

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents how this research is conducted in order to find the answers to the research questions. It contains research design, site and participants of the study, data collection, and data analysis. The research design explains the method used in this research. The research site and participants discuss where the research is conducted and who the participants are. The data collection is related to data instruments and data collection technique. Eventually, the data analysis depicts procedures of how the data are analyzed.

#### **3.1 Research Design**

This study investigated the attitude of Junior High School students to learning English as a foreign language and how it was reflected in their learning behavior. In line with the aimed research question, this research employed qualitative approach which settled descriptive study.

The objective of this research was to analyze how the students think, feel and react to learn English as a foreign language. In addition, the components of qualitative approach were description, findings, and the data collections consisting of the main instrument, interview, and observation. Creswell (2012) declared that a qualitative study referred to the study which focuses on describing phenomenon in detail. Moreover, Gay et. al. (2012) stated that descriptive research dealt with attitudes, behaviors, or other characteristics of people, and this is in line with the objectives of this research which to discover students' attitude to learning English as foreign language.

The result of this research explained students' attitude to learning English as a foreign language in order to give clear elaboration. In relation to this, Mack, Woodson, Macqueen, Guest, & Namey, (2005) revealed the strength of qualitative research was its ability to provide a deep and detailed description of people experience on the issues related to attitudes, beliefs, opinions, and emotions.

## **3.2 Site and Participants**

Detailed information regarding site and participations of the research was described as follow.

### **3.2.1 Research site**

The research was conducted in a public Junior High School in Bandung, west Java. The reason for choosing this school is because the researcher had access to enter and conduct the research on that school. Furthermore, the location was close to the campus. It also supported the researcher to cope with administrative matters for conducting the research in there. Therefore, this situation made the research more practical to be conducted.

### **3.2.2 Research participants**

The participants were taken from the students of the seventh grade in the academic year 2018/2019. The total participants of this research were of 30 students, including 15 students male (50%) and 15 female (50%). The participants were selected based on the lowest level in junior high school because they learned English as a compulsory subject in the first level. Furthermore, the researcher was interested in exploring their attitudes toward learning English as a foreign language and how it was reflected in their learning behavior.

Moreover, this study also involves pre-service teacher who is doing teaching practice at one of public junior high school in Bandung. The pre-service teacher is a female students of English Education Department batch 2014, from Indonesia University of Education. Sheinna's first language is Indonesian, since it is her daily language. She teaches English as a foreign language in the public school as pre-service teacher. In the public junior high school, EFL is studied begin the in seventh grade. She teaches two classes in seventh grade and has two meetings in a week per class.

### 3.3 Data Collection

In collecting the data, the researcher used three instruments to find out the Junior High School students' attitude to learning English as a foreign language. They were students' questionnaire, students' interview, and classroom observation. The detailed description about the data collection was described as follow.

#### 3.3.1 Students' questionnaire

In this research, questionnaire was used as the main instrument. It was a measuring instrument which focused on the attitude of junior high school students towards learning English as a foreign language and how it is reflected in their learning. The questionnaire was suitable as main instrument for junior high school students, because they could choose to agree or disagree with the statements that were available according to their feeling. In addition, they were difficult to express their opinion. Questionnaire was a technique in collecting data by giving several statements for respondents. According to Fraenkel et al. (2012), there were various selections including multiple choices, true-false or matching in questionnaire. In addition, Creswell (2012) also argues that there were several selections of questionnaire including closed ended questions, checking appropriate response, and to an extent of agreement scale. This research employed agreement scale of several statements to find out junior high school students' attitude to learning English as a foreign language. Therefore, the questionnaire was appropriate as the main instrument in this research.

The questionnaire was adopted from the attitude questionnaire test employed by Abidin et al., (2012) with several changes in order to ease the researcher in analyzing the data. The statements were combination of the attitude questionnaire test employed by Boorangsri et al., (2004), Attitude and Motivation Test Battery (AMTB) which was designed by Gardner (1985) and their experiences in teaching English (as cited in Abidin et al., 2012). On the whole, the questionnaire contained 15 statements include cognitive, affective or emotional, and behavioral aspects of attitudes. The statements were put in a five-points Likert-scale ranging from 1= strongly disagree to 5= strongly agree. According to Joshi et al., (2015), Likert scale was formulated in order to measure the attitudes of people. The students'

questionnaire sheet could be seen in appendix A. Meanwhile, the outline of students' questionnaire was presented in the following table.

**Table 3.1**  
**The outline of Students' Questionnaire**

<b>Elements of Attitudes</b>	<b>Statements</b>	<b>Statements Number</b>
<b>Cognitive Aspect</b>	I can summarize the English subject by myself.	6
	I can apply the knowledge from English subject in my real life.	11
	In my opinion, English language is not difficult to learn.	13
<b>Affective Aspect</b>	Studying foreign languages like English is enjoyable.	3
	I enjoy doing English learning activities.	7
	I like studying English.	8
	I am interested in studying English.	10
	Studying English subject makes me feel more confident.	12
<b>Behavioral Aspect</b>	Studying English helps me to have good relationships with friends.	1
	I like to participate during English lessons.	2
	I am able to make myself pay attention during studying English.	4
	I do not put off their English homework as much as possible	5
	I do not feel embarrassed to speak English in front of other students.	9
	I feel enthusiastic to come to class when the English is being taught.	14
	I pay attention when my English teacher is explaining the lesson.	15

In addition, the questionnaire focused on the students' attitude towards learning English as foreign language, was distributed to the students. The students were asked to respond to each statement based on their views. As the first language of students was Indonesian, thus the questionnaire was adapted into Indonesian to avoid misunderstanding and also helped students to choose the right options.

### 3.3.2 Students' interview

According to Yin (2011), interview was an interaction between interviewer and interviewee. In addition, interview was conducted in order to crosscheck the data from students' questionnaire. Hence, it was conducted after the classroom observation and distribution of questionnaires.

The questions of students' interview were created as a need to get the deeper data related to students' attitude in learning English as a foreign language. There were six questions proposed to the students as displayed at the following table.

**Table 3.2**  
**The Outline of Students' Interview**

Question Number	Questions
1	Do you like learning English? Why?
2	In your opinion, is studying English enjoyable?
3	In your opinion, is English easy to be learned?
4	In your opinion, is English useful for you? Why?
5	Can you apply English in your daily life?
6	What do you do to help you to improve your English?

Nonetheless, considering the effectiveness of the research, not all of the students were asked to do the interview. Students' interview in this study involved six students as the representative respondents from seven grade junior high school

students. In this study utilized the semi-structured with open-ended questions to get more detail information. The interview aimed to confirm the result of the students' questionnaires.

Interview was a specific purposed conversation of two-person both interviewer and interviewee who started by interviewer (Cohen et al., 2007). Hence, the interview session was beneficial in getting more detail or in-depth information around the topic. It was conducted after the class was over in informal setting, so the students comfortable to answer some questions. Thus, the language use during interview session was Indonesian to make students easy in answering the questions. In addition, it was conducted individually or one by one.

### 3.3.3 Classroom observation

The study employed observation as the data collection strategy. The goal of the observation is to understand the culture, setting, or social phenomena being studied from the participants' attitude (Hatch, 2002, p. 72). In addition, (Creswell, 2012, p. 222) stated that in observing, there are roles in recording and discovering what was happened in the research site to study the actual behavior. The classroom observation sheet was created based on the aspects of attitudes. The complete form of classroom observation was in appendix A. The outline of observation sheet could be seen in the following table.

**Table 3.3**  
**The Outline of Classroom Observation Sheet**

<b>Aspects of Attitudes</b>	<b>Observation Aspects</b>
Cognitive Aspect	<ul style="list-style-type: none"> <li>• Students can understand the materials that they learn.</li> <li>• Students express their ideas during the teaching learning activity.</li> <li>• Students can do the task well.</li> </ul>
Affective Aspect	<ul style="list-style-type: none"> <li>• Students enjoy the learning.</li> <li>• Students are willing to follow the lesson.</li> <li>• Students feel enthusiastic in learning.</li> </ul>

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Behavioral Aspect	<ul style="list-style-type: none"> <li>• Students participate in the class.</li> <li>• Students pay attention to the activities.</li> <li>• Students build good interaction with others.</li> </ul>
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In addition, through this instrument, the description of students' attitude during learning English could be elaborated in detail. In the classroom observation, the researcher recorded students' activity including cognitive, affective and behavioral aspect of attitudes based on classroom observation sheet. Meanwhile, it was given as a guide in collecting the data needed and it was used for taking notes during the observation (Creswell, 2012, p. 227). In addition, Hora & Ferrare (2013) state that classroom observation observes teaching practice in real time by taking notes.

### **3.4 Data Analysis**

The data analysis was hoped to gather all the information, which was needed for the findings of the research.

#### **3.4.1 The analysis of data form students' questionnaire**

The data obtained from questionnaire was calculated to find out students' attitude to learning English as a foreign language. The questionnaire were analyzed by using Likert scale. According to Gall et al. (2003) Likert scale is described as "a measurement which asks individual to check their level of agreement with various statements about an object i.e. strongly agree, agree, uncertain, disagree, and strongly disagree". There were forty-five statements listed in the questionnaire concerning the attitude of students in learning English as a foreign language. The form of the statements were positive and negative statements. The score was started from one to five: strong disagree (1), disagree (2), neutral (3), agree (4), and strong disagree (5).

To calculate for analyzing students' questionnaire, there are two ways. The first is calculation of each student's response to determine each student's attitude. The second is the calculation of result of positive, moderate, and negative statements of students' responses towards learning English.

Furthermore, in calculating data using likert scale, according to Ockert (2005), there are several steps; those are scoring the questionnaire, finding out the score of the answer, calculating the central tendency of the answer, and classifying the average percentage. In order to measure and describe this questionnaire that consisted of series of Likert-type statements and the point of Likert scale decided, Boone & Boone (2012) recommended to use mean score to describe the scale. Thus, mean score was used to calculate the data of the questionnaire.

Several classifications were required to identify the intensity of the attitudes and responses of students concerning the statements of questionnaire. The detailed classification is showed as follows:

**Table 3.4**  
**Criteria in Determining the Type of Students' Attitudes to Learning English as a Foreign Language**

Mean Scores	Type of Attitude
>3	Negative
3	Moderate
<3	Positive

The data above were gained through excel application to find the mean score of statements to measure the attitudes of the respondents. As can be seen from the table, a mean score <3 indicated a negative attitude, a mean score 3 indicated a moderate attitude while a mean score of >3 was considered positive attitude. Eventually, the data obtained from students' questionnaire were presented in words.

### **3.4.2 The analysis of the interview**

The data from the interview were analyzed principally to discover students' attitudes to learning English as a foreign language. Besides, the results of students' interview were used to support the data gained.

In analyzing the data, there were several steps. First, transcribing the data. To make the data more tangible, the data were transcribed into written form which gained from recording during the interview session. Next, after the data had been



transcribed, the data were interpreted to formulate the findings. Then, the result of the data would be explained in the form of qualitative description.

### **3.4.3 The analysis of the classroom observation**

In gathering interview, researcher recorded learning activity based on classroom observation sheet which included three aspects of attitudes in term of cognitive, affective, and behavioral. Then, the data were used to answer the research question regarding students' attitudes. The data could be analyzed and classified based on the importance of interpretation in the form notes.

### **3.4.4 Triangulation**

In qualitative research, the data were ensured accurate and valid. Furthermore, this research used triangulation technique to achieve the accuracy and validity. According to Creswell (2012), triangulation is a process of validating the data from two or more resource which are verified. Subsequently, the data could be used to support each other.

In this research, after the data questionnaire, interview, and classroom observation were gathered, they were corroborated by using data triangulation process. First, the data from the questionnaire was described and analyzed. It was related to the data of interview to justify the finding. Next, the recording of the interview were transcribed and translated into English. It was used to support the results from the questionnaire. Then, the data of the classroom observation in the form of notes were described thoroughly, the results of the classroom observation are used to support the data of questionnaire and interview.

## **3.5 Concluding Remarks**

This chapter has presented research method of the study consisting of research question, research design, site and participants, data collection, and data analysis. In addition, it explains how to collect the data by using students' questionnaire, interview, and classroom observation. It also presents the general view about participants who are involved in this research. Eventually, it describes how to calculate and analyze the data obtained from the questionnaire, interview, and classroom observation. The next chapter will present the findings and discussions of the research.