

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and elaborates how this research was conducted to discover the answer to the preceding research questions. It covers the research design that used in this study and envelops a reasonable structure in this study. It consists of the design of data collection, instruments used for the study, and the analysis of the data collected.

3.1 Research Design

This study investigated the attitudes of bilingual school students towards Bahasa Indonesia, and what factors contributed to those attitudes. In line with the aims of the research questions, this research employed largely qualitative approach which settled in a descriptive study. This method also describes the state of people's linguistic experience, especially the current situation. This is in line with Kothari's (2004) who suggests that descriptive methods used to characterize specific individuals, groups, or situations.

Using qualitative data analysis, the study can reveal the trend of code conversion by judging the subjects' thoughts and opinions (attitudes). This is in line with Polkinghorne (2005), who stated the qualitative methods could analyze data in depth because it is a means for researchers to investigate the phenomenon under discussion from participants' perspectives. As Kothari (2004) said, qualitative methods also provide a way to describe participants' feelings and further discover potential motivations for their actions. In order to answer the factor behind the attitude, a semi-interview was presented in this study.

3.2 Participants of the Study

The participants of this study were senior high school students from one of the private bilingual schools in Bandung. The reason for choosing this school was regarded to the accessibility to research that school. In addition, this school is also known for its

reputation for bilingual school from elementary to high school in Bandung. The strategic location also supported the researcher in coping with administrative matters researching there. So, this situation made the research more practical to be conducted.

This research took one class of tenth-grade students consisting of 32 students. This consideration was taken because the students of tenth grade were more prepared to participate in the study. The eleventh-grade students could not participate in this study because some were preparing for science and math competitions. Meanwhile, twelfth-grade students could not participate in this study since they had to prepare for the final examination. Therefore, tenth-grade students were selected to be the participants for this research.

3.3 Data Collection

This research gathered the data through two data instruments; student's questionnaire by using Google form and student's interview. Google Form is taken into consideration because google form is more accessible in analyzing the final results of this study and because the participants (students) were not allowed to study at school since the pandemic. Moreover, google form is more flexible to fill out by the participants since it can be accessed anywhere and anytime.

In this study, the questionnaires were used to find out students' attitude towards Bahasa Indonesia. The questionnaires were adapted and modified from questionnaires that were used by Suciaty (2017). The questionnaires were written in Bahasa Indonesia rather than English to avoid misunderstanding when the participants filled out the form.

The questionnaires were in the form of a Likert scale. According to Gal et al. (2003), the Likert scale is described as "measurements that require individuals to check them with various statements about the subject, i.e., strongly agree, agree, uncertainty, disagree, strongly disagree." Moreover, Likert scales are used in the questions related to the respondents' language attitudes. As Sugiyono (2010) states, liker's scale is used to measure someone's or group's attitude towards a specific object. Close-ended

questions are used for the questionnaire. The questionnaire was adapted from Sujono (2017). Each answer is given a score ranging from strongly disagree, disagree, neutral, agree, and strongly agree.

The data collection procedures start with the researcher distributing the link of Google Forms to the participants (<https://forms.gle/vKGkuEyFTiHsjJy5A>). Participants are asked to fill their biodata in order to participate in this study. The list of questions related to attitude towards Bahasa Indonesia was adapted from Spooncer (1992)'s theory about the component of attitude. The questions are listed in table 3.1.

Table 3.1 List of the questions provided in the questionnaire

Element of Attitudes	Statements	Statement Number
Cognitive Component	I do not think Bahasa Indonesia is hard to learn	2
	I can apply to Bahasa Indonesia well even though I study in a bilingual school	12
	I do not believe Bahasa Indonesia can compete with other languages	5
	I have good Bahasa Indonesia skills in writing, reading, listening, and speaking	7
	I do not have enough knowledge of vocabulary in Bahasa Indonesia	3
Affective Component	Learning Bahasa Indonesia in a bilingual school is not interesting	11
	I am confident when using Bahasa Indonesia	4
	I feel Bahasa Indonesia can make harmony	6
	I am proud when using Bahasa Indonesia	1
	I am interested to learn Bahasa Indonesia, although I am Indonesian who study at bilingual school	10

Behavioral Component	I prefer to used English rather than Bahasa Indonesia in School	14
	I pay attention when my Bahasa Indonesia teacher is explaining the lesson	13
	I used Bahasa Indonesia when communicating with my friends	8
	I used Bahasa Indonesia when communicating with my teachers.	9

Students' interview was conducted in order to cross-check the data from the result of students' questionnaires. Schostak (2006) states that an interview is a conversation with a specific purpose initiated by an interviewer to obtain detailed information about a particular topic or phenomenon. Adhabi and Anozie (2017)'s study also indicates an interview as an interactive process where a person asks the question to seek detailed information. An interview is aimed to confirm the result of students' questionnaires. Therefore, the interview session was helpful in getting in-depth information.

However, considering the effectiveness of the research, not all students were asked to do the interview. The researcher chose only 8 out of 32 participants as samples to join the interview. The participants were selected based on the results of the questionnaires consisting of four participants who achieved the high scores and four participants who achieved the low scores. Moreover, the language used during the interview session was Bahasa Indonesia to make students easy to respond to the questions.

The interview was in the form of semi-structured with open-ended questions, and the interview was conducted via WhatsApp chat due to the pandemic situation. It mainly intended to answer research question number two regarding the factor that contributed to attitude. Questions listed in the interview were created to gain further information about the students' attitudes towards Bahasa Indonesia in bilingual schools. There were five questions offered to the students, as shown in the following table.

Table 3. 2 *List of the questions provided in the interview*

Question Number	Questions
1	In your opinion, is Bahasa Indonesia easy to learn?
2	Are you proud to use Bahasa Indonesia when learning Bahasa Indonesia in bilingual school?
3	How important is the role of Bahasa Indonesia for your daily communication? Please elaborate
4	Please explain, how frequently do you communicate with friends and teachers in school using Bahasa Indonesia?
5	Why are you interested to learn Bahasa Indonesia? Please elaborate

3.4 Data Analysis

Data gathered from the questionnaires were analyzed and presented in a description using thematic analysis. Meanwhile, the data gathered from the interviews were analyzed in structured way; transcribing data, coding data and confirming the data. Those step in the data analysis was in line with (Braun & Clarke, 2006; Heriyanto, 2018), who state that data analysis is a way to analyze data to identify patterns or find themes through data that researchers have collected. Furthermore, the steps of data analysis are elaborated on below.

3.4.1 Data analysis from students' questionnaire

Data collected from the questionnaire is analyzed based on the type of attitude (affective, cognitive, behavioral) to find out students' attitudes to Bahasa Indonesia. Fourteen statements are listed in the questionnaire regarding students' attitudes towards Bahasa Indonesia in bilingual schools were in the form of positive and negative attitudes.

For positive statements of students' attitude towards Bahasa Indonesia, the score was labeled with a score started from: strongly agree (5), agree (4), neutral (3), disagree

(2), and strongly disagree (1). Meanwhile, for negative statements of students' attitude towards Bahasa Indonesia, the score ranged from strongly agree (1), agree (2), neutral (3), disagree (4), and strongly disagree (5).

There were two ways to calculate and analyze student questionnaires. The first is calculating the response of each student's answers to determine each student's attitude and the mean score. The second is the calculation of the statement to discover the student's responses towards each statement.

Some classifications are needed to determine students' attitudes to the statements in the questionnaire and the intensity of their responses. The detailed classification is as follows:

Table 3. 3 Classifications of Students Attitudes and Students' Responses

Score	Classification
14 - 25.2	Extremely Negative
25.3 - 36.4	Negative
36.5 - 47.6	Neutral
47.7 - 58.8	Positive
58.9 - 70	Extremely Positive

(Adapted from Sudjana, 1984; Sabet, 2012; Sudjono, 2017)

The data above is obtained by the formula described in Sudjana (as cited in Ibnu, 2014). The highest score is 70 {total questions (14) x highest score in category (4)}. Meanwhile, the minimum score is 14 {total questions (14) x category low score (1)}. Then the formula for the interval range is as follows.

$$Interval\ Range = 11.2$$

Then, the central tendency formula is needed to determine the student's reaction to each statement. The data obtained from the student questionnaire is presented in the form of texts, graphs, and tables.

According to Ockert (2005), there are several steps to classify the central tendency of the answer of respondents. Those are scoring the questionnaire to

determine the answer's score, calculating the answer's central tendency, and classifying the average percentage. In order to measure and describe this questionnaire, it is composed of a series of Likert-type statements and points determined by the Likert scale, as Boone & Boone (2012) suggested using the average score to describe the scale. Therefore, the average score is used to calculate the questionnaire data. The sample of analysis was depicted below.

Table 3. 4 Example of Analysis

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1.	I am proud when using Bahasa Indonesia	0	0	4	15	13

From table 3.4 above, it can be seen that from the total of 32 respondents, 18 respondents strongly agreed with the statement, and the rest respondents are agreed. None of them chose statement number 1 and 2.

In finding out the answer's score, every frequency of every answer statement was multiplied by the value of each answer.

$$\begin{array}{ll}
 \text{Score for option Strongly Disagree} & : 0 \times 1 = 0 \\
 \text{Score for option Disagree} & : 0 \times 2 = 0 \\
 \text{Score for option Neutral} & : 4 \times 3 = 12 \\
 \text{Score for option Agree} & : 15 \times 4 = 60 \\
 \text{Score for option Strongly Agree} & : 13 \times 5 = 65 \quad + \\
 \text{Total} & = 137
 \end{array}$$

Notes:

- The ideal score for the lowest value: $1 \times 32 = 32$

- The ideal score for the highest value: $5 \times 32 = 160$

In order to calculate the average score, central tendency is used as formulated below:

$$P = \frac{x}{n} \times 100\%$$

- Notes:
- P : Percentage
- f_o : The total value of the answer
- n : The ideal score of the highest value (Sudjana, 1984 as cited in Nitiswary, 2012)

The calculation of central tendency was described below.

$$P = \frac{x}{n} \times 100\% = 86\%$$

In analyzing the data from the questionnaire was distributed below.

Table 3. 5 Percentage of Central Tendency and Its Interpretation

Percentage of Central Tendency	Interpretation
0%-20%	Extremely Negative
21%-40%	Negative
41%-60%	Neutral
61%-80%	Positive
81%-100%	Extremely Positive

(Adapted from Akron, 2008, as cited in Sujono, 2017)

3.4.2 Data analysis from the interview

The data from the interview were analyzed mainly to discover the reason behind the result of attitude. In addition, the result of the interview is also used in order to strengthen the data obtained from student questionnaires and to support the research question number two.

There are mainly three steps used in analyzing the data from the interview. The first was transcribing the data. The data were transcribed into written data and English to make the data more tangible. The next step was coding each information in order to identify the differences and similarities between all the different information. The purpose is to analyze findings and group them to help researchers compare findings from one category to another by confirming Jendra's (2012) theory on the factor affecting attitudes. The last step was to interpret the data to formulate the findings and discussion. The result of data description was in the form of qualitative description to achieve the objective result of this research.