

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers the research methodology used to gather the data from participants involved: research design, research site and participants, research instruments, data collection, and data analysis.

#### **3.1 Research Design**

Capturing the real condition of interaction between students and English teachers in the classroom is one of the study evidence since the focus of the study is on the teachers' interpersonal behaviors in the language classroom. The study was designed into a qualitative case study and allowed the researcher to investigate the real interaction in the language classrooms (Merriam, 2009; Yin, 1994, 2003), especially in teaching and learning activity. Exploring the teachers' interpersonal behaviors by involving students' points of view in order to encourage students' participation in EFL classrooms was the main element in this study.

The findings of the study were reported descriptively by exploring the framework used. The findings answered the two research questions of the study by using three kinds of research instruments: observation, questionnaires, and interviews.

#### **3.2 Research Site and Research Participants**

The focus of this present study was on investigating EFL teachers' interpersonal behaviors during classroom activities by involving the students' point of view. The students' point of view was involved to gain their real thoughts toward their teachers' interpersonal behaviors that promote students to be active and participative in EFL classroom activities. The teachers who are teaching English in junior high schools are chosen because teachers have to be able to motivate students to participate in the classrooms. They have to perform appropriate behaviors and strategies in order to reduce junior high school students' anxiety and motivate them to learn English.

The students who were involved in this present study came from two different junior high schools in Bandung, which are public and private schools.

The schools were chosen by considering the teachers' availability to be observed and the time allocation provided to teach English. English subject is taught two times a week, so the researcher wanted to observe intensively. Moreover, junior high school students are in the development period of socio-emotional, confidence, and curiosity (Eccles, 1999) and they were expected to be able to explore their thoughts about the teachers. In total, the students who participated in this present study are 97 students. There are 59 students from SMPN X and 38 students from SMP Y.

Furthermore, to obtain more comprehensive, deeper, and more valuable insight into the issue raised, a purposive sampling method was chosen to limit the participants. They were selected purposively by considering their participation in the classroom when teaching-learning activity in the classrooms and strengthen through their questionnaires' responses when participating in the EFL classrooms. Therefore, the participants were about four students as representatives from SMPN X and four from SMP Y.

### **3.2.1 Profile of Research Sites**

This study focuses on investigating Indonesian EFL teachers, especially in Bandung, relating to their interpersonal behaviors in the classrooms. Considering the accessible for English teachers in Bandung to gain more self-development training, it was assumed that the teachers were trained to be able to manage EFL classrooms and involved students in the classroom activities well. Besides, considering the teachers' availability and the time allocation for teaching English, which is two meetings a week, are the other reasons to conduct the study in junior high schools in Bandung, West Java, Indonesia.

The school number 1 (coded: SMPN X) is one of the public schools in Bandung. The SMPN X gets B accreditation and using curriculum 2013 in teaching activities. The students of the schools have achieved several championships and competed at the national level. Thus, the present study was conducted in second-grade classrooms. The second school in which the study was conducted was SMP Y. The school is a private school collaboration with one of the national universities in Bandung. The SMP Y has two kinds of classrooms, are one-lingual classrooms and bilingual classrooms; however, the study was conducted in second-grade classrooms, including two classrooms. During 2018,

the school's students had been accomplished in several competitions. Thus the teachers are mostly undergraduate and post-graduate students of Education University and other universities.

### **3.2.2 Profile of the EFL Teachers**

Since the concern of this present study is on teachers' interpersonal behaviors that are perceived from students' perceptions, therefore the present study focuses on the EFL teachers. Relating to this, the present study decided to invite the teachers to be indirect subject research while the students who were taught by the teachers were the main participants involved in this present study. Here are the details profiles of the teachers, as follows.

#### **3.2.2.1 EFL teacher in SMPN X**

This teacher is a male teacher. He has been teaching since 2015. The teacher has been graduated from Education University in Indonesia and he passed PPG (*Pendidikan Profesi Guru*) program. In this school, he has been teaching English in two semesters and he had served as a teacher in elementary school. He expected that as an English teacher, he can develop his pedagogical knowledge, implement teaching professionalism, social aspects, and personality. Besides, he expected to be able to develop students' four language skills.

#### **3.2.2.1 EFL teacher in SMP Y**

This is a male teacher. He has been teaching English for 28 years, starting in 1991. He is an experienced English teacher. During his teaching experiences, he has become a supervisor for several English competitions, such as story-telling and speech contests. He, as an English teacher, expected can enhance students' language learning enthusiasm, doing learning and playing at the same time, and being a favorite teacher who will be missed to teach in their classrooms.

### **3.3 Research Instruments**

There are three research instruments used in this study: field-notes observation, questionnaires, and interviews. These three research instruments have been used to support the data gained from the participants.

### 3.3.1 Observation

In response to the first research question, an observation field-note form was used as a first research instrument. Using observation means the researcher observed a complex interaction directly in a natural setting and what behaviors performed by the teachers when communicating and interacting with students occurred in order to activate and trigger students' participation. During the observation, the researcher used non-participant observation instead of participant observation in order to minimize the researcher's intervention and emotional influence in the natural classroom settings (Cohen, Manion, & Morrison, 2005; Fox, 1998; Hamied, 2017).

The observation was conducted in four meetings to capture the general insight of the EFL classroom activities, including what kind of teachers' interpersonal behaviors that were performed by the teachers in EFL classrooms in promoting students' participation in the classrooms and the interaction between teachers and students that occurred in the classrooms. The observation guideline was modified from the Leary model (1957) named MITB (Model of Interpersonal Teacher Behaviors). The MITB is transformed into a checklist form to present identified, unidentified, and identified to somewhat extent. It was added a field notes to note what kinds of interpersonal behaviors performed by the teachers that promote students' participation in the EFL classrooms (Wubbles & Levy, 2005) (see **Error! Reference source not found.**). Then, to support the data gained, the researcher uses a video recording to record the teachers' behaviors and students' participation directly in the classrooms.

### 3.3.2 Questionnaires

The second research instrument used was questionnaires. QTI (Questionnaire on Teacher Interaction) which was developed by Wubbles and Créton (1984), Wubbles, Créton, and Hooymayers (1985), Brekelmans (1989) from the concept of MITB (Telli et al., 2008; Wubbels et al., 2005) is used. MITB is the basic concept that was developed by Leary (1957) to identify behaviors from people and to map students-teachers perceptions about interpersonal behaviors (Telli et al., 2007, 2008). The detail items and the sectors of QTI are provided in the following table.

Table 1.1  
*The Details items of QTI*

<b>Sector</b>	<b>Items</b>
DC: Leadership	1,5, 9, 13, 17, 21
CD: Helping/ friendly	25, 29, 33, 37, 41, 45
CS: Understanding	2, 6, 10, 14, 18, 22
SC: Student responsibility/ freedom	26, 30, 34, 38, 42, 46
SO: Uncertain	3, 7, 11, 15, 19, 23
OS: Dissatisfied	27, 31, 35, 39, 43, 47
OD: Admonishing	4, 8, 12, 16, 20, 24
DO: Strict	28, 32, 36, 40, 44, 48

Table 3.1 provides the detail items of QTI that were transmitted into the QTI questionnaire. In this study, the researcher decided to use QTI (Questionnaire on Teachers Interaction) as one of the instruments. QTI consists of 48 statements based on the Australian version and using a 1-5 Likert-scale of frequency (describing: never to always) (Koul, 2003; Wubbles & Levy, 2005). The validity and reliability of the QTI have been examined. QTI has been used to assess students-teachers interaction in the classrooms (Brekelmans & Wubbels, 2004). Here are samples of the QTI items used in this present study as follows.

Table 1.2  
*The Sample of QTI Items*

Sectors	Item	Statements
DC: Leadership	17	This teacher is a good leader
CD: Helping/ friendly	33	This teacher is someone we can depend on
CS: Understanding	14	If we have something to say, a teacher will listen
SC: Student responsibility/ freedom	42	This teacher gives us a lot of free time in the classrooms
SO: Uncertain	3	This teacher seems uncertain
OS: Dissatisfied	47	This teacher is suspicious
OD: Admonishing	8	This teacher gets angry quickly
DO: Strict	28	This teacher is strict

(Source: den Brok, Fisher, and Koul, 2005)

The purpose of using questionnaires in this study is to gain students' perspectives toward their English teachers' interpersonal behaviors that are found in the classrooms which promote active and participative EFL classrooms. The QTI questionnaire was provided in **Error! Reference source not found.**

### 3.3.3 Interview

An interview is the third research instrument that was used to gain unobservable information, to explore specific information and deeper insight from participants. This data became the main data since the main purpose of this study is to gain the students' perspective. The interview was also chosen since the students were familiar with their teachers. The semi-structured interview was chosen to be applied in this present study by considering feelings or thoughts about their teachers that was unable to find through observation (Hamied, 2017). The participants were free to explore their points of view about their teacher's interpersonal behaviors in EFL classrooms. The lists of interview questions have been adopted and modified from Reich's (2014) and Susak's (2016) study. Susak's interview questions focused on students and their participation in the classroom while Reich's questions were about the interpersonal behaviors

performed by a teacher in the classrooms (see **Error! Reference source not found.**).

### **3.4 Data Collection Method**

The data collection method took place in the four EFL classrooms of each school by considering the teachers' and students' availability that has been approved by the schools' staff before coming into the classrooms. Gathering comprehensive and valuable information regard to the study focus, the data have been collected by utilizing three research instruments: field-notes observation, questionnaires, and semi-structured interviews. These three research instruments involved students, EFL teachers, and the researcher.

From a field-notes observation as a first data source, the data is collected by using a checklist and noted or give comments of what was captured in the classrooms, such as how the teachers' behaviors trigger students to participate in the classrooms, teacher-student interaction and communication, silence, and other related activities. To obtain general and comprehensive insight into teachers' behaviors and students' participation in EFL classrooms, the present study conducted four times of classroom observations. The classroom observations were led by the researcher directly.

The second data source is questionnaires (QTI). The questionnaires were distributed to the students in the classrooms at the end of the observation sections. The lists of questions were translated into students' native language to avoid participants' misunderstanding. The researcher explained the questionnaires' instruction and gave students time to fulfill the questionnaire based on their thoughts in 15-20 minutes. Then, all questionnaires sheets were collected directly to the researcher. The process of giving questionnaires was completed in both schools. Meanwhile in the SMP Y, the researcher wanted to give the questionnaires for the students who were taught last semester with the same teacher But, in fact, the students were classed randomly and it was hard to be tracked them. Therefore, the researcher gave questionnaires for reachable students and they were about 10 students.

The third data source was a semi-structured interview and the participants were selected by using purposive sampling. This interview section seemed like a

discussion in and the interview was leading by the researcher by asking the list of questions for the participants. They were free to share and explore their points of view based on the questions delivered. During the interview sections, the researcher used an audio-recorder and note-taking strategy to ensure the information from all participants was recorded well. Furthermore, the interview section was conducted two days after giving the questionnaires to avoid students' fatigue and feel being forced.

### 3.5 Data Analysis

Lastly is data analysis. In data analysis, the researcher transcribed and described the findings descriptively. This study used a triangulation strategy of data sources to analyze the data because the present study utilized three data sources: field-notes observation, questionnaires, and semi-structured interviews, to answer the two research questions. Furthermore, the findings that were gained from those instruments were expected to support each other.

To ease the readers' understanding, the present study provided the following codes to determine research participants and their responses involved in this study. The codes were divided into the following table.

Table 1.3

<i>The Coding System for Research Participants</i>	
<b>Code</b>	<b>Notes</b>
Teacher #x	Teacher in SMPN X Teacher in SMP Y
#DW #NF #DH #VG #ATH #DF #NJ #AV	Students/ Interviewee/

(Source: The present study, 2019)

From field-notes observation, the findings were analyzed into a descriptive report and provided information about what things happened in the classrooms, especially in teaching-learning activities, the verbal behaviors captured, and kinds of the teacher's interpersonal behaviors performed that were helpful to promote language students participation. The data from observation was descriptively reported and classified into the eight categories based on the MITB framework.

Then the second data source was from questionnaires (QTI). The data from QTI was analyzed by using percentage to figure out what kinds of teacher's interpersonal behaviors that are frequently performed in the English classrooms in promoting students' participation. Presenting the data from QTI, the calculation data was presented into percentages for each sector based on the eight categories of MITB concept: leadership, understanding, friendly, student responsibility/freedom, uncertain, dissatisfied, admonishing, and strictness (Brekelmans & Wubbels, 2004; Koul, 2003). The last is the data obtained through the interview section. The interview results were reported descriptively by using coding based on the eight categories and the themes of interview questions. The coding is used to divide the findings into smaller units to be explored easily (Hamied, 2017). The interview explored questions and answers by using codes in the following table.

Table 1.4  
*The Interview Coding to Draw Findings*

<b>Actor</b>	<b>Statements</b>	<b>Coding</b>
Interviewer	<ul style="list-style-type: none"> <li>• <b>Your English teachers' behaviors in the classrooms (Question no 1, 3, 5, and 9)</b></li> </ul>	<b>IB (Interpersonal Behavior)</b>
Interviewer	<ul style="list-style-type: none"> <li>• <b>Interaction between teacher and students (Questions number 2 and number 4)</b></li> <li>• <b>Factors of participative students in EFL classrooms and what kinds of teachers' behaviors promote students to participate in the classrooms. (Questions number 6, 7, 8, and 10)</b></li> </ul>	<b>Students-teachers interpersonal relationship and classroom Participation</b>

(source: The present study, 2019)

Describing the findings and discussions of the data gathered from those three research instruments, the researcher used data sources-triangulation. The findings were drawn and explored using the codes above (see Table 1.4) in a descriptive report. The observation and the questionnaires were used to fulfill the

first research question. Then, the classroom observations and interviews were utilized to respond to the second research question.