

## CHAPTER III

### PROCEDURES AND DESIGN

The study was planned as an analytical survey in which the data were analyzed by means of appropriate statistical tools in order to infer certain meanings and discern the existence of potentials lying within those data.<sup>1</sup> A preliminary questionnaire was sent to chairpersons of the English Departments at State Teachers Colleges in Indonesia.

The preliminary questionnaire was designed to secure general information with regard to the size of the faculty and administrators and to ask for the curriculum and academic guides of each department. Based on this general information and on the reviewed literature, a questionnaire was designed in English only, as all the faculty and administrators included in the study were English teachers. The researcher believed that for the sake of efficiency and clarity the Indonesian translation of the questionnaire was not necessary.

To validate the questionnaire, a pilot survey was conducted involving ten faculty members of Indonesian teachers colleges who were studying in the United States. In addition, the prospectus and the draft of the questionnaire were sent to Dr. George E. Dickson, Dean of

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<sup>1</sup>Paul D. Leedy, Practical Research: Planning and Design (New York: MacMillan Publishing Co., Inc., 1974), p. 114.

the College of Education at the University of Toledo where CBTE has been in use since the early 1970s. Dr. Dickson, as one of the authorities on CBTE, provided the researcher with invaluable comments and suggestions.

The final form of the questionnaire was then mailed to eighteen English Department chairpersons at the teachers colleges in Indonesia. The chairpersons were requested to help in administering the questionnaire to their faculty and to return all the completed questionnaires to the Vice Rector of IKIP-Bandung, Indonesia, for collection and return to the researcher.

#### The Instrument

The questionnaire was developed by the researcher based on the relevant literature. Chastain's Developing Second Language Skills and Elam's Performance-Based Teacher Education were the main references in constructing the questionnaire. The questionnaire comprised four sections. The first section covered personal and academic characteristics of the faculty and administrators as well as the size of the student enrollment and the total number of faculty members.

The second section included some selected characteristics and principles of CBTE. The third section contained some selected principles of foreign language teaching which were applicable to TEFL. The fourth section was constructed to provide the opportunity for each respondent to offer comments or criticism regarding CBTE, TEFL, or any points related to the English program.

### First Section

The first section was meant to reveal the independent variables to be analyzed and used in testing the proposed hypotheses. It was also constructed to provide some relevant information for the discussion of the variables. The personal characteristics of the respondents were classified by sex and age, while their academic characteristics were disclosed in terms of their highest degree, the field of the degree, the number of years of teaching experience, the length of training abroad, academic rank, and administrative position, if applicable, held at the time the study was being conducted.

In addition, the respondents were asked to rate their familiarity with the concept of CBTE. The response to this constituted another independent variable. They were also asked to indicate how they became familiar with CBTE.

With regard to the institutional characteristics, this section drew the response concerning the type of the institution, i.e., a department at IKIP or FKg. It also drew the response on the total number of students in the department as well as the size of the enrollment at the Institute or university. The number of full-time and part-time faculty was also requested.

### Second Section

The second section comprised fourteen statements as to the concepts of CBTE. The mode of this section was a Likert-type statement

with a five-point scale, assuming equal intervals between each point.<sup>1</sup> The respondents were asked to check their position on the scale with the alternatives of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree".

The concepts selected covered several aspects of preparation, operation, and assessment based on CBTE. With regard to preparation, it was stated that preparation for educational service should be conceived as a mutual responsibility of colleges, school organizations, and professional organizations, that program decisions should be made by all who were affected, and that the emphasis of the program should not be on entrance requirements but on exit ones.

The concepts of operating a CBTE program were revealed in terms of defining objectives in behavioral terms based on the explicit conceptions of teacher roles and made known to both teacher and student alike. It was also stated that communication about the program should be in a language of objectives and subsequent performance and not in a language of courses and credits, that instruction should be individualized and personalized, and that the program as a whole should be systemic and field-centered.

The concepts chosen in regard to assessment were the importance of performance and immediate feedback. Performance should be considered as prime evidence of students' achievement. Students' achievement should be judged based on their attainment of a set of objectives and not on their standing relative to the performance of a group or of

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<sup>1</sup>Bruce W. Tuckman, Conducting Educational Research (New York: Harcourt Brace Jovanovich, Inc., 1972), p. 157.

a test population. It was also suggested that feedback on the students' performance should be given after each experience.

### Third Section

This section contained sixteen selected principles of foreign language teaching assumed to be applicable to TEFL: eight principles based on the audio-lingual approach and the other eight principles based on the cognitive approach. It was believed that the audio-lingual approach was in line with CBTE, as both were very much influenced by behavioral psychology. On the other hand, the cognitive approach emerged as a reaction to the behaviorist features of the audio-lingual approach. Hence, the cognitive approach was included in the study as a check to the perceptions concerning the audio-lingual approach.

The first eight statements covered the importance of reinforcing active responses, emphasis on oral practice, new habits development, first language restriction, repetitive pattern drills, and natural procedure in language skill development. The other eight dealt with the role of teachers in recognizing students' mental assets in learning, the significance of meaningfulness, language creativity, contrastive technique, the importance of knowing before applying, foundation establishment for performance, and the implication of the infinite nature of language. The mode of this section was also a Likert-type statement.

### Fourth Section

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In this section, the respondents were asked if they were in-

terested in having the abstract of the study. If so, they were asked to provide their addresses. They were also invited to offer comments or criticisms regarding CBTE, TEFL, or any points relevant to the English program.

#### Data Collection

In selecting the institutions for the study, the catalog of State Universities and Institutes in Indonesia<sup>1</sup> was consulted. It provided the addresses as well as the programs as indicated by the departments and faculties. Universities and institutes rendering teacher training programs in the field of English were chosen. It was found that there were eighteen institutions belonging to the category:

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|-----------------------------|------------------------|
| 1. Universitas Syiah Kuala  | 10. IKIP Medan         |
| 2. Universitas Riau         | 11. IKIP Padang        |
| 3. Universitas Sriwijaya    | 12. IKIP Jakarta       |
| 4. Universitas Udayana      | 13. IKIP Bandung       |
| 5. Universitas Nusacendana  | 14. IKIP Yogyakarta    |
| 6. Universitas Tanjungpura  | 15. IKIP Surabaya      |
| 7. Universitas Palangkaraya | 16. IKIP Malang        |
| 8. Universitas Pattimura    | 17. IKIP Ujung Pandang |
| 9. Universitas Cenderawasih | 18. IKIP Manado        |

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<sup>1</sup>Departemen Pendidikan dan Kebudayaan, Proyek Pembinaan dan Pengendalian Proyek-Proyek, Direktorat Jenderal Pendidikan Tinggi, Universitas dan Institut Negeri di Indonesia 1979: Dengan Fakultas dan Jurusan (State Universities and Institutes in Indonesia 1979: With their Faculties and Departments) (Jakarta: Departemen Pendidikan dan Kebudayaan, February 1980).



Voluntary participation in the study was sought. Although only thirteen of the eighteen institutions responded to the preliminary questionnaire, the final questionnaire to be completed by all faculty members and administrators in the English departments was sent to all eighteen institutions. Extraordinary assistance was given by Vice Rector for Student Affairs of IKIP Bandung and his staff in the data collection process. The researcher was informed that in addition to distributing the questionnaire, several follow-up letters and telegrams were sent from IKIP Bandung to all English department chairpersons requesting participation.

#### The Subjects

The completed preliminary questionnaires indicated that in the thirteen English departments there were 231 full-time and 73 part-time faculty members and administrators. The average number of faculty and administrators, 29 for IKIP and 17 for FKg, was used to estimate the number of faculty and administrators in the English departments that did not respond to the preliminary questionnaire. This calculation produced an estimate of the number of faculty and administrators in all eighteen English departments at IKIPs and FKgs. The estimate was 413. This figure was used for the population of the study.

In collecting the data, the researcher was very dependent upon the assistance given by his colleagues in Indonesia. Because of the nature of the data collection procedure, it was predetermined that it would be sufficient to have at least 50 percent of the total population responding to the questionnaire or to have 50 percent of the institu-



tions participating in the study with relatively equal representation for both IKIPs and FKgs.

#### Data Treatment

The completed questionnaires were edited for key-punch coding as soon as they were received. Except for the written comments put forth by the respondents and their addresses, all the answers in the questionnaire were adaptable for computer statistical treatment. The answers were computed according to the Statistical Analysis System (SAS).

The responses to section one of the questionnaire consisted of categorical and interval types of data. For the purpose of statistical analyses, several interval data were converted into categorical ones. The age variable was categorized into three groups: 35 or below, 36-45, and 46 or more. The variable of years of teaching experience was classified into five classes: 0-6, 7-12, 13-18, 19-24, and 25 or more. The variable of departmental enrollment was divided into four groups: 150 or below, 150-300, 301-450, and 451 or more.

The groupings of several categorical variables were also reduced to obtain a larger number of cases in each classification and at the same time to simplify the coding process. The participating institutions were grouped into two types: IKIP and FKg. The academic ranks which could have nine groups were reduced to two categories: third rankers equivalent to instructors and fourth rankers equivalent to professors. The other variables were categorized as follows: highest degree--B.A., Doctorandus, Master's, Doctor's, and other;

degree field--education, linguistics, EFL, and other; country of training--USA, UK, Australia, New Zealand, and other; administrative position--department chairperson, department secretary, dean, vice dean, rector, vice rector, and other.

The responses to section two and section three were treated as interval data with the quantification of one to five starting from "strongly agree" and going to "strongly disagree." There being fourteen statements concerning CBTE, respondents with strong agreement would score 14 at the least and those with strong disagreement 70 at the most. The scores in between would indicate either "agree," "undecided," or "disagree" depending on how much they were close to which side of the scale. With regard to what they indicated, the scores were ranged in the following manner: 14-21 = "strongly agree," 22-35 = "agree," 36-49 = "undecided," 50-63 = "disagree," and 64-70 = "strongly disagree."

For each of the audiolingual approach and the cognitive approach, there were eight statements. In this study, it was the principles of the audio-lingual approach which were employed as the measuring instrument for the faculty and administrators' perceptions concerning TEFL. The reason for doing so was that CBTE and the audio-lingual approach were in common in that they were both influenced by behavioral psychology. The principles of the cognitive approach were incorporated as a check to those of the audio-lingual approach.

In responding to the principles of the audio-lingual approach, the respondents would score ranging from 8 to 40. This range was also true for their responses to the principles of the cognitive approach

since the number of statements was equal to that in the audio-lingual approach. For both approaches, the scores and their indication were as follows: 8-12 = "strongly agree," 13-20 = "agree," 21-28 = "undecided," 29-36 = "disagree," and 37-40 = "strongly disagree."

Several procedures in the Statistical Analysis System (SAS) were utilized to display and analyze the data. Combined frequency distributions for variables were shown by cross-tabulation tables using the FREQ procedure.<sup>1</sup> Pearson product-moment correlations and significance probabilities were computed using the CORR procedure.<sup>2</sup> Analysis of variance and multiple regression analysis were handled by the General Linear Models (GLM) procedure.<sup>3</sup>

Comments offered by some of the respondents were difficult to analyze using the computer. They were then handwritten and categorized into four areas: CBTE, TEFL, combination of CBTE and TEFL, and other areas which were not directly relevant to either CBTE or TEFL.

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<sup>1</sup>SAS Institute Inc., SAS User's Guide: 1979 Edition (Cary, North Carolina: SAS Institute Inc., 1979), pp. 215-220.

<sup>2</sup>Ibid, pp. 173-178.

<sup>3</sup>Ibid, pp. 236-264.