

CHAPTER III

METHODOLOGY

This chapter discusses the research methodology which comprises the research design to be used in the study, the participants which were involved, the instrumentation, the procedure to collect the data, and the way of analyzing the data.

3.1 Design

The present study is intended to explore how Indonesian Junior High School English teachers perceive the character education incorporation in their classroom and to scrutinize how they integrate character values into their classrooms. To answer the research questions, a qualitative research methodology was employed. Since the main purposes of qualitative research are to emphasize more on the process of meaning-making rather than an outcome and to explore how people make meanings of their experiences (Merriam, 2009), this methodology is expected to be able to comprehensively describe the process of character education incorporation in the classroom. This is also in line with what Creswell (2012) said about the function of qualitative methodology which is to explore and understand a central phenomenon i.e., integrating character education like in this study. Moreover, other function of qualitative methods which is to understand feelings, values, and perceptions that underlie and influence behavior (Hamied, 2017) seems to be appropriate with the focus of the study which is to explore teacher's perceptions.

In addition, since the present research focuses on gaining an intensive and holistic description as well as in-depth analysis about character education integration in EFL classroom from Indonesian Junior High School English teachers, I employed a qualitative case study approach. As mentioned by Merriam (2009), a qualitative case study is appropriate if the researcher needs to understand a single entity or phenomenon comprehensively since it provides an intensive and holistic product of investigation. This is also admitted by Yin (2003) that the qualitative case study is considered appropriate if the focus of the study is to explain a present circumstance such as how and why a social phenomenon works. Moreover, a

qualitative case study is seen appropriate to deeply explore a single or more program, event, activity, and process (Creswell, 2014).

3.2 Research setting

The participants involved in this study were two Indonesian Junior High School English teachers from two different schools that were purposefully selected considering some criteria such as (1) their experiences in teaching English with character education integration either explicitly or implicitly, (2) the curriculum used by the schools where they teach i.e. 2013 curriculum, (3) the location of the site, and (4) the familiarity with the school environment.

Their teaching experiences are assumed to be crucial in gaining rich and deep information regarding the character education incorporation. Their teaching experiences should not be less than seven years which means that they are assumed to have enough knowledge and experiences in teaching English. Besides, their varied teaching experiences are beneficial to gain more information about teaching process which stipulates character building as well as to add other information such as how they see their students' characters, factors contributing to the character development, and challenges which they encounter during the integration process.

Regarding the schools, these two schools have already implemented the current curriculum i.e. 2013 curriculum since 2013 and also been appointed as the piloting schools for PPK program since 2017. Employing two different teachers from different schools are also expected to avoid the biased perspectives because they might have different perceptions, understanding, and knowledge on the process of character building integration into their classroom.

The location of the two schools is also considered influential in the success of doing the study. Therefore, I selected the schools which are reachable that it could support the practicality and feasibility of the study.

The last criteria the researcher takes into account is the familiarity with the site. This familiarity of the site is fundamental to support me in gaining the information and the expected data (Heigham & Croker, 2009; Holliday, 2007).

Since I know in person some teachers who teach in both schools, it is assumed that besides helping me to access the site easily, they could also be helpful in giving much information regarding the participants I intended to involve in my study that later could expectedly give deep and comprehensive data I needed.

In addition, to protect the confidentiality, I try to do everything for all participants and the sites' privacy. Their identity would not be revealed in any publications resulting from this study. Therefore, the names written down in the study are completely pseudonyms.

In term of writing style, I opt to use the personal pronoun 'I'. It should be admitted that the use of 'I' in writing an academic writing is still a topic to debate among scholars. As mentioned by Arnaudet and Barrett in Hyland (2002), academic writing should be presented as objective as possible. Thus, it is important to avoid using a particular reference to personal opinions by eliminating first personal pronouns in writing. However, I personally believe that academic writing is also one of the types of communication which is the way of writer acts of his/her identity. In other words, writing academically should not only deliver the academic content but also bring a representation of the writer in the content. The use of 'I' in my study is expected to set up the relationship between me as a writer to the readers of this study as well as to show the commitment of me to emphasize my contribution in conducting the study. More importantly, the use of 'I' in this study would lead the readers not to doubt how to interpret all statements and to know the stand of me as the writer. As elaborated by Hyland (2002), 'the first person, is a powerful means by which writers express an identity by asserting their claim to speak as an authority, and this is a key element of successful academic writing' (p. 1093)

3.3 Instrumentation

To answer the research questions, three instruments: an interview, a document analysis, and an observation were employed. The use of three methods of collecting the data would be expected to result in a credible data collection.

3.3.1 Interview

A semi-structured interview was used to collect information regarding teachers' perceptions on character education integration in EFL classroom as well as to gain deeper and more detailed information regarding the topic being investigated such as the values the teachers prefer more to be incorporated, how to deliver those selected values in the teaching process, how they make an assessment regarding the values and what challenges they encounter in the process of integrating character education into the teaching process. The use of semi-structured interview allows the researcher to gain information about people's experience, perceptions, feelings, and knowledge (Hamied, 2017). Besides, a semi-structured interview provides both interviewer and interviewee a sufficient flexibility that it helps the interviewee feel like he/she is in an open interview or conversation (Richards, 2009). This one-on-one interview was recorded and transcribed verbatim to get an accurate record of the conversation while the researcher was making some brief notes during the interview.

The interview itself is categorized into four themes. The first part of the interview relates to the participants' personal perception on character building incorporation in EFL classroom, what character values to be their priority and the reasons for selecting those values. Meanwhile, the second part refers to how they incorporate the values into their teaching process as well as the way they select the teaching materials which cover character education. The third part of the interview is about the character education evaluation, what evaluation system they use, reasons for selecting the system and how they evaluate it. The last part of the interview relates to the problems and challenges the participants encounter in the process of incorporation.

The interview was conducted one time for each participant after the classroom observations were finished. In addition, although my participants are able to speak English as they are English teachers, I prefer to use Indonesian rather than English to minimize language barrier as well as to encourage them to be able to express their feelings and information more freely. As suggested by Myers and Newman (2007), an important key point when interviewing is how to make people being interviewed feel as comfortable as possible, not to mention how to minimize

social discord. Therefore, besides using Indonesia, more interaction and meetings between me and the participants were also conducted to encourage them to be opened during the interview.

3.3.2 Observation

To understand how teachers integrated character education in real practice, the researcher observed the process of teaching and learning directly in the room where the teachers were teaching. Expectedly, the use of direct observation in this study would get more comprehensive and detailed information about what really happens in the classroom. As stated by Hamied (2017), an observation is helpful in ‘understanding the natural setting as lived by participants without manipulating it’ (p.205). This is also in line with Cowie (2009) who believes that observation could give detailed information on person's behavior in a natural setting through conscious noticing and examination. In more clear explanation, Carson, Gilmore, Perry, and Gronhaug (2001, p.132) mention that observation is a type of collecting data ‘based on watching what people do, looking at their behavioral patterns and actions and at objects, occurrences, events, and interactions’. Regarding the use of observation in a classroom context, this instrument is seen fundamental if the researchers intend to discover how a teacher interacts with a group of students during a teaching process (Millman & Darling-Hammond, 1990).

At this point, I served as a “Nonparticipant Observer” (Creswell, 2012 p.214). I only came to the classroom and recorded the activities without being involved in the teaching process activities. Although this probably limits the information access to the participants since I might not able directly know and feel what the real situation is (Creswell, 2012), this role, on the other hand, might help the participants feel more comfortable when being observed.

When observing the classroom, I used field notes. While making field notes, I also videotaped the teaching process to avoid missing events. However, it is also acknowledged that videotaping the participants might cause them to feel uncomfortable and make them act not as natural as they used to or ‘observer’s paradox’ (Labov in Nunan & Bailey, 2009). Therefore, openly discussing what they

felt and interacting with the students and teachers as often as possible helped to resolve it. The recorded activities were teacher's activities, students' activities, interactions between teacher and students and students to students' interaction as well. To obtain the more concrete and valid data, the observation was employed three times so that I could compare the observation result. As stated by Creswell (2012), multiple observations will lead to the best understanding of the sites as well as the participants.

Regarding the observation protocol, the researcher used observation checklist adapted from Shaaban's (2005) framework which consists of six main themes: the message that the teacher is targeting, the methods the teachers use in teaching in the classroom which accommodates character education, the outcomes that the teacher expects to get from the students, activities done by teacher and students, resources of teaching and learning material the teacher uses, and assessment process conducted by teacher.

3.3.3 Document analysis

Meanwhile, a document analysis was used to see how participants planned their teaching process. In this case, the researcher analyzed teachers' lesson plans and syllabus to see how they designed their lesson plans to cover target values and to figure out their suitability with the curriculum as well as with their teaching practice in the classroom. Analyzing their lesson plans, I used a thirteen-checklist rubric adapted from Education and Culture Ministerial Regulation No. 103 the year 2014 about the learning process in primary and secondary school.

3.4 Procedures

The present research was conducted from 18th of February 2018 to 21st of March 2018. In the process of collecting the data, I firstly asked for ethical permission to the schools as well as the teachers' confirmation that they were willingly involved in the research. After that, I set the timeline adjusting to the participants' time availability. First of all, I asked the participants to hand in their teaching documents consisting syllabus and lesson plans which covers teaching materials and evaluation to be analyzed to see the appropriateness with the 2013 curriculum guideline and to

see what values to be integrated. Prior to the observation of the participants' teaching activities in the classroom, I prepared an observation protocol which allowed me to organize the instruments for recording and keeping the fieldnotes. The present study was completed with an interview just after the participants have finished teaching to know their perceptions on the character building integration as well as to confirm some information which was gained during observation and from document analysis. This following table describes the timeline of data collecting procedures:

Table 3.1.

Timeline of the research completion

No	Activity	Dates (February – March)							
		18	21	28	1	6	7	20	21
1	Ask for ethical permission to the JHS Nusa								
2	Ask for ethical permission to the JHS Bangsa								
3	Collect H's LP								
4	Hand in the consent form to H.								
5	Analyze H's LP								
6	Observation 1 (H)								
7	Observation 2 (H)								
8	Observation 3 (H)								
9	Interview (H)								
10	Collect S's LP								
11	Hand in the consent form to S.								
12	Analyze S's LP								
13	Collect S's LP								
14	Observation 1 (S)								
15	Observation 2 (S)								
16	Observation 3 (S)								
17	Interview (S)								

3.5 Data analysis

Answering the research question, three methods were employed: interview, classroom observation and documents analysis.

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3.5.1 Interview data

Since the interview session was mainly using Indonesian, prior to analyzing the data, transcription, and translation were undertaken because the analysis, coding, and reporting would be carried out to the English version of data. The translation process was conducted by me, the researcher, whose mother tongue is Bahasa Indonesia. After making transcriptions and translation and making sure that all information was captured, I sent the transcriptions results to both teachers via e-mail to give them an opportunity to check the results as well as to ask them to give feedbacks or confirmation when necessary. After a week, I contacted the participants to ask them whether there were any feedbacks or corrections. However, both teachers replied there was no significant problem and miscommunication in interview transcriptions that I could continue analyzing the transcriptions.

The interview transcripts were analyzed using Miles and Huberman's (1994) interactive model comprising: data reduction, data display and conclusion drawing or verification. The following two tables are the example of how the interview data is analyzed and displayed:

Table 3.2

The transcripts of interview display

Interview questions code	Participants	Excerpts	Codes	Researcher's Notes
Q 1	Wawan (participant A) Sugi (participant B)			
Q 2	Wawan Sugi			
Cont...	- -			

Table 3.3

The major themes display

Major themes	Points	Excerpts
1. Participants' perceptions	- -	
2. The process of character values integration	- -	

3. Assessment process	-
4. Problems & challenges	-

From the above tables, after being transcribed, the transcripts were reduced by coding them into several themes and selecting the related themes to address the research questions formulated in the form of the table. Then, the data were displayed in the form of respondent's interview excerpt to provide an explanation for analysis. The analysis result was then displayed based on the themes and categories which emerged during the verification. The process of finding the meaning and the implications of the analyzed data were categorized into several themes, starting from how the participants perceived the incorporation of character education in their classroom, how they incorporated the values into their teaching process, how they made the assessment, to what problems they encountered during the process of incorporation.

3.5.2 Observation data

Meanwhile, the classroom observation used to figure out how the teachers incorporated character education in real practice was videotaped. The data from videotape and field notes were transcribed, analyzed, categorized, and interpreted following Shaaban's (2005) framework of character education incorporation in EFL classroom to see its suitability with the theories. The process of analyzing and displaying the data is described in the following table:

Table 3.4

Example of how observation data is analyzed

No	Aspects	Yes	No	Descriptions of what happens	Notes
1.	Message	√		Example: in the process of teaching, the teacher explicitly integrates some character values such as honest and responsible	
2.	Methods	√		The teacher utilizes cooperative learning to cover honest and responsible in the teaching process	

3. ...

Table 3.4 above is the example of how observation data is analyzed. After being videotaped, the data from observation was transcribed. The events which were transcribed were the teacher and students' activities in the classroom, teacher' statements and explanations, teacher and students' interactions, and teacher and students' conversations. The transcription was then analyzed using Shaaban's (2005) framework to see whether or not the process of teaching had contained six elements of effective character values integration in EFL classrooms: message, methods, outcomes, activities, resources, and assessment. In the process of writing, each element was elaborated in detail supported with the example of the events.

3.5.3 Lesson plan analysis data

Teachers' lesson plans are used mainly as the supporting evidence to figure out how teachers plan the process of integrating character education into their classroom which is basically part of the second research question. Using a checklist rubric adapted from Education and Culture Ministerial Regulation No. 103 the year 2014 about the learning process in primary and secondary school, I firstly analyzed them to see whether or not the teachers planned the process of teaching English by integrating character education. Some aspects of lesson plans and teaching steps were checked whether or not it covered the character values. The analyzed data then was compared to the theory and combined with the results of observation analysis. Table 5 below is the example how the lesson plan is analyzed.

Table 3.5

The example of how the lesson plan is analyzed.

No	Statements	Yes	No	Notes
1.	Teacher includes KI 1 in the lesson plans	√		
2.	Teacher elaborates KI 1 in the form of KD		√	
3.	-			
Cont...	-			

Lastly, after being analyzed, all the data from those three methods were compared and combined to triangulate and to assert the general conclusions of the analysis.