, 2008, pp. 544-559).

Since this study aims at providing a balance point of view upon the implementation of full immersion programs in a particular secondary school in Indonesia, a case study is an ideal guiding framework as it strives to portray ‘the real’ situation of a particular set under study and gives thick description of the participants’ lived out experiences, thoughts and feelings about a situation as claimed by Robson and quoted by Cohen, Manion and Morrison who stated that case studies involve looking at a case or phenomenon in its real-life context (Cohen, Manion, & Morrison, 2007, pp. 253-263).

Based on the classifications of case studies from Merriam, this research can be categorized as an evaluative case study because in this study the researcher describes and explains the positive and negative implications of the implementation of full immersion programs as it is perceived by the involved teachers, students, parents and administrators (Merriam, 1998, p. 26). Stake (1995) on the other hand identifies this kind of study as an intrinsic case study as it aims to understand the particular pre-selected case in question (Stake, 1995, pp. 450-452). The case being investigated in this study is the implementation of a full immersion program in senior high school at a national school in Indonesia.

### **3.2 Triangulation**

The research design of this study is a combined one, primarily because of the fact that two distinct data collection methods have been employed in the overall design. As is explained in full in the following sections of this chapter, for data-gathering, two data collection methods have been used; both questionnaire survey and interview. These strategies are associated with two distinct paradigms, quantitative and qualitative respectively. Thus, in searching for the answers to the research questions of the present study, two strategies have been mixed. Social sciences research literature abounds in combinations of mixing data collection strategies within a large range of studies. The concept of triangulation was introduced first by Denzin, defined as “combination of methodologies in the study of the same phenomena” (Payne D. A., 1994, p. 125). Creswell cited Jick mentions that the purpose of triangulation was to neutralize any bias inherent in particular data sources, investigators and methods. Both “within method” or “between method” approaches can be drawn upon for a combined method study. In the former, different types of quantitative data collection strategies might be employed (e. g, a survey and an experiment), whereas in the latter qualitative and quantitative data collection strategies (e.g. survey and in-depth interview) might be involved (Creswell, 1994, pp. 63-68). Triangulation is often presented as a means of addressing qualitative/quantitative differences. Various types of triangulation are described in the literature: data, investigator, theoretical, methodological (Mitchell 1986, Duffy 1987, Sohler 1988, Denzin 1989); unit of analysis (Kimchi et al.1991); interdisciplinary triangulation (Janesick 1994); triangulation of communication skills (Begley

1996a); conceptual triangulation (Foster 1997); and collaborative triangulation (Tobin & Begley, 2004, pp. 388-396).

In this study, as is shown in figure 3.1, the triangulation used is methodological triangulation as it utilizes three data collection methods namely questionnaire, interview and observation and is applied to improve the validity of the results of data analysis process. With regard to the data sources, two groups were involved: students and teachers. Both types of data were collected from each group via self-designed instruments. The instruments consisted of a survey questionnaire, interview protocols, and unstructured observations. The former contained Likert scales as well as categorical and numeric items, which gave quantifiable data. The pilot study also comprised qualitative and quantitative procedures that involved validity and reliability check. In terms of data analysis, descriptive statistics was used in connection with the scales, all of which are quantitative procedures. As for the analysis of interviews and observation field notes, a qualitative procedure, content analysis was employed.

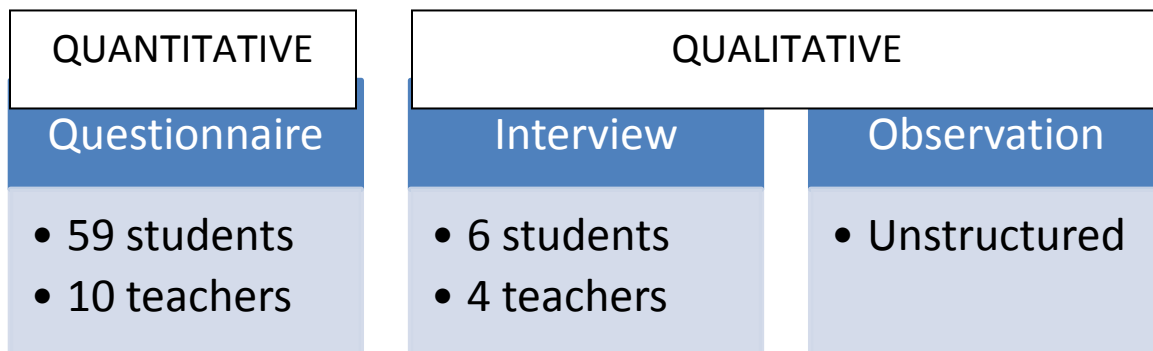


Figure 3.1 Research Design

### 1.3 Participants

The participants of this research are fifty nine students and ten teachers of a secondary school in Indonesia.

#### 3.3.1 The students

The students who participated in this study come from grade ten to twelve. The number of students in the class is small ranging from 13 to 16 students per class. This is done so that the teachers can give more attention to individual student which in turn will greatly benefit the student in terms of the mastery of the lesson as they get to ask questions as often as they need. This is in line with the suggestion given by Kennedy as he mentions several benefits of teaching small classes which include easier classroom management, greater attention is given to the students, and higher students' involvement (Kennedy, 2014). The students participating in this study are from grade 10, 11, and 12 of senior high school as shown in Table 3.3.1.1

Table 3.3.1.1 Student's grades

	Frequency	Percent	Cumulative Percent
Valid grade 10	14	23,7	24,6
Valid grade 11	30	50,8	77,2
Valid grade 12	13	22,0	100,0
Total	57	96,6	

One point to note here is that most of the students come from high class economical status as the school fee is more than three times the regional minimum salary. The fact that the school is located in the suburbs means the parents assign a driver to drop off and pick up their children to and from the school indicating parents' financial status. This privilege has enabled the students to get the help they need in coping with the demands of FIP system such as extra tuition opportunities in the form of joining an English course, purchasing tools and equipment needed for their studies alongside a comfortable lifestyle to support their study. This is in line with the stereotype observed by Stuart about the full immersion school for being elitist (Stuart,

Pritz Hutabarat, 2015

*A Full Immersion Program: The Teachers' and Students' Perceptions and Its Impact on Student's Sense of Nationalism*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

2013). This particular characteristic will be examined in the discussion of the third research question of this paper. The gender distribution is fairly even between male and female students and the age range is from fifteen to eighteen years old. This qualifies the students as one of the participants in this research as it is supported by the theory given by Pennington stating that most high school students have achieved the formal operational stage, as described by Piaget so they can think abstractly and need fewer concrete examples to understand complex thought patterns (Pennington, 2009).

Table 3.3.1.2 Student's age

	Frequency	Percent	Cumulative Percent
15,00	7	11,9	11,9
16,00	23	39,0	50,8
Valid 17,00	13	22,0	72,9
18,00	16	27,1	100,0
Total	59	100,0	

The students who participated in this study are from grade 10 to grade 12 of senior high school with a minimum of three years of experience studying in a full English immersion school. Students of these grades are expected to be able to express their opinions effectively.

Moreover, the students involved in the study are those in grade ten, eleven and twelve as they have experienced studying in an FIP setting for at least three years. It was expected that they had sufficient knowledge and experience learning in an FIP school. The fact that the age of the students ranges from fifteen to eighteen years old provides an assurance of well thought out responses to the questionnaires and interview as by age sixteen, most teens are developing the ability to think abstractly, deal with several concepts at the same time, and imagine the future consequences of their actions (Kim, 2010).

Biehler (1989) lists two main mental characteristic of people at this age.

- At this age the students have close to maximum intellectual efficiency, but lack of experience limits both their knowledge and their ability to use what they know. Since many things can be learned through experience, students may still have difficulty in understanding abstract concept such as nationalism and identity.
- Students’ realization that they need to develop their own “philosophies of life” in regard to ethical, political, and religious matters may be threatening to them, but it offers an excellent opportunity for guided discussion. Teachers, particularly those in the social sciences, can do much to clarify confused thoughts about “life” (Biehler, 1989, p. 70).

Looking at these characteristics, it is very important for the teachers and parents to provide the students with input which is needed for the development of the students’ cognitive, affective and behavioral abilities in order to equip them with the necessary knowledge and skills they need to be able to function effectively within their society. Culture as defined by Koentjoroningrat needs to be learned so the school and home are the place where teachers and parents can instill the core values, culture and role of conduct to the students (Koentjaraningrat, 1974, pp. 6-8).

Table 3.3.1.3 shows that there are only two students who have been studying for less than 2 years but there are more than 66 % of them have studied at the school for more than 5 years. This indicates that the majority of the students have sufficient knowledge and experience of studying in an FIP setting school and therefore are able to discern and express their thoughts about a full immersion program at a senior high school level.

Table 3.3.1.3 The duration of studying at an FIP school

	Frequency	Percent	Cumulative Percent
Valid 2 years	2	3,4	3,6
3 years	2	3,4	7,1

**Pritz Hutabarat, 2015**

*A Full Immersion Program: The Teachers’ and Students’ Perceptions and Its Impact on Student’s Sense of Nationalism*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

4 years	6	10,2	17,9
5 years	7	11,9	30,4
more than 5 years	39	66,1	100,0
Total	56	94,9	

Table 3.3.1.4 displays the abroad experience the students have as an influential factor on how well they adapt to a full English environment. As can be seen on the table there are only ten students who have experienced living abroad so it seems like this experience is not very significant to student's adaptability to a full English speaking school. From further investigation through interviews it is known that some of them use English at home with their parents and they feel that it is beneficial to boost their confidence in using English.

Table 3.3.1.4 Student's experience of living abroad

	Frequency	Percent	Cumulative Percent
Valid Yes	10	16,9	17,2
Valid No	48	81,4	100,0
Total	58	98,3	
Total	59	100,0	

The English proficiency levels of the students are determined from their Toefl scores and from conversation the researcher had with them. As can be seen on Table 3.3.1.6 the majority of the students' English levels are at Intermediate and above. This indicates that the students are able to converse in general matters of daily life and topics of one's specialty, grasp the gist of lectures and broadcasts, are able to read high-level materials such as newspapers, and write about personal ideas.

Table 3.3.1.5 Student's English proficiency level

	Frequency	Percent	Cumulative Percent
Valid lower intermediate	1	1,7	1,7

Pritz Hutabarat, 2015

*A Full Immersion Program: The Teachers' and Students' Perceptions and Its Impact on Student's Sense of Nationalism*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

Intermediate	23	39,0	40,7
post intermediate	35	59,3	100,0
Total	59	100,0	

From Table 3.3.1.5, it can be seen that the majority of the students are intermediate level and above. This indicates that they are able to converse about general matters of daily life and topics of one's specialty and grasp the gist of lectures and broadcast. At this level they are able to read high-level materials such as newspapers and write about personal ideas. Only 1.7 percent are on the lower intermediate level. In terms of their experience of living abroad, only 17 percent of the students have spent more than three months in an English speaking country. It is shown that most of them have studied in an FIP school's setting for more than 5 years and so are eligible to giving opinions with regard to the FIP system at their school.

### 3.3.2 The Teachers

The teachers who participated in the study teach different subjects within both natural and social science. All of the teachers have worked for more than two years and more than sixty percents have worked for more than four years. The number of male teachers is more double than their female counterparts. All of the teachers studied in ordinary Indonesian schools not in FIP schools where Indonesian language was used as the medium of instruction. One point worth noticing is that the majority of them (eighty percent) graduated from Bandung Institute of Technology (ITB). This is an important feature as ITB is known as one of the most competitive universities in Indonesia. Being graduated from ITB indicates that the teachers have a high academic potential which probably helps them teach their subjects using English as the medium of instruction.

Most of the teachers have taught for more than three years at the school (Table 3.3.2.1) so they have sufficient knowledge and have developed the skills needed to teach their subjects in English. From the interviews and observations, it is known that they have attended several teaching training courses organized by the school to further equip them in dealing with teaching difficulties and challenges.

**Pritz Hutabarat, 2015**

*A Full Immersion Program: The Teachers' and Students' Perceptions and Its Impact on Student's Sense of Nationalism*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu



Table 3.3.2.1 Duration of teaching at the school

	Frequency	Percent	Cumulative Percent
2 years	1	10,0	10,0
3 years	3	30,0	40,0
4 years	4	40,0	80,0
Valid 5 years	1	10,0	90,0
more than 5 years	1	10,0	100,0
Total	10	100,0	

Table 3.3.2.2 Teacher's overseas experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	5	50,0	50,0	50,0
No	5	50,0	50,0	100,0
Total	10	100,0	100,0	

From Table 3.3.2.2 it can be seen that 50% of the teachers have experienced living abroad, such experience could be valuable in helping them to adapt to a full English speaking environment. From the interviews, it was discovered that three of them have joined a comparative study to some American schools and this is very beneficial for them as they are currently working together with six American teachers at the school.

Table 3.3.2.3 Teacher's level of proficiency

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Intermediate	3	30,0	30,0	30,0
	post intermediate	7	70,0	70,0	100,0
	Total	10	100,0	100,0	

All of the teachers under study can communicate in English effectively although some claim to have difficulty in teaching within an FIP school. In terms of their English level, as can be seen in Table 3.3.2.3 all of them have intermediate or above levels of English. This indicates that they have the ability to converse in general matters of daily life, topics of one's specialty, grasp the gist of lectures and broadcasts, are able to read high-level materials such as newspapers, and write about personal ideas. These skills are highly important especially as they need to plan, teach, and evaluate their teaching practice in English on a daily basis.

The fact that this research is done in a secondary national plus school in West Java where English is used as the medium of instruction for most subjects. The exception is only in teaching Bahasa Indonesia. The school employs both native speaker and Indonesian teachers. The native speaker teachers are specially assigned to teach Language Arts where on the other hand the Indonesian teachers teach the other subjects including Math, Science, Religion, Sports, Arts, and Bahasa Indonesia. The data sources of the present research study are students and teachers who are referred to as “groups” as well. Since the study centers on the perceptions of these groups, all of the data sources are, by nature, human sources. Yet, sampling varies in accordance with data collection methods. As can be seen from the graphic representation of the overall research design (see Figure 3.1), there are three main data collection methods in the present research study: 1) Questionnaire Survey, 2) individual interviews, and 3) field observations. The participants for these two methods are introduced separately. For the survey questionnaire data from the students and teachers has been collected from 69 participants consisting of fifty nine students and ten teachers. Likewise, for the interviews data from all of these groups have been gathered.

Table 3.3.3 Group sample size

	No of participants by data-collection method	
	Questionnaire	Interview
Students		
Grade 10	14	2
Grade 11	30	2
Grade 12	13	2
Teacher	10	2

### 3.4 Data Collection Techniques

The inclusion of the context in case studies has made it need multiple source of evidence (Yin, 2003, p. 3). In accordance with that, this research will utilize three data collection techniques to gain information namely questionnaires, interviews and classroom observations. Prior to collecting the data, a set of information letter and consent letter will be distributed to and collected from all of the participants and student participants' parents. This is done to ensure the openness of the study and to gain trust from the participants and the school administrators. The information and consent forms used in the study are based on an Australian Catholic University's information and consent forms. Samples of information and consent forms are attached with this proposal in the appendixes section.

- 1) A set of questions which were asked to the teachers in an open ended questionnaire. The questions were developed by the investigator. It was adapted from a sample of questions in the book written by Alwasilah, *Pokoknya Kualitatif* (2000) which was taken from his study about the native speaker perceptions about non native speaker students spoken English in the US (Alwasilah, 2000, pp. 254-255). Questionnaires are used to gather information from the

**Pritz Hutabarat, 2015**

*A Full Immersion Program: The Teachers' and Students' Perceptions and Its Impact on Student's Sense of Nationalism*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

respondents mainly due to its advantages in efficiency in terms of researcher time, researcher effort, and financial resources (Dornyei & Taguchi, 2010, p. 6). By administering a questionnaire to the teachers, parents and administrators this research will get a vast amount of information in less than a month. The type of data about the respondents gathered by the questionnaires is attitudinal information as the questionnaires are used to know what people think which include attitudes, opinions, beliefs, interests, and values (Dornyei & Taguchi, 2010, pp. 6-8). The questionnaires will be administered following group administration method (Dornyei & Taguchi, 2010, pp. 68-69) because the targets of the questionnaires share some common characteristics. Group administration is also easier to conduct as the large group of respondents will give their response simultaneously.

- 2) Semi-structured interview questions. The researcher did a semi-structured interview to clarify and to better understand some of the responses given by the teachers. Semi-structured interviews were used because they give a general idea of what information we need through a set of prepared questions without being constrained by them (Bailey & Nunan, 2009, p. 316). Only those whose information needed some clarification will be asked to participate in the interview. The interviews will be done outside of class hour to avoid unnecessary disturbance of the participants' time. The setting of the interviews will be relaxed and not too formal to encourage openness from the respondent side. According to the types of interviews given by Patton as quoted in Cohen, Manion, and Morrison, this study make use of interview guide approach where the topics and issues to be covered are specified in advance, in outline form and the interviewer decides sequence and working of questions in the course of the interview (Cohen, Manion, & Morrison, *Research Method in Education*, 2007, p. 363). The lists of questions which will be asked to the respondents are attached in the appendixes section.
- 3) Observations. Observations are needed to capture the effect of the full immersion program in the learning and teaching process in the classroom. In this study, the observation follows the participant observation method where the observer is known by the participants as a member of the researched object and also as an observer. According to Morrison as quoted by Cohen, Manion, and Morrison, by immersing into a particular studied context, the observer is able to get more holistic view of the interrelationship of factors involved (Cohen, Manion, &

Morrison, *Research Method in Education*, 2007, p. 179). The participants know that the observer is part of the system being studied but this is not to say that the researcher in any way will try to direct the responses made by respondents. To get insight on how the English immersion program at the school is implemented especially in relation to the strategies the teacher and students employ to create and maintain effective classroom interaction, this research will use Fanselow's FOCUS system, as quoted by Nunan and Bailey (2009), as the guidelines in determining what aspects should be observed during classroom observations. The notes have five column headings and the subcategories are:

- a) Who communicates? (teacher, individual student, groups, whole class)
  - b) What is the pedagogical purpose of the communication? (to structure, to solicit, to respond, to react)
  - c) What medium is used to communicate content? (linguistic, non-linguistic, paralinguistic)
  - d) How are the mediums used to communicate areas of content? (attend, characterize, present, relate, re-present)
  - e) What areas of content are communicated? (Language, life, procedure, subject matter).
- (Nunan & Bailey, 2009, pp. 267-268).

Semi-structured observations were also employed in order to see the interactions between the students and teachers and among the students themselves. A semi structured observation will have an agenda of issues in a far less predetermined or systematic manner (Patton, 1990 as cited by Cohen, Manion and Morrison) (Cohen, Manion, & Morrison, *Research Methods in Education*, 2007, pp. 397-403). The agenda of interest were the types of music the students listen to, the preferred language in social interaction among the students, the topics of discussions, and the way they show respect to each other and to their teachers.

A template of the observation notes can be seen in Appendix 4.

### **3.5 Reliability and validity of the instruments**

As explained before, the content validity of the pilot survey questionnaire, the questionnaires were examined by three teachers and two students before they were given to the participants. The suggestions were taken into consideration and modifications were made. After the piloting, the

procedure was repeated for the final version of the instrument. In addition to the final check of the instrument's validity, the reliability of the survey questionnaire was tested. The internal consistency estimates of reliability, coefficient alpha were computed for individual scales in each version on the SPSS Program. Table 3.5 presents Cronbach alpha values for each of the scales on the three versions of the questionnaire. As can be seen, all the figures indicate high levels of reliability.

Table 3.5 Cronbach Alpha Values for Survey Questionnaire Scales

Questionnaire	Alpha values	
	Part 1 Perception toward FIP as a teaching and learning strategy	Part 2 The effect of FIP to student's sense of nationalism
Students	0.817	0.741
Teachers	0,871	

### 3.6 Procedures in collecting the data

#### 3.6.1 Questionnaire

The questionnaires used in this study underwent some sort of piloting stages where the questionnaires were revised and improved after being tested and studied by students, fellow teachers and some parents. This was an important step as by piloting the questionnaires we would improve its validity, reliability, and practicability (Oppenheim 1992, Morrison 1993, and McLean 1994 as quoted by Cohen, Manion, and Morrison (2007)). After the questionnaires had been revised, they were distributed to the participants to be filled in. The participants filled in the questionnaire by themselves without any prompting by the researcher (self-administered) and they did it in the absence of the researcher. This method was done to allow the respondents to respond privately, to devote as much time as they wish to its completion, to be in familiar surroundings, and to avoid potential threat or pressure to participate caused by the researcher's presence (Cohen, Manion, & Morrison, *Research Method in Education*, 2007, pp. 341-342). They were asked to return the already answered questionnaire to the researcher within a week

from the day it was received. Should the participants have problems in understanding any parts of the questionnaire, they were encouraged to contact the researcher on mobile phone or by email. The researcher reminded some of the participants one day before the due date of collecting the questionnaires. Some participants failed to return the questionnaire on time, they were reminded and encouraged to complete and return the questionnaire within an additional week. The researcher did not find any difficulties in collecting the questionnaires from the students and teachers because they meet everyday. The researcher offered to give a copy of an article which will be composed based on this research to the participants should they desire one. This is done as an appreciation of the participants' willingness to take part in the study.

### **3.6.2 Interview**

A series of interviews conducted in this study followed the recommendation made by Kvale which follow seven stages in administering interviews (Cohen, Manion, & Morrison, *Research Method in Education*, 2007).

1. **Thematizing:** the questions asked in the interview must be according to the theme of the study to ensure only relevant information is gathered.
2. **Designing:** the questions in the interview should be designed to best dig the relevant information whether they are open-ended questions, multiple choice, direct or indirect, etc. Open-ended questions are used in the interview for this study because according to Cohen, Manion, and Morrison, open-ended questions have a number of advantages such as they are flexible, allow the interviewer to probe, they enable the interviewer to test the limits of the respondent's knowledge, they encourage cooperation, help establish rapport, and they allow the interviewer to make a truer assessment of what the respondents really believes (Cohen, Manion, & Morrison, *Research Method in Education*, 2007, pp. 361-365).

3. Interviewing: interview is a social interaction, not merely a data collecting activity, therefore the interviewer should appear to be interested to the responses given by the respondents. In order to make an interview to be effective, Kvale gives what so called ‘an ideal’ interview which include spontaneous, rich, specific and relevant answers; the responses are longer than the questions, the interviewer follows up the answers given by the respondents, the information is interpreted during the interview, the interviewer verifying his interpretation and it should be able to describe itself without so many explanation.
4. Transcribing: after the information from interviews is collected, they will be transcribed to transfer the information into useful, meaningful and manageable data to be analyzed. The transcribing must be done carefully to ensure that not too much information is lost in the process. The transcriptions will include the tone of voice of the speakers, the inflection of the voice, emphases placed by the speaker, pauses, interruptions, mood of the speaker, whether the speaker was speaking continuously or in short phrases, and other events that were taking place at the same time that the researcher can recall (Cohen, Manion, & Morrison, *Research Method in Education*, 2007, pp. 361-365).

### **3.6.3 Observation**

The steps to conduct observations in this research were:

1. Meeting with the principal of the school to discuss the research project and the need of doing observations.
2. Getting permission to observe some of the classes.
3. Discussing with participant teachers about the research objectives and ensure them that the research is not about measuring their performance in the class.
4. Conducting the observations.
5. Taking notes during observations.
6. Meeting with the teachers and students to clarify some findings.
7. Analyzing the data from observations.



### **3.7 Procedures in analyzing the data**

Freebody (2003) emphasizes the opportunities in analyzing the data gathered by multiple data collection process in three ways:

1. to compare and contrast interpretations
2. to expand on the relevance of the project by developing unforeseen findings and interpretations; and
3. to explore findings that are anomalous or to disconfirming of original hypotheses and impressions (Freebody, 2003, p. 174).

#### **3.7.1 Questionnaire**

The data gathered from the questionnaires underwent a process recommended by Ezzy (2002) as quoted by Cohen, Manion and Morrison, which involves coding, categorizing (creating meaningful categories into which the units of analysis-words, phrases, sentences etc.- can be placed), comparing categories and making links between them, and concluding (Cohen, Manion, & Morrison, *Research Method in Education*, 2007, pp. 157-158). Nunan and Bailey (2009) recommended meaning condensation as a tool to reduce the large amounts of text (whether spoken, written, or graphic) to manageable proportions that allow for patterns in the data to emerge (Nunan & Bailey, 2009, p. 418). This process involves abridging free-form questionnaire responses, interview transcripts, and observer's field notes into shorter forms without losing the essence of the content.

Another set of questionnaires was developed based on Gardner's Attitude/Motivational Test Battery questionnaire to assess student's attitude and motivation in learning within an English speaking environment in Indonesia. The questionnaire is adapted to suit the situation under investigation.

#### **3.7.2 Interview**

**Pritz Hutabarat, 2015**

*A Full Immersion Program: The Teachers' and Students' Perceptions and Its Impact on Student's Sense of Nationalism*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

This study will follow the suggestion given by King (2004) which includes:

- **Creating the interview guide**  
The guide includes topics to be covered can be based on three sources; the research literature, the interviewer's own personal knowledge and experience in the area, and informal preliminary work such as discussion with people who have done research in similar area.
- **Piloting the interview.**  
This can be done with some of the members of the population being studied or with fellow researchers to get input on how to improve the questions or topics covered.
- **Starting the interview**  
Start the interview with relatively easy-to-answer questions. Keep the sensitive and more thoughtful questions for later session.
- **During the interview**  
Maintain the interview by appreciating the response given by the interviewee. Wherever necessary paraphrase the questions to make them clearer.
- **Closing the interview**  
It is important to note that we should try to finish the interview in such a way that can give positive feeling to the interviewee. Sometimes it is useful to ask comments from the interviewee about topics which have not been covered in the interview (King, 2004, pp. 11-22).

### **3.7.3 Observation**

The data from observation notes will undergo a series of processes which are in line with Berkowitz (1997) suggestions considering codification of qualitative data:

- What common themes emerge in observations about specific topics? How do these patterns (or lack thereof) help to illuminate the broader study's hypotheses?

**Pritz Hutabarat, 2015**

*A Full Immersion Program: The Teachers' and Students' Perceptions and Its Impact on Student's Sense of Nationalism*

Universitas Pendidikan Indonesia | \.upi.edu perpustakaan.upi.edu

- Are there deviations from these patterns? If so, are there any factors that might explain these deviations?
- How are the environments or past experiences of participants related to their behavior and attitudes?
- What interesting stories emerge from observations? How do they help illuminate the study's hypotheses?
- Do any of these patterns suggest that additional data may be needed? Do any of the hypotheses need to be revised?
- Are the patterns that emerge similar to the findings of other studies on the same topic? If not, what might explain these discrepancies? (University of Texas, 2011)

The data from observation notes will undergo a series of process which include:

1. Coding is a process where symbols or codes are given to particular events, speech, etc.
2. Categorizing. Codes will be grouped into categories to help analyzing a huge quantity of data.
3. Comparing and making links. The categories are compared and linked one to another to create a category.
4. Concluding. Several themes will emerge from the process of linking different categories which will be used to conclude the findings.