

CHAPTER THREE: RESEARCH METHODOLOGY

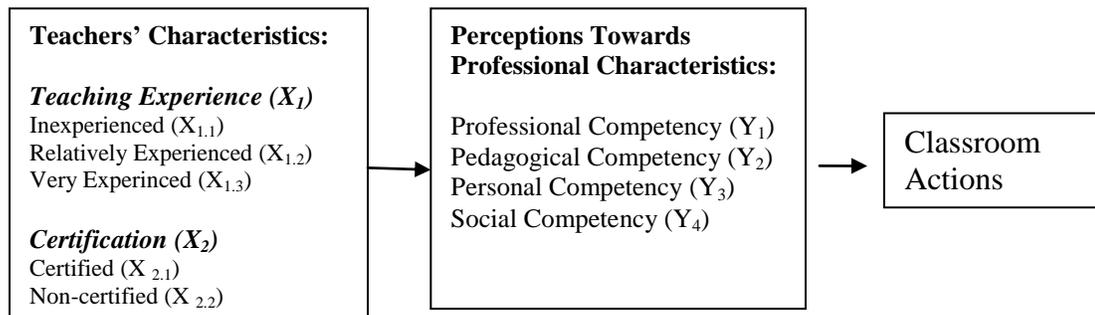
3.1. Assumptions and Research Variables

Based on the research problems mentioned in the background of the study and theories on perception elaborated in literature review, *the assumptions* and *the variables* of this study are formulated as follows:

3.1.1. Assumptions

- Teachers act on the basis of what they believe to be true, unless the conditions say otherwise.
- Teachers' belief is, in most cases, derived from their perceptions.
- Teaching experience differentiates teachers' perceptions.
- Teachers' perceptions affect teachers' classroom actions.
- Teachers' professionalism affects students' learning achievement.
- In order to change teachers' actions we need to change their perceptions.

3.1.2. Research Variables



3.2. Research Design

This study was designed in a combination of quantitative and qualitative frameworks. Data were taken through a survey, interviews, and classroom observations. The survey data were taken through questionnaire. The survey data become the primary data and were used as the basis for interviews and classroom observations. The purpose of using quantitative framework was to make sure that data gathered were sufficient and valid, while the use of qualitative framework was aimed at achieving in- depth analysis of the findings and validating the quantitative data findings (Jackson, 1995).

3.3. Population

The population of this study consisted of all English teachers of secondary schools in Cimahi, West Java with a total number of 232 English teachers. The total number of secondary schools (junior and senior high schools) in Cimahi is 77 schools (Dinas Pendidikan Kota Cimahi, 2010). These consist of 36 SMPs (13 public schools and 23 private schools), 8 MTs (1 public school and 7 private schools), 15 SMAs (6 public schools and 7 private schools), 17 SMKs (3 public schools and 14 private schools), and 1 MA (a public school). Schools and teachers data can be seen in Appendix 23.

3.4. The Sampling

The total sample in this study was 119 English teachers (51.29%) of the total number of English teachers of secondary schools in Cimahi. As a conventional wisdom, this total number of sample (51.29% of the whole population) is an acceptable number to represent the population. Of the 119 teachers, 78 (65.54%) are female and 41 (34.45%)

are male; 63 (52.94%) are certified and 56 (47.06%) are non-certified; and 24 (20.17%) are inexperienced, 43 (36.13%) are relatively experienced, and 52 (43.70%) are very experienced.

The sample was taken from 31 schools (40.02%) of the total secondary schools in Cimahi. The sample was formulated using a combination of multi-stage area sample and proportional random sampling (Jackson, 1995), by considering a number of school characteristics (level of school, status of school, number of school, location of school, and classification of school). Accordingly, the surveyed schools consisted of 11 SMPs (8 public schools and 3 private schools), 3 MTs (1 public school and 2 private schools), 9 SMAs (5 public schools and 4 private schools), 7 SMKs (2 public schools and 5 private schools), and 1 MA (public school). All teachers from those 31 schools were surveyed. For more detail information on schools characteristics, a list of the secondary schools is attached (See Appendix 23).

After conducting a survey to 119 respondents, interviews on selected respondents were conducted. Of 119 respondents, 10 were chosen for interviews. The interviews used *Semi-Structured Interview* model (Jackson, 1995). By using this model, a number of questions were prepared and read to the respondents. The choice of 10 respondents was based on the corresponding answers with the general tendency of the survey findings. Of the 10 interviewed respondents, 4 were chosen as the sample for classroom observations. These four teachers were chosen from four different schools with characteristics: a senior public school (SMA), a senior Vocational School (SMK), a junior public school (SMP Negeri), and a private junior school (SMP Swasta). The number of observations for each teacher was based on the completion of one topic. Each teacher was observed for one

topic. Accordingly, 2 teachers were observed for two teaching sections, while two teachers were observed for one teaching section.

3.5. Instrumentation

There were three main instruments used in this research. These were a questionnaire for survey data collection, a number of prepared questions for interviews, and a classroom observation sheet for classroom observations (*See Appendix 1, Appendix 19, Appendix 22 respectively*).

The questionnaire has three sections. First section deals with personal and academic backgrounds of the respondents. Academic and personal information is crucial in this instrument since this provides various perspectives of perceptions from different groups as between inexperienced and experienced teachers and between certified and non-certified teachers. The second part of the questionnaire deals with teachers' perceptions towards the characteristics of professional teachers. Four variables were used in the questionnaire. The four variables were taken from Law No. 14/2005 on teachers and lecturers and from Permendiknas No. 16/2007 on the competency standards of teachers and lecturers which consist of professional competency, pedagogical competency, personal competency, and social competency. The indicators for each variable were taken from Brown's (2001) theory on *Good Language-Teaching Characteristics* and from the *Government Regulation No. 74/2008 on Teachers*. Brown's theory was chosen for two reasons: firstly, it has similar components to those in Law No. 14/2005 on Teachers and Lecturers and Permendiknas No. 16/2007 on teachers professional standards; secondly, this theory provides detail aspects for each competency

which directly deals with language teachers' qualities. These detailed aspects then become the indicators for each variable with some modifications and additions. An open-ended question was also provided to make sure that characteristics that have not been included in the four variables and are considered as important characteristics can be gathered. The variables and the indicators of each variable used in this instrument are as follows:

Aspects of Competency <i>(Based on Law No. 14/2005 on Teachers and Lecturers)</i>	Indicators <i>(Based on Brown's 2001 on Good Language-Teaching Characteristics) and Government Regulation No. 74/2008 on Teachers</i>
1. Professional Competency	<ul style="list-style-type: none"> • Has the mastery of English sound systems • Has the mastery of English Grammar • Has the mastery of English morphology • Has the mastery of English vocabulary • Speaks English fluently, accurately, and acceptably • Is able to write in English • Has good ability of listening in English • Is able to read advanced text in English • Is knowledgeable in English cultures and literature • Understands the relation between language and culture • Is always well-informed with the development of English language teaching • Holds a TOEFL score of 525 for general secondary high school teachers • Holds a TOIEC score of 625 for vocational secondary high school teachers.
2. Pedagogical Competency	<ul style="list-style-type: none"> • Has the mastery of foreign language teaching theories • Has the ability of applying language teaching theories into practice • Has the knowledge of feedback theories • Has the practical knowledge of giving feedback • Creates interactive teaching environment • Creates learning cooperation amongst students. • Uses effective teaching techniques • Is skillful in using teaching media technology • Knows the objectives of teaching English • Has the knowledge of language teaching plan • Has the knowledge of material design • Has the knowledge of language teaching evaluation • Is creative in designing interesting teaching materials • Has the knowledge of learning motivation of their students • Has the knowledge of students' learning ability • Has the knowledge of students' learning development
3. Personal Competency	<ul style="list-style-type: none"> • Believes in the existence of God • Practices her/his religious teaching

	<ul style="list-style-type: none"> • Is tolerant • Is responsible • Is open-minded • Maintains positive thinking • Is honest • Is orderly • Maintains discipline behavior • Is flexible when things go awry • Is committed to achieve goal • Maintains high moral and ethic standard
4. Social Competency	<ul style="list-style-type: none"> • Is sensitive in student's cultural background • Is enthusiastic to students • Has a sense of humor • Respects student's opinions • Respects student's ability • Provides challenges to students with outstanding ability • Maintains harmonious cooperation with colleagues • Maintains harmonious cooperation with parents • Has good communication skills with colleagues • Is able to communicate well with parents • Is able to communicate well with education practitioners • Has the knowledge of student's cultural background • Is well-informed with student's economic background

Section three of the questionnaire deals with factors affecting teachers' professionalism acquisition. Six factors were provided for this section and respondents were to give their response. The six affecting factors were taken from Whitehurst's (2002) *Scientific Research on Teacher Quality*. The six factors are: General Knowledge Ability, Focused-Training, Teaching Experience, Knowledge of Subject Matter, Certification, and Academic Degree. The questionnaire was designed in the form of a combination of four questionnaire type; Simple Pre-Coded Questions, Rank-Ordering Questions, Likert-Type Items, and Presence-Absence Questions (Maxwell, 1996; Jackson, 1995; Alwasilah, 2006). In order to get complete and valid data, the questionnaire was validated through an expert review besides being proofread by dissertation academic advisors. The expert review was mainly focused on the completeness of the contents and the readability of the questionnaire. A complete

questionnaire of this instrument is attached (See Appendix 1). The interview instrument consists of 7 questions which were designed based on the general findings of the survey (See Appendix 19), while instrument indicators for classroom observation data were taken and simplified from Moskowitz (cited in Allen and Valette, 1994), as attached in Appendix 22. In addition to observations, tape-recording was also used for classroom practices data. Transcript of the tape-recording is attached (See Appendix 21).

3.6. Instrument Validity

Validity test of instrument was employed to make sure that items used were valid. The technique used is *item-total product moment* (Arikunto, 2002:72). An item is valid if the *Correlation Coefficient* $\geq r$ Table (Sugiono, 2008). The result of validity test of each variable is presented as follows:

Table 1: Result of Validity Test of Variable 1

Item	Correlation Coefficient	r Table	Remark
1.1	0.606	0.300	Valid
1.2	0.615	0.300	Valid
1.3	0.720	0.300	Valid
1.4	0.632	0.300	Valid
1.5	0.696	0.300	Valid
1.6	0.716	0.300	Valid
1.7	0.666	0.300	Valid
1.8	0.626	0.300	Valid
1.9	0.616	0.300	Valid
1.10	0.569	0.300	Valid
1.11	0.661	0.300	Valid
1.12	0.503	0.300	Valid
1.13	0.485	0.300	Valid

Note: all the 13 items of variable 1 are valid as the correlation coefficient is bigger than 0.30

Table 2: Result of Validity Test of Variable 2

Item	Correlation Coefficient	r Table	Remark
2.1	0.665	0.300	Valid
2.2	0.663	0.300	Valid
2.3	0.613	0.300	Valid
2.4	0.690	0.300	Valid
2.5	0.678	0.300	Valid
2.6	0.595	0.300	Valid
2.7	0.721	0.300	Valid
2.8	0.615	0.300	Valid
2.9	0.644	0.300	Valid
2.10	0.718	0.300	Valid
2.11	0.764	0.300	Valid
2.12	0.774	0.300	Valid
2.13	0.714	0.300	Valid
2.14	0.698	0.300	Valid
2.15	0.716	0.300	Valid
2.16	0.727	0.300	Valid

Note: all 16 items of variable 2 are valid as the Correlation Coefficient is bigger than 0.30

Table 3: Result of Validity Test of Variable 3

Item	Correlation Coefficient	r Table	Remark
4.1	0.459	0.300	Valid
4.2	0.554	0.300	Valid
4.3	0.637	0.300	Valid
4.4	0.698	0.300	Valid
4.5	0.697	0.300	Valid
4.6	0.718	0.300	Valid
4.7	0.728	0.300	Valid
4.8	0.645	0.300	Valid
4.9	0.666	0.300	Valid
4.10	0.527	0.300	Valid
4.11	0.678	0.300	Valid
4.12	0.663	0.300	Valid

Note: all 12 items of variable 3 are valid as the Correlation Coefficient is bigger than 0.30

Table 4: Result of Validity Test of Variable 4

Item	Correlation Coefficient	r Table	Remark
4.1	0.609	0.300	Valid
4.2	0.617	0.300	Valid
4.3	0.507	0.300	Valid
4.4	0.638	0.300	Valid
4.5	0.704	0.300	Valid
4.6	0.584	0.300	Valid
4.7	0.578	0.300	Valid
4.8	0.663	0.300	Valid
4.9	0.713	0.300	Valid
4.10	0.672	0.300	Valid
4.11	0.628	0.300	Valid
4.12	0.610	0.300	Valid
4.13	0.536	0.300	Valid

Note: all 13 items of variable 4 are valid as the Correlation Coefficient is bigger than 0.30

Based on Tables 1-4 above, all items used in the four variables are valid as the correlation coefficient of each item of each variable is > r table (0.30).

3.7. Instrument Reliability

Following the validity test, reliability test was employed to make sure that the instrument is reliable. A reliable instrument will result in convincing data. The reliability test was conducted using *internal consistency approach* (Jackson, 1995) and was measured with *Cronbach's Alpha* (α) with the following criteria (Sugiyono, 2008 : 184):

Table 5: Interpretation of Correlation Coefficient

Coefficient Interval	Degree of Correlation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

The result of the reliability test is as follows:

Table 6: The result of reliability test of variable 1-4

No.	Variable	Correlation Coefficient	Degree of Correlation
1	Variable 1	0.905	Very Strong
2	Variable 2	0.940	Very Strong
3	Variable 3	0.906	Very Strong
4	Variable 4	0.903	Very Strong

Based on the above correlation coefficient criteria, it can be said that the reliability of instrument is very strong as the correlation coefficient in all variable is within *0.80-1.00* interval.

3.8. Method of Data Collection

As has been mentioned in the previous section (3.2), data were taken through three techniques: survey, interviews, and classroom observations. Data collection was administered from February to October 2011. A survey to 119 teachers from 31 secondary schools was conducted from February to May 2011. The questionnaire was distributed to 124 respondents from 31 schools. Respondents were to complete the

questionnaire within one day. Of the 124 respondents given the questionnaire, 119 (95.67%) completed it. To carry out the survey, the researcher visited each school three-five times. The first visit was to introduce the purpose of the study and to get permission from school, the second visit was for instrument distribution, and the third visit was for collecting the completed questionnaire.

The interviews were conducted in person to 10 selected respondents from 1 to 20 September, 2011. Each interview took one to two hours for one respondent. The schedule for interview was organized based on the agreement with each of the selected subjects.

Classroom observations of 4 teachers were conducted from September 26 to October 7, 2011. The 4 teachers were taken from the interviewed respondents. The choice of the four respondents to be observed was based on school and district representation. Two teachers were from North Cimahi District, one teacher was selected from Central Cimahi District, and one teacher was taken from South Cimahi District. The schedule for observation was made based on the agreement by the respondents. Observations were focused on two aspects: teaching contexts and occurrence process (Dunkin & Biddle, 1974).

3.9. Research Authorization and Ethical Consideration

In this research, authorization and ethical issues were taken into consideration. On authorization matter, a letter of official statement was issued by the vice director of academic affairs of post graduate studies of Indonesia University of Education. This letter then was used to get permission from Education Office of Cimahi (*Dinas Pendidikan Kota Cimahi*) and from Head Masters of schools where research was conducted.

With regard to ethical consideration, there were some clarifications given to all respondents. For the survey, all respondents were informed that their personal identities were not disclosed. This clarification was part of letter of permission given to each respondents. For interviews and classroom observations, respondents' participation was voluntary. Names of participants, schools were kept confidential and schedule for interviews and classroom observations were on the decision of the participants, and not from the researcher. It was also explained verbally that all respondents would be allowed to know any information about the findings.

3.10. Method of Data Analysis

Data were classified in three general categories. The first data were data gathered from survey which consist of data on teachers' perceptions on the characteristics of professional EFL teachers (Appendixes 2, 3, 4, 5, and 6), data on teachers' perceptions on the aspects that affect of teachers' professionalism (Appendixes 17 and 18), and data on personal and academic backgrounds of the respondents (Appendix 1). The data gathered from the survey were analyzed in two stages. The first stage is a general description of the findings which is the level of agreement given by the respondents on the characteristics of professional teachers and on the triggers of teachers' professionalism acquisition. To get a general description, the following formula were used:

Mean of Variable = Total Mean of Each Case **Divided by** Number of Cases.

Mean of Each Indicator of Each Variable = Total Score of Indicators **Divided by**
Number of Subjects

Besides a general description, the survey data were also analyzed using Statistical Test to find the differences of teachers' perceptions based on teaching experience and

certification qualification. To do so, data were analyzed using ONE-WAY ANOVA Test with an SPSS 18 software. The ONE-WAY ANOVA was used as data were taken on the basis of non-experimental design (Reksoatmodjo, 2006). Results of The ANOVA Tests can be seen in Appendixes 7 to 16.

The second category of data were data obtained from interviews of selected respondents (10 teachers from 10 different schools). These data consist of teachers' response on the general findings of this study (*Appendix 20*). Teachers' responses to the findings were used to enrich the discussion of the findings on the general description and on the statistical test. This was to provide a thick description of the findings. (See Chapter 5: Discussion of the Findings)

The third category of data were data of teachers' classroom actions which include records of teaching actions and teachers' talk (*See Appendix 21*). From the observations, teaching actions were analyzed to describe the relationship between teachers' perceptions and teachers' actions. The description consists of classroom context and teaching process (Dunkin & Biddle, 1974).

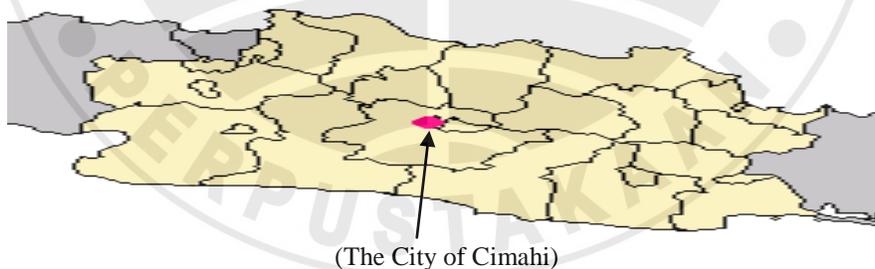
3.11. Research Site

This study was conducted in Cimahi, West Java. The choice of research site was justified mainly for the current condition of education in Cimahi which is developing rapidly, specifically in its role in providing English teachers. To describe the research site in detail, the geographical condition and the education overview of Kota Cimahi were presented.

3.11.1. Geographical Condition

Cimahi is a city located in West Java province. It lies on the west site of Bandung city. Cimahi used to be part of Bandung city, but later on was developed into so called as *Kota Administratif* on January 29, 1976. On June 21, 2001 Cimahi was established as *Kota Otonom*. The City of Cimahi consists of three districts (Kecamatan): district of North Cimahi, district of Central Cimahi, and district of South Cimahi. North Cimahi has 4 sub-district (Kelurahan), Central Cimahi district has 6 sub-districts, and South Cimahi district has 5 sub-districts. In Sundanese, the word *cimahi* means *plenty of water*. In the year of 2010 the population of Cimahi was 483.000 (Dinas Kependudukan Kota Cimahi, 2010). Currently, Cimahi becomes one of the developing cities in West Java. The location of Cimahi can be seen from the following map of West Java Province.

Figure 5: Map of West Java and the Location of Cimahi City



3.11.2. Education Condition of Kota Cimahi

In general, the education condition of Kota Cimahi can be described based on five levels. At kindergarten level (4-6 years), the number of children within this age is 23,258. Of this number, 6,438 are registered in 145 schools (kindergarten). This number makes up of 27.68% of total children within this age. Thus, 72.32% do not enter kindergarten. At elementary school level (7-12 years), number of pupils within this age is 67,839. Of

this number, 49,597 pupils are registered in 112 elementary schools. This number makes up of 73.10% of the total children within this age go to schools.

At the junior high school level (13-15 years), the number of children within this age is 29,130. Of this number, 12,972 enter school. This means only 44.53% of the total children of this age go to school. Thus more than 50% of total children within this age do not enter schools. There are 35 SMPs (13 state schools and 22 private schools), 9 MTs (1 state school and 8 private schools) with a total number of teachers of 873.

At the senior high school level (16-18), the number of population within this age is 27,723 while the number of students of senior high schools is 22,389. Thus, 80.75% of the population group enter senior high schools. There are 15 SMAs (6 state schools and 9 private schools), 17 SMKs (3 state schools and 14 private schools), and 1 MA (a state school) with a total number of teachers of 1,638. The ratio between teachers and students is: Kindergarten 1:12, Elementary School 1:24, junior high school 1:15, and senior high school 1:14.

At the higher education level, there are 2 teacher colleges in Cimahi (STKIP Pasundan, and STKIP Siliwangi). Currently, STKIP Siliwangi has more than 1.900 students majoring in English Education (Buku Panduan Wisuda STKIP, 2010) and SKIP Pasundan has more than 500 students (Buku Panduan Wisuda STKIP Pasundan, 2010). Thus, the two colleges have a significant role in providing English teachers. This makes Cimahi City one of the major English teacher education centers in West Java province. Therefore, research on the issues of English teachers is relevant to be conducted in Cimahi.



