

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research methodology used in the present study. Firstly, the research design will be provided. Next, it will follow by research sites and participants of the study. Besides, Research instruments will be explained. Finally, data collection and data analysis will be stated.

3.1 Research Design

This study was an advanced mixed-method design: a multi-case study (Creswell, 2009, 2017). Fraenkel *et al.* (2012: p. 435) assert “the results of multiple-case studies are often considered more compelling, and they are more likely to lend themselves to valid generalization.” Besides, the multiple cases could strengthen the understanding of the research questions (Gay *et al.*, 2012).

This study focused on the washback effects of English test in the O-NET and UN on English language teaching and learning at grade 9 level in Thailand and Indonesia. It involved two secondary schools from Thailand Case and two junior high schools from Indonesia Case.

It employed a triangulation to obtain data from each case. It involved two kinds of study i.e. quantitative and qualitative study. Firstly, the Teacher and Students Questionnaires were used to collect the quantitative data from each case. It intended to investigate and then describe (Fraenkel *et al.*, 2012) the perceptions of the ninth-grade EFL teachers and students from each case. Secondly, the qualitative study, in each case, an in-depth interview was used to gain information about ninth-grade EFL teachers’ and students’ perceptions, attitudes, values, and what they think

they do (Freankel *et al.*, 2012) towards the washback effects of the O-NET and UN on English language teaching and learning. The purpose of interviewing is to find out what is on their minds or what they think or how they feel about something (Freankel *et al.*, 2012). It is the most important data collection technique for a qualitative study (Fetterman, 1998, in Freankel *et al.*, 2012). Then the quantitative and qualitative data of each case were compared, related and interpreted.

Finally, a cross-case analysis integrated the results from each triangulation or convergent study across the two cases (Stake, 2006) in order to identify the differences and similarities between the washback effects of the both tests on English language teaching and learning in two contexts.

The research design was shown in Figure 6

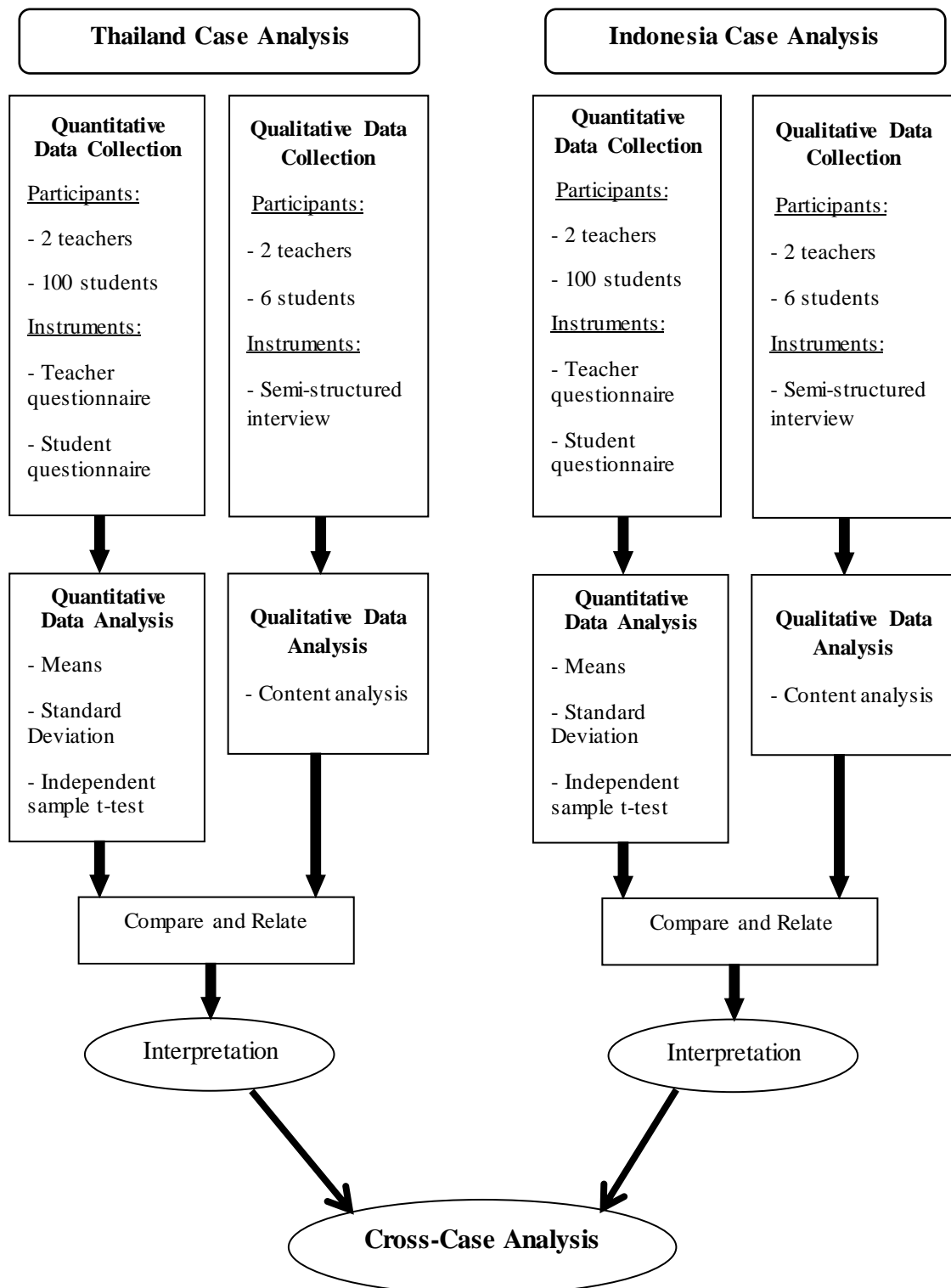


Figure 1 An Advanced Mixed-Method Design: A Multi-Case Study Adapted from Creswell (2009, 2017)

3.2 Research Sites

Research sites in this study were four schools from Thailand Case and Indonesia Case. In this regard, convenient sampling was employed to select the schools. In Thailand, due to Nang Rong, Buriram Province is the researcher's hometown. The researcher knows some ninth-grade EFL teachers in person so that it was easy to access the schools and to collect the data. Therefore two big secondary schools in the city were selected. Meanwhile, in Indonesia, the researcher studied in Bandung, West Java Province so that two big junior high schools were selected because the schools were near to the campus and convenient to collect the data. Besides, all the schools from Thailand and Indonesia were selected because the teachers and students had the necessary experience and knowledge of the phenomenon under investigation and the ability to provide information. Moreover, all the schools shared some similar characteristics as follows.

- 1) At the ninth-grade level, each school consisted of more than 100 students
- 2) They were located in the inner area of the cities
- 3) Each school consisted of high, average, and low-achieving students
- 4) The students took English test in the National Examinations (in Thailand: O-NET, in Indonesia: UN) before they graduate

3.3 Participants

The participants in this study were ninth-grade EFL teachers and students from four schools in Thailand Case (see Appendix B) and Indonesia Case (see Appendix C) in the 2nd semester, the academic year 2016.

There were two phases of data collection i.e. questionnaires as a quantitative phase and interviews as a qualitative phase. The selection of participants in Thailand and Indonesia was the same protocols. The protocols are described below.

3.3.1 Participants for Quantitative Data Collection

The sample random sampling was utilized to select 50 students from each school, and purposive sampling was used to select one teacher from each school to complete the questionnaires.

As a result, altogether there were 100 ninth-grade students and two ninth-grade teachers from Thailand case. Likewise, in Indonesia case, there were 100 ninth-grade students and two ninth-grade teachers.

3.3.2 Participants for Qualitative Data Collection

Purposive sampling was employed to select one ninth-grade teacher and three ninth-grade students from each school to participate in semi-structured interviews. Besides, the students were high, average and low-achieving in English based on the following criteria:

- The criteria for selecting students to conduct the interviews:

High-achieving students: ninth-grade students who got English grades from 3.50-4.00 or equivalent in the first semester of the academic year 2016

Average-achieving students: ninth-grade students who got English grades from 2.50-3.00 or equivalent in the first semester of the academic year 2016

Low-achieving students: ninth-grade students who got English grades from 1.00-2.00 or equivalent in the first semester of the academic year 2016

Altogether there were six ninth-grade students and two ninth-grade teachers from Thailand case. Likewise, there were six ninth-grade students and two ninth-grade teachers from Indonesia case.

3.4 Research Instruments

There were two research questions in this study. Research question no.1 used teacher questionnaires to gain the quantitative data and semi-structured interviews to gain qualitative data. Similarly, research question no. 2 used student questionnaires to gather the quantitative data and semi-structured interviews to obtain qualitative data. As a result, there were two kinds of instrument i.e. questionnaires and interviews.

3.4.1 Questionnaires

Regarding questionnaires, there were teacher questionnaires and student questionnaires. The teacher questionnaire was adapted from Lunrasri (2014), and the student questionnaire was adapted from Lunrasri and Gajasen (2014). These standardized questionnaires were constructed based on the framework of Shih's washback model of teaching (2009) and Shih's washback model of learning (2007), respectively. Regarding the washback model of teaching, there were eight teaching areas and five learning areas in the washback model of learning.

The questionnaires from Lunrasri (2014) and Lunrasri and Gajasen (2014) were adapted to gather the data in this study because these questionnaires were designed to collect the data of washback effects of the O-NET on English teaching and learning in grade nine level in Chachoengsao Province, Thailand. Also, this present study aimed to investigate at the same level on the washback effects of the O-NET and UN. Besides, Thai context was similar to Indonesian context since English is learned as a foreign language (EFL), and the O-NET and UN are high-stakes standardized tests. As a result, these instruments were appropriate to use in this present study.

Structure of Questionnaires

In the present study, the focuses were on Thai and Indonesian EFL teachers' perceptions of the washback effects of the O-NET and UN on English language teaching and Thai and Indonesian EFL students' perceptions on the washback effects of the O-NET on English language learning. The teacher questionnaire comprised of two parts with the total of 33 questions. The student questionnaire also consisted of two parts with the total of 17 questions. All of them were closed-ended questions.

Table 1 The Structure of the Teacher Questionnaire

	Content	Number of items	Item number
Part 1	Background Information	5	1-5
Part 2	Teachers' Perceptions on Washback Effects on English Language Teaching	28	6-33

Table 2 The Structure of the Student Questionnaire

	Content	Number of items	Item number
Part 1	Background Information	4	1-4
Part 2	Students' Perceptions on Washback Effects on English Language Learning	13	5-17

Background Information: This part was aimed at obtaining the personal information of the respondents. This part was a checklist. There were five items in this section (in the teacher questionnaire) i.e. gender, age, educational background, the number of years in teaching English, and the number of hours in teaching English per week. On the contrary, there were four items in the student questionnaire i.e. gender, grade of English (or equivalent) in the core course in the 1st semester of

the academic year 2016, the number of hours in learning English per week, and the number of times in attending tutorial schools.

Washback Effects on English Language Teaching: This part aimed to obtain data concerning washback effects of the O-NET and UN on English language teaching. In the teacher questionnaire, the respondents were asked to rate their frequency of what they did in the classrooms. Five-point Likert scales of frequency were used as follows:

5	means	usually (81-100% of the time)
4	means	often (61-80% of the time)
3	means	sometimes (41-60% of the time)
2	means	occasionally (21-40% of the time)
1	means	rarely (0-20% of the time)

There were 28 items in eight areas of teaching based on Shih's washback model of teaching (Shih, 2009). They consisted of 1) content of teaching; 2) teaching method; 3) teacher-based assessment; 4) teacher talk; 5) time allotment for a test preparation; 6) teacher assigned homework; 7) nervousness and anxiety, and 8) atmosphere of the class. The data obtained from this part were used to answer the question no. 1. (See the items of the areas of teaching in Appendix F)

Washback Effects on English Language Learning: This part was designed to gather data about washback effects of the O-NET and UN on English language learning. In the student questionnaire, the students were asked about what they did when they learned English in the classroom. Five-point Likert scales of frequency were used as follows:

5	means	usually (81-100% of the time)
4	means	often (61-80% of the time)
3	means	sometimes (41-60% of the time)
2	means	occasionally (21-40% of the time)
1	means	rarely (0-20% of the time)

There were 13 items in five areas of learning based on Shih's washback model of learning (Shih, 2007). They consisted of 1) content of learning; 2) total time of learning; 3) learning strategies; 4) learning motivation, and 5) test anxiety. This part was in part 2 of the student questionnaire. The data obtained from this part were used to answer research question no. 2. (See the items of the areas of learning in Appendix G)

Reliability

The questionnaires were tried out with a group of students and teachers who had the same characteristics as the subjects.

The researcher used convenient sampling in the pilot study and tried out the questionnaires in Thai version using online-based questionnaires to check the reliability. The Thai version was used because the students possessed various English language proficiency so that Thai version was used to reduce the misunderstanding or wrong interpretation of the statement in the questionnaires. Besides, the researcher had a friend who was an English teacher in grade nine level in a secondary school in Thailand. So the teacher could ask students to complete the questionnaires online in her class or assign the students to do so at home. Moreover, there were ten teachers from five schools and thirty-five students from a school participated in the pilot study. Having obtained the data, finally, the researcher used Cronbach's coefficient alpha (in SPSS version 16) to check the reliability of each questionnaire.

The results revealed that the reliability of the teacher questionnaire was .881, while the student questionnaire was .900 as shown in Table 3 and Table 4. Since the value of reliability of each questionnaire was more than 0.7, hence, they were high internal reliability. As a result, the questionnaires were appropriate to use to collect the data.

Table 3 The Reliability of the Teacher Questionnaire

Factors		Number of questions	Reliability
Part 2	Teachers' Perceptions on Washback Effects on English Language Teaching	28	.881
Total		28	.881

Table 4 The Reliability of the Student Questionnaire

Content		Number of questions	Reliability
Part 2	Students' Perceptions on Washback Effects on English Language Learning	13	.900
Total		13	.900

3.4.2 Interviews

Regarding interviews, there were two kinds of interviews i.e. teacher interviews and student interviews. The details are as follows.

Teacher interviews

These interviews were semi-structured interviews. It intended to elicit information related to the washback effects of the O-NET and UN on English language teaching from two ninth-grade EFL Thai teachers and two ninth-grade EFL Indonesian teachers.

Student interviews

Also, these interviews were semi-structured interviews. It proposed to collect the data from ninth-grade EFL students related to the washback effects of the O-NET and UN on English language learning.

The questions of teacher and student interviews were the same. These qualitative data were used to compare and relate with quantitative data from the questionnaires and then interpret to answer the research question no. 1 and 2.

Construction of interview questions

Regarding the interview questions related to washback effects of the O-NET and UN on English teaching and learning, they were adapted from Lunrasri (2014) based on areas of Shih's washback model of teaching (Shih, 2009) and Shih's washback model of learning (Shih, 2007). Furthermore, the interview questions reflected the teacher and student questionnaire questions so that the researcher could deepen more details in some aspects that would be impossible to depend on the questionnaires alone. Thereby the researcher could gain adequate data to answer the research questions.

Structure of interview questions

In the present study, semi-structured interviews were conducted with the ninth-grade EFL teachers and students. The topics of teacher interview questions were: 1) teacher's teaching practices in classrooms and the preparation for the national examinations; and 2) teacher perceptions on washback effects of the national examinations. (See the interview items for ninth-grade EFL teachers in Appendix H)

Similarly, for ninth-grade EFL students, there were two themes of questions including 1) students' learning in classrooms and the preparation for the National Exams; and 2) students' perceptions on washback effects of the National Exams. The student interview questions were the same as the teacher interview. (See the interview items for ninth-grade EFL students in Appendix I)

Content Validity

In order to check the content validity of the interview questions, the researcher asked three experts in the field of English Education to rate IOC index to validate the questions. The list of experts was shown in Appendix A. All items had the IOC index higher than 0.5. As a result, the interview questions were suitable for collecting the data.

3.5 Data Collection

In each case (Thailand Case and Indonesia Case), the data were parallel collected in the second semester of the academic year 2016. The questionnaires were employed to gain quantitative data from ninth-grade EFL teachers and students. Besides, semi-structured interviews were conducted to collect qualitative data from the teachers and the students. The followings are the procedures in details:

3.5.1 Quantitative Data Collection

The researcher translated the teacher questionnaire and student questionnaire from English into two languages i.e. Thai and Indonesian versions to facilitate the participants. Then the questionnaires were created into two forms i.e. online-based questionnaire and paper-based questionnaire.

Quantitative Data Collection in Thailand

The procedures were the followings.

- 1) The researcher asked for a letter of permission (English version) from the Graduate School of Indonesia University of Education.
- 2) The researcher contacted two ninth-grade EFL teachers (Thai Teacher 1 and Thai Teacher 2) from two secondary schools (Thai School A and Thai School B) in Nang Rong, Buriram Province, Thailand. Then the researcher gave the letter of permission and informed each of them about the purposes of the study, procedures for collecting the data and asked them for the permissions.
- 3) Once the researcher had got the permissions, the researcher sent links of online-based teacher and student questionnaires (Thai version) to Thai Teacher 1 from Thai School A. In contrast, the researcher sent copies of paper-based teacher and student questionnaires to Thai Teacher 2 from Thai School B.
- 4) Thai Teacher 1 from Thai School A completed the teacher questionnaire. Then she asked ninth-grade students to complete the questionnaires online by accessing the provided link. On the other hand, Thai Teacher 2 from Thai School B completed the paper-based teacher questionnaire. Then she asked ninth-grade students to complete the paper-based questionnaires in her classes.
- 5) While the researcher collected the results from the online-based questionnaires from Thai School A, the Thai Teacher 2 from Thai School B collected the paper-based questionnaires on behalf of the researcher from Thai School B.
- 6) The questionnaires were computed, analyzed and interpreted.

Quantitative Data Collection in Indonesia

The procedures were the followings:

- 1) The researcher asked for a letter of permission from the Graduate School of the Indonesia University of Education. Then the researcher brought it

to two junior high schools (Indonesian School C and Indonesian School D) in Bandung, West Java Province, Indonesia.

- 2) The researcher gave the letter of permission and informed the principal of each school about the purposes of the study and procedures of collecting the data. Then the researcher asked for the permission to collect the data.
- 3) Once, the researcher had got the permissions; the researcher asked Indonesian teacher of each school (Indonesian Teacher 1 and Indonesian Teacher 2) to gather the students in classes and asked them to complete the paper-based questionnaires.
- 4) Paper-based questionnaires for the teachers and students were distributed to the participants. The questionnaires were Indonesian language version.
- 5) The researcher collected the results after the participants finished the questionnaires.
- 6) The questionnaires were computed, analyzed and interpreted.

3.5.2 Qualitative Data Collection

The semi-structured interviews were conducted to get the data from four English teachers and twelve EFL students in Thailand and Indonesia. Due to the participants possessed different English language proficiency, and in order to anticipate the misunderstanding or wrong interpretation, the questions were in English and then translated into Thai language and Indonesian language. The Thai version was used to conduct interviews with Thai participants. Likewise, Indonesian version was used to carry out interviews with Indonesian participants. The followings were the procedures in details.

Qualitative Data Collection in Thailand

Due to the researcher could not conduct face-to-face interviews with the participants so that it was phone interviews. To collect the data in Thailand, the researcher followed the procedures below.

- 1) The researcher studied the questions and how to conduct a semi-structured interview.
- 2) The researcher contacted Thai Teacher 1 from Thai School A and Thai Teacher 2 from Thai School B in Nang Rong, Buriram Province, Thailand. Then the researcher asked them to select three students from each school based on the mentioned criterion above to conduct the interviews.
- 3) For each participant, the researcher made a call and conducted an interview on the phone in the Thai language. The researcher explained background and purposes of the study and procedures of the semi-structured interview to each participant.
- 4) The time spent for the interview was approximately one hour each.
- 5) The researcher typed down while interviewing each participant into written form and then translated into English. Then, the data related to the research questions were analyzed, encoded and interpreted.

Qualitative Data Collection in Indonesia

To collect the data in Indonesia, the researcher followed the procedures below.

- 1) The researcher studied the questions and how to conduct a semi-structured interview.
- 2) The researcher contacted the Indonesian Teacher 1 from Indonesian School A and Indonesian Teacher 2 from Indonesian School B in Bandung, West Java Province, Indonesia. Then the researcher asked them to select three students from each school based on the mentioned criterion above to conduct the interviews.
- 3) For each participant, the researcher and an Indonesian-native-speaker assistant conducted a face-to-face interview in their native language (Indonesian language). Still, for the two teachers, English was employed.

The researcher explained background and purposes of the study and procedures of the semi-structured interview to each participant.

- 4) The time spent for the interview was approximately one hour each.
- 5) The researcher recorded and transcribed each interview into written form and then translated into English. Then, the data related to the research questions were analyzed, encoded and interpreted.

3.6 Data Analysis

In the present study, in each case, quantitative data were analyzed by using frequency, percentages, arithmetic means (m), standard deviation ($S.D$), and independent sample t-test. Regarding qualitative data, content analyses were employed to analyze the data. The two kinds of data were analyzed concurrently. Then the results from qualitative data collection were directly compared with results from quantitative data collection to check whether the collected data had the same information to confirm the results. Besides, the qualitative data enriched the survey results and provided a deeper understanding of the washback effects of the national examinations on English language teaching and learning. Finally, cross-case analyses were employed to ascertain patterns, replication, or contradictions of findings across Thailand Case and Indonesia Case.

3.6.1 Quantitative Data Analysis

In each case, the researcher used the frequency, percentages, arithmetic mean (m), standard deviation ($S.D$) and independent samples t-test based on SPSS Program for the student questionnaires. For the teacher questionnaires, only frequency, percentages, arithmetic mean (m) and standard deviation ($S.D$) were used. Then the results of each case were analyzed and interpreted.

On the subject of frequency and percentages, they were utilized to analyze the background information of the participants in the questionnaires for teachers and students. Arithmetic mean (m) and standard deviation ($S.D$) were employed to

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analyze the teacher and student questionnaires to see the central tendency and variability (Hatch and Farhady, 1982), respectively. All scores based on the frequency of what teachers or students did in each area of the questionnaires were taken into account to compute the mean (m). On the contrary, the standard deviations were calculated based on the mean.

Additionally, independent samples t-test was used to see the equality of means (Tavakoli, 2012) between the ninth-grade EFL Thai and Indonesian students' perceptions regarding the washback effects of O-NET and UN on English learning. Besides, it was utilized to test statistical significance based on the t Distribution (*ibid.*). It was not used for the teacher questionnaires because there were only four participants completed the questionnaires. In this situation, frequency, percentages, arithmetic mean (m) and standard deviation ($S.D.$) were adequate to analyze the data.

3.6.2 Qualitative Data Analysis

In each case, the researcher employed content analysis to analyze the data from semi-structured interviews. Content analysis is a method used to analyze and tabulate the frequency of occurrence of topics, ideas, opinions and other aspects of the content of written and spoken communication (Collins & O'Brien, 2012). Thus, in this study, the semi-structured interviews were recorded, then transcribed into writing and translated the native languages into English. There were two transcriptions of teachers and also three transcriptions of students from each case. The researcher read the transcriptions for several times and developed themes of the answers. Finally, the researcher described each theme and summarized the data when they shared the same responses among participants. If there were different responses, the researcher described them separately.

3.6.3 Cross-Case Analysis

After separately analyzing the quantitative and qualitative data of each case, the cross-case analysis was utilized to analyze the Thailand Case and Indonesia Case to address whether the findings from each case support a broader pattern of

conclusions (Yin, 2003, 2009). The replication logic or convergence and divergence of the results addressed the interpretation of the finding across the cases in the multiple-case study (Yin, 2003, 2009; Fraenkel *et al.*, 2012). In this case, a theoretical replication illuminated this process because the analysis took into consideration the predicted findings based on theory, but also included the variations or opposing results (Yin, 2003, 2009).

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