CHAPTER III

RESEARCH METHODOLOGY

This section elaborates the methodology of the present study. The methodology consists of research design, participants and research site, data collection, and data analysis.

3.1 Research Design

A belief relates to “attitude, values, judgments, axioms, opinions, ideology, perceptions, conceptions conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy” (Pajares, 1992, p. 309), and teaching style refers to the teacher’s personal behaviors and teaching media (Kaplan & Kies, 1995) that are conducted based on the teacher’s beliefs. Therefore, the data of this study were the teachers’ perceptions and perspective on how to teach English, how the students learn English, the role of the teachers’ in the teaching-learning process, the teachers’ personal behaviors, and teaching media.

To achieve the purpose of this study in revealing the teacher’s pedagogical beliefs and teachers’ teaching style in teaching English, this study was conducted by implementing the basic interpretative qualitative method. The basic interpretative qualitative study is

“to discover and understand a phenomenon, a process, the perspectives and worldview of the people involved, or a combination of these. Data are collected through interview, observations, or document analysis”. (Merriam, 2002, p. 6).

Based on the definition of basic qualitative study, this method was perceived appropriate for the present study because the data were the teachers’ perceptions and perspectives. Thus, this research design could facilitate more complete data
about the teachers’ pedagogical beliefs and their teaching styles in teaching English.

3.2 Participants and Research Site of the Study

The present study was conducted in a university that is located in one of the Indonesian regions. In deciding the research site, the researcher has two reasons. The first reason of choosing this university as research site was the convenience and accessibility of the research site as what Alwasilah (2009) suggests that convenience factor should be considered to support the researcher in collecting the data. The site was the university where the researcher studied for her undergraduate, so the researcher had an easy access to get permission to conduct a research in this university and easier to find the data. The second reason, this university has developed from institute to university since October 2014. This development indicates that this university has increased its educational quality, including the teachers’ quality. Therefore, the researcher was interested to find out the English teachers’ pedagogical beliefs and teaching styles at this university.

The participants of this study were three English teachers in English education major at this university. The first teacher was chosen by considering his teaching experience who has taught for more than 15 years at this university and based on the result of the questionnaire that was distributed by the faculty to the students, he was chosen as one of the favorite teachers in English education major. The second teacher was chosen since the teacher is an experienced teacher who has taught more than 20 years at this university. Then, the third teacher is a novice teacher who has taught for 5 years at this university and was chosen as the favorite teacher too. Thus, all these teachers were chosen based on their teaching skill in the classroom.

3.3 Data Collection
This section elaborates the information related to the data collection carried out in this study. In order to provide more information, this section will be divided into several sub-sections, namely type of data collection, the instrument of data collection, and technical procedures to use the instrument in collecting the data. The sub-sections are presented as the following headings: Type of data, Research instrument, and Procedure of data collection.

3.3.1 Type of Data

In a research, there two types of data, primary and secondary data (Kumar, 2011). Primary data are the data which are collected by the researcher himself or someone else for specific purposes of the research through several methods such as observation, interview, and questionnaire. Meanwhile, secondary data refer to the data that are collected from government or semi-government publication (such as statistic registration, health reports, and economic forecasts), personal records (such as diaries), mass media (such as reports in newspapers and magazines). Since this study used questionnaire, observation checklist, and field notes as the instrument of collecting data, so this study used primary data.

3.3.2 Research Instruments

In order to achieve its purpose of finding the teacher’s pedagogical beliefs and teaching styles, this study collected the data by using closed-ended questionnaire, observation checklist, and field notes. To get more pictures of the research instruments of this study, the explanations were provided in the following sub-sections.

3.3.2.1 Pedagogical Beliefs Questionnaire

The closed-ended questionnaire was used to collect the information about the teacher’s pedagogical beliefs to answer the first research question. The
questionnaire was administered to the teachers at the beginning of the research. Next, the questionnaire was analyzed and the result of data analysis was showed to the teachers to check whether the results of data analysis from the questionnaire were suitable for their perceptions and perspectives.

The teacher’s pedagogical beliefs refers the teachers’ beliefs in learning and teaching, the processes themselves and the relationship between the two; and the teachers’ favorite ways of teaching (Chai, 2010), while Seifried (2012, p. 492) defines the pedagogical beliefs as the perception of teaching and learning. Then, Calderhead (1996) provides five domains on the teacher’s pedagogical beliefs: learner and learning, teaching, subject matter, learning to teach, and self and teaching role. However, this present study focuses only on three domains of the teacher’s pedagogical beliefs: the teacher’s beliefs in teaching English (Calderhead, 1996; Prawat, 1992), the teacher’s beliefs in how the students learn English (Calderhead, 1996; Johnson, 2001), and the teacher’s role in teaching-learning English in the classroom (Brown, 2001; Harmer, 2007). Thus, the closed-ended questionnaire contains the questions about the teacher’s beliefs in how to teach English, beliefs in how the students learn English, and the teacher’s roles in the teaching-learning English process in the classroom.

The closed-ended questionnaire consisted of three parts. The first part asked the teachers’ pedagogical beliefs in how to teach English that consists of twenty questions. The second part asked the teacher’s pedagogical beliefs in how the students learn English that consists of thirty one questions. Then, the last part asked the teacher’s role as the English teacher in the teaching-learning English process in the classroom that consists of twenty nine questions. The distribution of the questions in the questionnaire could be seen in the tables as follows:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicators</th>
<th>Statement Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transmitting knowledge</td>
<td>Teacher-centered</td>
<td>1, 3, 5, 6, 7, 9, 11, 17, 18.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Passive learner</td>
<td>13, 17, 18.</td>
<td></td>
</tr>
</tbody>
</table>
Constructing knowledge  
Student-centered  
Active learner  
2, 4, 8, 10, 12, 14, 15, 16, 19, 20.

Table 3.2 Distribution of the Questions of Teacher’s Pedagogical Beliefs in how the Students Learn English.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicators</th>
<th>Statement Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>View of language and language learning</td>
<td>Structuralist</td>
<td>10, 11, 20, 21, 22.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Behaviourism</td>
<td>2, 3, 4, 8, 23.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Mentalism/rationalism</td>
<td>1, 5, 6, 7, 12.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sociolinguistics</td>
<td>9, 13, 14, 19.</td>
<td>4</td>
</tr>
<tr>
<td>Teacher’s teaching task approach</td>
<td>Teacher-centered</td>
<td>15, 17, 24, 26, 29.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Students-centered</td>
<td>16, 18, 25, 27, 28, 30, 31.</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 3.3 Distribution of the Questions of Teacher’s Pedagogical Beliefs in the Teacher’s Roles in Teaching English.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Indicators</th>
<th>Statement Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controller</td>
<td>Leading from the front</td>
<td>1-5</td>
<td>5</td>
</tr>
<tr>
<td>Prompter</td>
<td>Nudging the student forward in a discreet</td>
<td>6-8</td>
<td>3</td>
</tr>
<tr>
<td>Participant</td>
<td>Participating behind the students’ activity</td>
<td>9-11</td>
<td>3</td>
</tr>
<tr>
<td>Resource</td>
<td>Behaving as resource</td>
<td>12-13</td>
<td>2</td>
</tr>
<tr>
<td>Tutor</td>
<td>Combination of prompter and resource role</td>
<td>14-16</td>
<td>3</td>
</tr>
<tr>
<td>Director</td>
<td>Behaving as a director</td>
<td>17-19</td>
<td>3</td>
</tr>
<tr>
<td>Manager</td>
<td>Planning the learning processes</td>
<td>20-23</td>
<td>4</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Less directive</td>
<td>24-29</td>
<td>6</td>
</tr>
</tbody>
</table>

To get the comprehensive picture of the questionnaire, the format was provided in the appendix number 1.

3.3.2.2 Teaching Styles Observation Checklist
Observation provides an opportunity to the researcher to gather information from the informant’s point of view that cannot be found from words, such as interview and survey; tacit understanding by seeing directly to the phenomenon; and how the theories are implemented by the informant (Alwasilah, 2012). Thus, this present study used observation checklist to collect the data related to the teacher’s teaching style, because the teaching style refers to the teachers’ behaviour in the classroom, and the teaching media that the teacher uses (Kaplan & Kies, 1995).

In the present study, observation checklist was used as the instrument to collect the information about the teacher’s teaching style. The teaching style in this study refers to the teachers’ behaviours in the classroom (Galbraith & Sanders, 1987), such as presenting information, planning subject matter and conducting learning activities (Vaughn & Baker, 2001), the teachers’ complex pedagogical strategies that form a method or the way to achieve the learning goals (Digelidis, 2007); and “media used to transmit data to or receive it from the learner” (Kaplan & Kies, 1995, p. 29). Grasha (1994) points out five kinds of teaching style: expert style, formal authority style, personal model style, facilitator style, and delegator style. However, Cook (2008) points out six kinds of teaching styles in teaching English: the academic style, audio-lingual style, communicative style, task-based learning style, mainstream EFL style, and autonomous learning style. This present study focused on what the teacher’s teaching style in the classroom based on Grasha (1994) and Cook’s (2008) English teaching styles; the teacher’s behaviour in the classroom based on Vaughn and Baker (2001); and the teaching media that the teacher uses in the teaching of English (Kaplan & Kies, 1995).

Grasha (1994) and Cook’s (2008) teaching styles were combined to be ten teaching styles that were derived into 55 statement activities in the teacher’s teaching styles observation checklist. The first teaching style was academic style that consisted of seven statements. The second teaching style was the audio-lingual style that consisted of six statements. The third teaching style was communicative style that consisted of eight statements. The fourth teaching style
was task-based learning style that consisted of three statements. The fifth teaching style was mainstream EFL style that consisted of five statements. The sixth teaching style was the other teaching style, humanist style and delegator/autonomous style. Humanist style consisted of three statements, while delegator/autonomous learning style consisted of five statements. Next, expert style consisted of four statements. Formal authority style consisted of four statements. Personal model style consisted of six statements. The last style was facilitator style that consisted of four statements. To get the comprehensive picture of the observation checklist, the format was provided in the appendix number 2.

3.3.2.3 Field Note

Field notes is used to record what the researcher saw, heard, and experienced on-site in written form (Malik & Hamied, 2014, p. 210). Further, Malik and Hamied explain that this instrument give a chance to the researcher to write his/her personal reaction to the observation, what the researcher experienced and what she/he thinks about the event in the site. Thus, the researcher should write the description of the events in the site in detail, extensive, and clear.

The researcher used the Microsoft Word in her laptop to substitute the blank paper note for the field note. The researcher preferred to use Microsoft Word directly rather than traditional notes or paper note because it was economic and made the researcher easier in coding the data since she did not need to write the notes from the paper to Microsoft Word again. In this present study, field notes were used to record the data of teachers’ teaching styles in the classroom. Thus, the researcher could collect more information about the teachers’ teaching styles in the classroom that were used to examine and confirm the data from observation checklist.

3.3.3 Procedure of Data Collection
In order to collect the data, this study used observation, and closed-ended questionnaire. The first step, the closed-ended pedagogical beliefs questionnaire was administered to the teachers. Then, the researcher observed the teacher’s teaching styles in the classroom by using the teacher’s teaching style observation checklist. Last, to validate the data from questionnaire and observation checklist, the researcher did member checks as what Alwasilah (2012:136) suggests that member checks is important to avoid wrong interpretation of participants’ answers during interview, the participants’ actions during observation, and to confirm the participants’ perspective on an going event.

3.3.3.1 Questionnaire

A set of closed-ended questionnaire was used in this study to find out the teachers’ pedagogical beliefs in teaching English that was developed based on the theories by Brown (2001), Calderhead (1996), Harmer (2007), Johnson (2001), and Prawat (1992). The questionnaire was distributed to the teachers before and when the researcher observed their teaching styles in the classroom. The first teacher fulfilled the questionnaire on February 22, 2017. The second teacher fulfilled the questionnaire on April 12, 2017. The last teacher fulfilled the questionnaire on February 14, 2017. Then, the researcher analyzed the questionnaire and showed the result of analysis to the teachers to confirm if the researcher’s interpretation was appropriate for their perception. The teachers agreed and confirmed that the researcher’s interpretations on their pedagogical beliefs in how to teach English were appropriate for their perceptions. Therefore, the results of data analysis on the teachers’ pedagogical beliefs in how to teach English were valid.

3.3.3.2 Observation

To get the data on teachers’ teaching style, this study conducted a classroom observation by using observation checklist. The observation checklist was developed based on the theories by Cook (2008) and Grasha (1994). To find the teachers’ teaching style, in this study the researcher positioned herself as a non-
participant observer. In the other words, the researcher did not get involved in the teaching-learning activities, but as a passive observer, watching, listening and drawing conclusion from it (Kumar, 2011: 120).

The classroom observation was conducted in three different subjects and classes. The first class was the first teacher’s classroom with Intermediate Speaking subject for second semester students. The second class was the second teacher’s classroom with Extensive Reading subject for second semester students. Then, the last class was the third teacher’s classroom with TESOL subject for forth semester students. The observation was conducted once a week until the seventh meeting for each class. The first and the second teacher’s classes were on every Wednesday. So, the observation was conducted on March 1, 8, 15, 22, 29 and April 5, 12. Then, the third teacher’s class was on Thursday, so the observation was conducted on March 2, 9, 16, 23, 30, and April 6, 13.

After observing the teachers’ teaching styles in the classroom in every meeting, the researcher directly analyzed it. At the end of the observation, the researcher did member checks with the teachers. The researcher showed the result of analysis to the teacher to confirm the researcher’s interpretation on their teaching styles during observation. The teachers agreed, confirmed and did some correction on the researcher’s interpretations on their teaching styles. Thus, the final data on this study were valid.

3.3.3.3 Field Note

Field notes was used to record the information about the teachers’ teaching styles in the classroom, such as how the teachers exactly performed their teaching styles in the classroom, how the nature of the classroom interaction, how the teachers reacted to the students’ performances, and what teaching media that the teachers used.

Field notes were always written in every meeting and for every teacher. Thus, every teacher had seven filed notes. These field notes were showed to the
teachers after the teaching learning processes finished to confirm whether the information in the field notes were suitable to the teachers’ considerations on their actions or teaching styles or not. It was done to validated data on the field notes.

3.4 Data Analysis

The data were analyzed by using three steps based on Alwasilah (2009), and Miles and Huberman in Malik and Hamied (2014): data reduction, data display, and drawing conclusion. First, the data were coded, summarized and looked for the point of the teachers’ beliefs and teaching style through closed-ended pedagogical beliefs questionnaire, teaching style observation checklist, and teaching styles’ field notes to find the themes. Second, the data were organized and compared between one to the others. The last was drawing the conclusion from the data gathered. To get the picture of the data analysis of closed-ended pedagogical beliefs questionnaire, it was enclosed in the appendix number 3, for the data analysis of teaching style observation checklist was enclosed in the appendix number 4, and for the data analysis of field notes was enclosed in the appendix number 5.

3.5 Concluding Remark

This chapter has discussed the research methodology of the study, including the research site, the participant, and the design of the study. Further, it also provided the data collection techniques, and data analysis, including types of data, research instruments, and procedure of data collection. The next chapter would describe the result of data analysis in research finding and discussion form.