

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method used in conducting the research. It contains the research questions, the research designs, the research site and participants, the data collection techniques and the data analysis.

3.1 Research Questions

This study aimed to find out the information related to the students' perceptions of the effective language teacher. Hence, this research proposed following questions:

- 1) What are the characteristics of effective English language teachers based on junior high school students' perceptions?
- 2) Of the four categories of the characteristics of effective English teacher, which category is the most important based on junior high school students' perceptions?

3.2 Research Design

This study employed case study design. Case study design is an approach that enables researcher to explore a phenomenon within its context with various types of data sources (Baxter and Jack, 2008). It can be used to answer questions such as "what is" and "what was" (Brickman and Rog, 1998). Furthermore, case studies are usually used to portray 'what it is like' to be in a particular situation, to get a detail description of participants' lived experiences, or the participants' thoughts about and feelings for a situation, and it usually employs various types of data (Cohen, Manion, and Morrison, 2007). Hitchcock and Hughes (as stated in Cohen, Manion, and Morrison, 2007) also assert that a case study can be used when the research focuses on "individual actors or groups of actors, and seeks to understand their perceptions of events." It is in line with the purpose of the study which seeks the characteristics of effective English language teacher based on

students' perception. The research also employed several data collection instruments with a focused group of participants, which makes case study is the most appropriate design to be used in this research.

The collected results are presented in a detailed, contextualized picture of a particular phenomenon and emphasize on gaining a deep understanding on the topic that is being studied in a descriptive explanation (Heigham and Croker, 2009; Creswell, 2012).

3.3 Research Site and Participants

This study was conducted in a public junior high school in Bandung. The school was selected due to two main reasons: the study was allowed by the selected school regulations and the students agreed to participate in the study.

The respondents of the study are the students of 9th grade. Two students were chosen as the representation of each class in the 9th grade. The total of students participated were 18 students. The selection of the participants was conducted after pilot study. The selection is based on purposive sampling which is usually used in qualitative research design in order to understand or learn the central phenomenon (Creswell, 2012, p. 206). Based on the result of the pilot study, the students of 9th grade were chosen because of the following reasons:

1. They have the best ability to understand the questionnaire and how to fill it than the students of lower grades.
2. They have been taught by one specific English teacher for almost three years.
3. They have more knowledge and experience in learning English.
4. They are the high-achiever students in English subject.
5. Their personal needs of a good English teacher to increase their ability in English subject for completing the National Exam.

3.4 Data Collection Techniques

There are two instruments used in collecting the data in this research: questionnaire and interview. Questionnaire is used to gather the outline of the characteristics as perceived by students. There are two kinds of questionnaire used

in this research, close-ended and open-ended questionnaire (Creswell, 2012). Interview is used to collect the data and find deeper information about students' perception of the characteristics and to gain clear reason why they choose the characteristics as effective characteristics (Creswell, 2012, p.218). Even though questionnaire tends to be used in the quantitative research, the focus of the study is to search for opinion, not a number or percentage. The samples of the research were also fewer in term of numbers, which makes the research become more qualitative.

3.4.1 Pilot Study

A pilot study was carried out before the real study began. The pilot study was conducted in the same junior high school used for the real study. This pilot study aimed to get the overview of the research subject and the selection of the most appropriate participants for the study. It has a purpose to examine the validity of the content used in the questionnaire in order to be accepted by candidates, teachers, education authorities or employers (Hughes, 2003). The data gained in this pilot study were collected through some light talks with students of 7th grade to 9th grade and the trials of questionnaire.

3.4.2 Questionnaire

Questionnaire is used to collect the data about phenomena that are not directly observed such as experience, opinions, values, interest, perceptions, and the like (Alwasilah, 2003). In this research, the questionnaire is used to identify the characteristics of effective English language teacher according to students' perceptions according to the chosen characteristics in the questionnaire.

This research employs both close-ended and open-ended questions in the questionnaire. The first part of the questionnaire is closed-ended question questionnaire. This kind of questionnaire is used to mark a yes/no, a short response, or checking an item from a list of suggested responses (Creswell, 2012). The closed-questionnaire consists of thirty statements with four optional answers: Strongly Agree (*SS: Sangat Setuju*), Agree (*S: Setuju*), Disagree (*TS: Tidak Setuju*), and Strongly Disagree (*STS: Sangat Tidak Setuju*). The form of scale is

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adapted from Likert Scale. A Likert scale is commonly used to measure attitudes, knowledge, perceptions, values, and behavioral changes (Vogt, 1999). The second form of the questionnaire is an open-ended questions questionnaire which consists of two questions about the characteristics of effective English language teacher. These questions involve students' perception of other characteristics of effective English language teacher besides those available in the close-ended questionnaire, and the rank of each category of characteristics of effective English language teachers.

The questions for the questionnaire were adapted from the questionnaire developed by Shishavan and Sadeghi (2009) with some changes to refer to segments of characteristics as stated in the framework of characteristics of effective language teacher proposed by Brown (2000). The questionnaire itself was written in Bahasa Indonesia and the language of each question is simplified to make it easier to be understood by the students since most of the students' ability in the observed school is not good yet. The framework of the questionnaire is described in the following table.

Table 3.1 The Framework of Research Questionnaire

Major Framework	Categories	Item Number
Technical Knowledge	<ul style="list-style-type: none"> • Understand the linguistic systems of English phonology, grammar, and discourse. • Comprehensively grasps basic principles of language learning and teaching. • Has fluent competence in speaking, writing, listening to, and reading English. • Knows through experience what it is like to learn a foreign language. • Understands the close connection between language and culture. • Keeps up with the field through regular reading and conference/workshop attendance. 	No 1-10
Pedagogical Skills	<ul style="list-style-type: none"> • Has a well thought-out, informed approach to language teaching. • Understands and uses a wide variety of techniques. • Efficiently designs and executes lesson plans. • Monitors lesson as they unfold and makes effective mid-lesson alterations. • Effectively perceives students' linguistic needs. • Gives optimal feedback to students. • Stimulates interaction, cooperation, and teamwork in the classroom. • Uses appropriate principles of classroom management. • Uses effective, clear presentation skills. • Creatively adapts textbook material and other audio, visual, and mechanical aids. • Innovatively creates brand-new materials when needed. • Uses interactive, intrinsically motivating techniques to create effective tests. 	No 11-20
Interpersonal Skills	<ul style="list-style-type: none"> • Is aware of cross-cultural differences and is sensitive to students' cultural traditions. • Enjoy people; shows enthusiasm, warmth, rapport, and appropriate humor. • Values the opinions and abilities of students. • Is patient in working with students of lesser ability. • Offer challenges to students of exceptionally high ability. • Cooperates harmoniously and candidly with colleagues (fellow teachers). • Seeks opportunities to share thoughts, ideas, and techniques with colleagues. 	No 21-27

Personal Qualities	<ul style="list-style-type: none"> • Is well-organized, conscientious in meeting commitments, and dependable. • Is flexible when things go away. • Maintains an inquisitive mind in trying out new ways of teaching. • Sets short-term and long-term goals for continued professional growth. • Maintains and exemplifies high ethical and moral standard 	No 28-30
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The categories of each major framework were simplified and re-structured into several questions in order to make it easier to be understood by the students. The questions were also written in Bahasa Indonesia. The English version of the questionnaire is available in appendix.

3.4.3 Interview

Interview was conducted to get the information about students' perception on the characteristics of effective English language teacher. Interview technique is used to reveal open-ended information which is needed in exploring students' perceptions. It deployed open-ended questions in order to help the participants to best voice their experiences unconstrained by any perspectives of the researcher or past research findings (Creswell, 2012, p. 218). The outline of the interview is designed to help the researcher in delivering the main point of the study during the interview process. The outlines of the questions of interview are presented below:

- Students' understanding of the effective English language teacher
- Students' perception of the important characteristics that should be possessed by an English teacher.
- Students' ranks on the categories of characteristics of effective English language teachers.

After the questionnaires were analyzed and described, five students of the total participants were chosen randomly. Here, group interview was used in order to efficiently manage students' and researcher' time. The interview was audio-taped and noted by the researcher; the results were transcribed and analyzed. The result of the interview is used as the comparison between students' responses on the questionnaire and the interview. The results were used to enhance the collections of students' opinions.

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3.5 Data Analysis

The method used in the analysis of the data was qualitative method. Both data from questionnaire and interview were interpreted in form of descriptive explanation.

3.5.1 Questionnaire Analysis

In this study, close-ended questionnaire in form of Likert Scale was employed. The questionnaire consisted of thirty statements of close-ended questions and two open-ended questions. The steps to analyze students' responses are as follows:

- a. Each statement of the close-ended questionnaire had four alternative options that should be chose by the participants. Then, each option of the close-ended questions was represented a point value as described below:

Table 3.2 Questionnaire's Score Point

Category	Score
Strongly Agree (<i>SS/ Sangat Setuju</i>)	4
Agree (<i>S/ Setuju</i>)	3
Disagree (<i>TS/ Tidak Setuju</i>)	2
Strongly Disagree (<i>STS/ Sangat Tidak Setuju</i>)	1

- b. Then, to show the participants' responses per item in form of chart, the formula used is as follows:

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$$P = \frac{f_0}{n} \times 100\%$$

Notes:

P : Percentage

F_0 : The total value of answer

N : the ideal score of the highest value (Sundjana, as cited in Zainu, 2014).

After the percentage of each chosen statements was acquired, the most chosen statements were collected and then described into a descriptive explanation of each characteristics.

The answers of the open-ended questions were collected and then used as the supporting ideas of each student's answers in the close ended-questionnaire. The results were also used as the keys in the interview section.

3.5.2 Interview Analysis

The interview was used to strengthen the results collected from the questionnaire. The data gained from interview were analyzed using the following steps from Dornyei (2007):

3.5.2.1 Transcribing the data

The recordings gained from interview were transcribed in order to know the students' perception on the important characteristics of an effective English language teacher. Then, the transcripts were condensed into brief explanations and were categorized by using thematic data analysis. Thematic data analysis was used to categorize students' answers in interview into the characteristics of effective English teachers in the framework of the study.

3.5.2.2 Pre-coding and coding

After all recordings were transcribed, the researcher read all the text in the transcription to get the general sense. Each answer from each student was identified. Then, the researcher coded the transcriptions by highlighting and

labeling it to each category needed to identify the characteristics of an effective English language teacher based on the students' response.

3.5.2.3 Growing Ideas

To develop the main theme of the research, the researcher grew the ideas by preparing notes, transcript, and data display. This process helped the researcher to find the answer of research questions.

3.5.2.4 Interpreting the data and drawing conclusion

The final step was the interpretation of data based on the research question. After the coding of the transcription was finished, each category found from interview was described. In the end, the conclusion and the recommendation were given by the researcher.