

CHAPTER III

RESEARCH METHOD

This chapter provides the issues related to the research methodology of this study representatively. It presents the purpose of the study and the research problems, research design, data collection, research site and participants, collection procedures, and data analysis, and considerations for trustworthiness. The explanations of which are presented in sub headings.

3.1 The Research Problems

This research is intended to answer the following questions:

1. To what extent are teacher ready to implement Curriculum 2013 as reflected from their knowledge of curriculum, motivation and self-efficacy to implement curriculum?
2. To what extent do teachers commit to implement Curriculum 2013 as reflected from commitment to organization, commitment to profession, and commitment to students?
3. Is there any correlation between teachers' readiness and their commitment to implement Curriculum 2013?

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3.2 Research Design

In line with the aim of the study, Mixed method research is used to answer the research questions. They are to find out the teachers' readiness extent toward English curriculum 2013, to know the English teachers' commitment extent in implementing English curriculum and to know the correlation between teachers' readiness and commitment in implementing curriculum 2013. Mixed methods may be defined as research method in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches or methods in a single study (Tashakkori & Creswell, 2007).

The type of mixed method taken is the explanatory design that is regarded as to explain the phenomenon (Creswell, et al., 2009). The sequential explanatory design consists of two phases, beginning with the quantitative phase and then the qualitative phase, which aims to explain or enhance the quantitative results. The researcher identifies specific quantitative findings, such as unexpected results, outliers or differences between groups that need further exploration using qualitative methodology. In contrast, the qualitative phase has priority in the participant selection model, and the purpose of the quantitative phase is to identify and purposefully select participants.

Both quantitative and qualitative research paradigm were chosen because several reasons. The first, qualitatively in this study, the data were collected by examining the documents. The research was often conducted in the field, the

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researcher interprets what is seen, heard and understood which must be seen in light of the researcher's background, history, context and prior understanding (Creswell 2009). A case study was chosen because this study is carried out in an illustrative description of a single event or occurrence (Hancock, 2002). The quantitative method is correlational research in which every variable taken was measured by multiple regression. The research constellation of multiple regression is following:

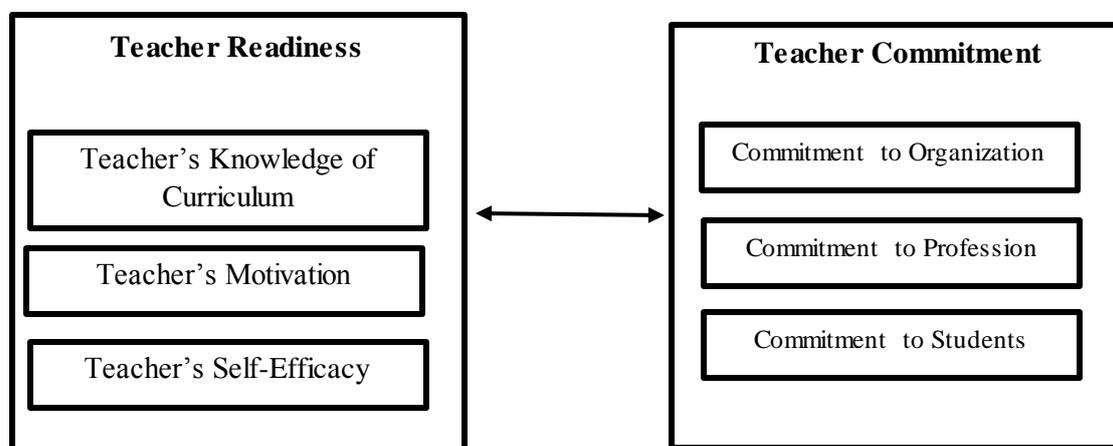
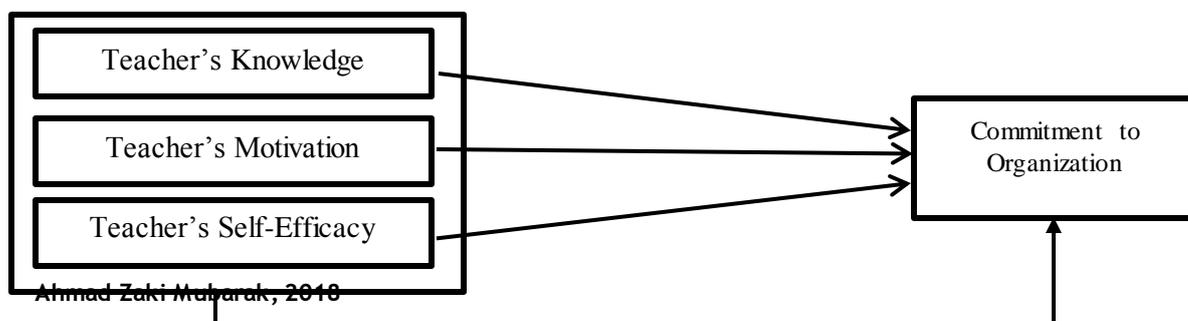


Figure 3.1
Quantitative Research Constellation Design

Teacher's readiness variable was analyzed by using multiple regression toward first factor commitment to organization. It refers to know the inter-factors correlation on it. The research constellation use multiple regression as following:



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Figure 3.2
Correlational Design for Teachers' Readiness and Commitment to Organization

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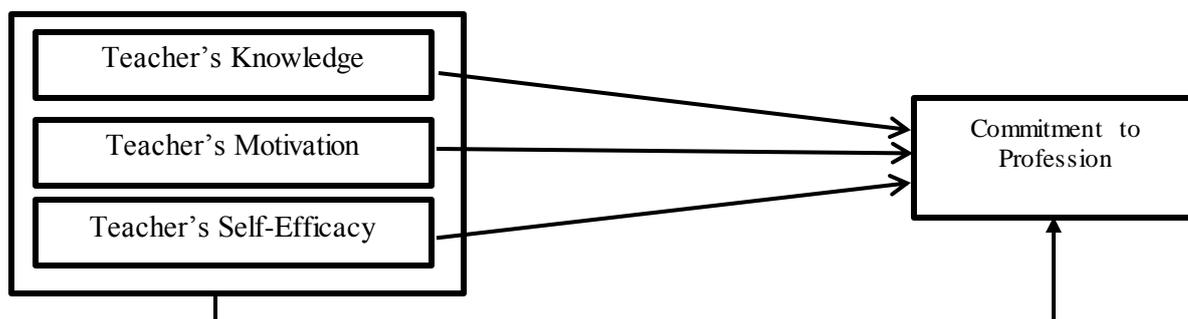


Figure 3.3
Correlational Design for Teachers' Readiness and Commitment to Profession

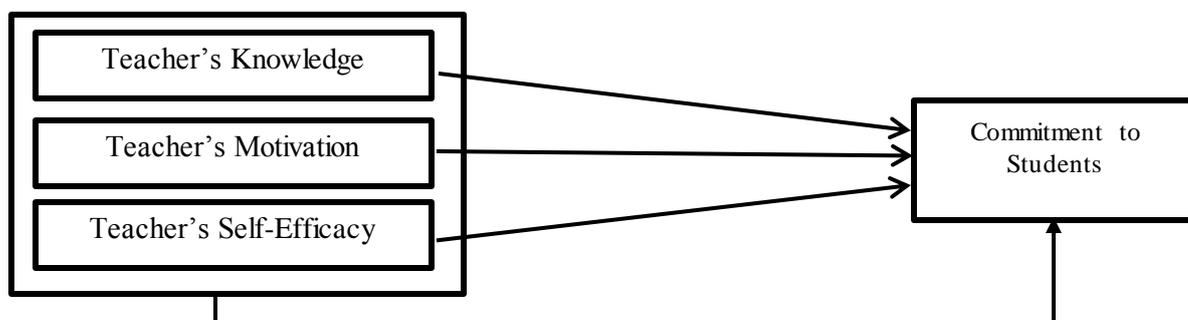


Figure 3.4
Correlational Design for Teachers' Readiness and Commitment to Students

3.3 Data Collection

This section discusses the components related to the data collection needed in the study including research site, research participant, and the research procedure including interview and recording, observation, questionnaires.

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3.3.1 Research Site and Participants

This study examines English teachers in Tasikmalaya and Ciamis. The site was chosen purposively for two reasons; the first is accessibility. The site and the participant are ease to access. The second is necessity. It is necessary in this study to find out the site with high intensity level of English teacher readiness and commitment in implementation of English curriculum 2013.

The participants involved in this research of interview and field observation (qualitative data) are as follows:

Table 3.1
Participants of Interview and Observation

Name of School	Number of English Teacher	Note
SMAN A	1 Female	The state School of central of city
SMA N B	1 Male	The private School of central of city
SMAN C	1 Male 1 Female	The state School of suburb
SMA N D	1 Female	The private School of suburb

while participants of quantitative data by using questionnaires are follow:

Table 3.2
Participants of Questionnaires

Name of School	Number of English Teacher	Note
State and Private School in Tasikmalaya	45 Teachers	Registered English teacher in <i>MGMP Bahasa Inggris</i>

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		<i>Kota Tasikmalaya, Kabupaten Tasikmalaya, Kabupaten Ciamis.</i>
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3.3.2 Data Collection Procedure

Since the design of this study is mix method research, so for qualitative research there are three main techniques to collect and analyze the data; observing, recording and analyzing (Thomas, 2003; Fraenkel and Wallen, 2007). Moreover, quantitative research will be collected by using questioners the analyzed by using statistical measurement helped by Statistical Package for Social Science (SPSS) ver. 22.

3.3.3.1 Interview and Recording

Interview is defined by Kvale (1996) as an interaction between two people with the interviewer and the subject acting in relation to each other and reciprocally influencing each other. The administering of interview in this research was to obtain information in depth and detail. Each participant was the professional teacher and they are in the different school with different environment of education. Several data of interview were got by phone. It was because they did not have enough time to have a direct interview and the researcher also just have a limit time to gather data because all of the participant came from different schools and places. Having interview by phone is allowed since it may not be possible to visit the participants one by one because they are in different places (Cresswell: 2012)

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To capturing the main idea of attitude, the audio recording technique was used. It is used to minimize the missing data. A major difficulty in observing people is the fact that much that goes on may be missed by the observer (Fraenkel and Wallen, 2007). To overcome this obstacle in the study, the observer use audio or phone call recording. The observer records the teacher attitude of curriculum change, the cause and the impact.

3.3.3.2 Observation

The second technique, procedure of collecting the data in this study, is observation. The point of observation is to capture what the teachers and students talk in classroom interaction. The observation type used is *nonparticipant observation* in which the observer does not participate in the activity or interaction being observed but rather “sit on the sidelines” (Fraenkel, 2007). The criteria of observation consist of teachers’ lesson plan, class management, teaching methodology, teachers’ talk and students’ talk, and evaluation.

This study also employed naturalistic observation that involves observing the activities of classroom interaction in their natural setting. The observer made no effort whatsoever to manipulate variables or to control the activities of classroom interaction, but simply observes and records what happens as things naturally occur (Fraenkel, 2007). The observation was conducted in four schools that categorized by state and private, and central of city and suburb. The main purpose is to observe the implementation of curriculum.

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3.3.3.3 Questionnaires

In the present study, the researcher used *Likert Scale Questionnaire* since the method is simple, versatile and reliable (Dornyei, 2003). Then Dornyei also explained that Likert scale consist of a series of statement which are related to a particular target with the respondents are asked to indicate the item of agree or disagree by marking one of the responses ranging from ‘strongly agree’ to ‘strongly disagree’ or the item of attitude intensity that marked by ‘always’, ‘often’, ‘sometimes’, ‘seldom’ and ‘never’.

The instrumentation content of interview and questionnaires were based on the theory taken. It could be described by below figure:

Table 3.3
The Grille of Questionnaires

Variable	Dimension	Indicators	Item
Teacher's readiness	Teacher Knowledge of Curriculum (<i>Government Curriculum Regulation</i>)	lesson plan identity	A
		formulating Indicator	B
		formulating Subject Goals	C
		choosing Material	D
		choosing Material Source	E
		choosing Learning Media	F
		model of Teaching	H
		learning Scenario	I
		assessment	J
		Teacher's Motivation (<i>Brown, 2001</i>)	Gift
	Autonomy		2
	Helping students		3
	Cooperating students		4
	Material based activity		5

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		Attention	6
		Assignment	7
		Milieu	8
		Colleague	9
		Curiosity	10
	Teachers Self-Efficacy (Bandura, 1997)	Experience	1
		Glozing students	2
		Feeling student's difficulties	3
		Emotional Boundary	4
		Motivating students' development	5
Teacher's Commitment	Commitment to School (Mowday, 1979)	Effort	1
		Loyal	2
		Acceptance	3
		Congruency	4
		Expectation	5
	Commitment to Profession (Brown & Leigh, 1996)	Readiness	1
		Satisfaction	2
		Loving teacher	3
		Happiness	4
		Priority	5
	Commitment to Students (Park, 2007)	Students' success	1
		Students' relationship	2
		Responsibility	3
		Awareness	4
		Helping students	5

3.4 Data Analysis

Data analysis were conducted after collecting the data over the study. The data was constructed by theoretical framework that was divided into two categories. Readiness was constructed by theory of Brown, Bandura and Indonesia government curriculum regulation, meanwhile commitment was constructed by theory of Mowday, Brown & Leigh and Park. The data were analyzed and interpreted based on the data from observation, interviews and questionnaires. Quantitative data were analyzed and interpreted by following multiple regression rules, meanwhile

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qualitative data were analyzed by using the major phases of data analysis: data reduction, data display, and drawing conclusion and verification (Miles & Huberman, 1984, in Sugiono, 2011) for qualitative.

For data reduction, the amount data were organized and somehow meaningfully reduced or reconfigured. Sugiono (2011) describe that data reduction refer to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In this step of data analysis, the researcher sorted the data from observation, interview and questionnaire which were relevant to the research questions of the study. Data display is the second element or level in Sugiono (2011) model of qualitative data analysis. One technique for displaying data is to develop a series of flow chart that map out any critical track decision points, and supporting evidence that emerge from establishing the data for a single site. In this activity, the data displayed of observation and interviews were conducted from data reduction was presented in a matrix table.

The third activity is drawing conclusion and verification. According to Sugiono (2011) drawing conclusion involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand and verification entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. In this activity, the researcher will consider and analyze the data gathered from the data reduction and data will be display for many times to check and verify the data needed to make conclusions. This section

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describes the issues that are related to the data analysis of this study by using below criteria:

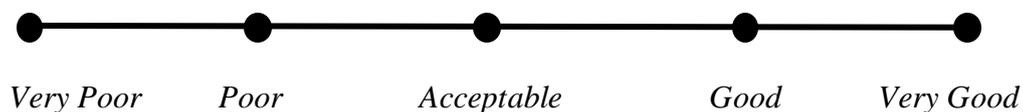


Figure 3.5
The Extent Criteria of the Research Result

The quantitative data result that is taken from compare mean test will determine the result of extent from quantitative data. The result will be connected to qualitative by criteria of positive and negative statement. From five interviewees, every interviewee has one point to be calculated of the extent. The more teacher positive statement or perspective means the higher scale of extent.

3.5 Hypothesis

The research hypothesis is as follows:

H_0 : There is no positive correlation between teachers' readiness and their commitment.

H_a : There is a positive correlation between teachers' readiness and their commitment.

To determine research hypothesis, statistical hypothesis was formulated by following correlational research design as follows:

H_0 : $r \leq 0$

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$H_a : r > 0$

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