

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses aspects related to research methodology. It covers research design, the site, and participants of the study, data collection, and data analysis.

#### **3.1 Research Design**

In this issue, the researcher attempts to obtain information in depth concerning understanding of EFL teachers on the 2013 curriculum. This study employed quantitative and qualitative methods. Researchers can creatively combine quantitative and qualitative method to make the best sense for the study they want to do (Gay, Mills, Airasian, 2006). Furthermore, they mention that one of the examples of analytic and interpretive procedures is comparing results in which the result from qualitative data collection are directly compared to results from quantitative data collection. Statistical trends are supported by qualitative themes of vice-versa.

In this study, quantitative data were collected first through survey using Thurstone scale questionnaires, and then qualitative data using interview were gathered. Thurstone scale questionnaires were applied in this study because those scales can be used to get description of attitudes, opinion, and perception of subjects (Neuman, 2000; Kitao and Kitao, 2002, Sugiono, 2007, Oppenheim, 1982, Alwasilah, 2008). To get information in depth, then, qualitative method was also applied to support the quantitative data. The researcher conducted interview in collecting the data. This kind of data collection can also be used to investigate person's perspective (Patton, 1990 in Merriam, 1998:72). The small numbers of participants who were interviewed were chosen based on purposive sampling. Therefore, this study has the same characteristics as qualitative research. Qualitative research can be characterized by the following points (Kitao and Kitao, 2002; Silverman, 2005; Sugiono, 2007; Syamsuddin and Damaianti, 2007; Moleong, 2007; Gall, et al, 2005);

1. It describes the meaning and understanding of certain area of interest.
2. Researcher is the primary instrument for data collection and analysis.
3. It involves fieldwork in which the researcher goes to the people, setting, site or institution to observe and record behavior in its natural setting.
4. It involves small number of participants.

In this case, the area of interest is the teachers' understanding of the 2013 curriculum. The researcher is the key instrument for data collection and analysis. She went to the institution to collect the data from the EFL teachers as the participants of this study.

### **3.2 Site and Participants of the Study**

The research was conducted in five state junior high schools in Kuningan as “pilot project” schools of the 2013 Curriculum, namely SMPN 1 Kuningan with five English teachers, SMPN 4 Kuningan with three English teachers, SMPN 5 Kuningan with 1 English teacher, SMPN 1 Luragung with five English teachers, and SMPN 3 Luragung with two English teachers. The reason to choose this site is because these schools are still trying out this 2013 curriculum. Some of them even planned to implement this 2013 curriculum in the future due to the effectiveness of this curriculum. Sixteen English teachers from those five pilot project schools were chosen as the sample of the research.

### **3.3 Technique for Collecting Data**

This study employed qualitative and quantitative methods. Quantitative data were collected through questionnaires and qualitative data were obtained from interview.

#### **3.3.1 Questionnaires**

A survey using Thurstone scale questionnaires was carried out to get the participants' understanding on the 2013 curriculum. This scale makes use of a list of statements accompanied by the choices of the scales that must be decided by the subjects or participants. It requires the individual to either agree or disagree with a large number of statements about an issue or object. Thurstone scales

typically present the reader with a number of statements to which they have to respond, usually by ticking a true/false box, or agree/disagree, i.e. a choice of two possible responses. The questionnaires used use dichotomous questions that ask for a Yes/No, True/False or Agree/Disagree response. Before the questionnaires were given to the participants, those had been distributed to ten teachers out of the participants in order to measure its validity and reliability. Then, from the fifty-five items of questionnaires, there were five items which were not significant. Consequently, those insignificant items were revised before they were distributed to the participants.

### **3.3.2 Interview**

Interview is defined as an interaction between two people with the interviewer and the subject acting in relation to each other and reciprocally influencing each other (Kvale, 1996). An extended interview can be carried out as a probing activity to obtain information in depth and detail (Cohen and Manion, 1994; Alwasilah, 2008). There were five participants who were chosen based on purposive sampling. They were chosen based on the different conditions of the schools. It's assumed that since the participants come from different quality of the schools, it is hoped that the various knowledge, understanding, benefits and challenges concerning the 2013 curriculum would be gained. By using open ended and leading questions, semi-structured interview was conducted to provide the participants an opportunity to talk more about their experiences. Considering the important role of such authentic data, interview was recorded.

### **3.4 Data Analysis**

The data taken from questionnaires and interview were analyzed both quantitatively and qualitatively. Since the topic is about 2013 curriculum, so the focus of analysis is on its components; how teachers comprehend concept and definition, goals or objectives, rationale, changes elements, teaching process and evaluation or assessment based on 2013 curriculum. The writer also analyzed the

benefits and challenges faced by teachers after two year implementation of this 2013 curriculum.

Data analysis is a continuing part of data collection when the data have been gathered. Analysis is the process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units (Patton, 1990).

The data gathered from the questionnaires were analyzed by counting the percentage of the participants' choices dealing with the statements about the 2013 curriculum. The questionnaires can be seen in appendix 2. Based on the data collected from the questionnaire, the researcher considered that it still needs deeper and detailed analysis. Therefore, the researcher also conducted the interview. Then the data from interview were analyzed in several steps. First, the data were transcribed. While transcribing, the name of participants were coded in order to guarantee the objectivity of the researcher in analyzing the data. After being transcribed, the data were given back to the participants to make sure that it was exactly what the participants had said and meant (Kvale, 1996). Second, all the interview data that had been transcribed were categorized in the central themes that become the focus of this study. The last, the data were presented in the condensed version.

After the quantitative data from questionnaire and qualitative data from interview were gained, then the result from both data instruments were compared and interpreted. This is the process where this study matches the nature of research which employs quantitative and qualitative methods.