

CHAPTER III

METHODOLOGY

This chapter comprises some important elements related to research methodology. The first section of this chapter discusses how this study was designed. The second and the third section describe the site where this study took place and the people who were involved as the population and the sample in this study. The fourth section explains how data were collected using questionnaires and interview. The last section elaborates how the data were analyzed.

3.1 Research Design

This study uses descriptive research design to find out the EFL teachers' perception towards certification program. Gall, Gall & Borg (2003:290) states that "descriptive research has yielded much valuable knowledge about opinions, attitudes, and practices." (See also Gall and Borg, 1979).

3.2 Research Site

The study was carried out in Palu, Central Sulawesi. For the reason (1) there has not been any study on EFL teachers' perceptions towards certification program in Palu especially for the Islamic School, (2) the researcher is the English teacher in this town, so that he is familiar enough and hopefully he can easily collect the data.

3.3 Population and Sample

The target population of this study is all EFL teachers at Madrasah Tsanawiyah (MTs) in Palu, Central Sulawesi. To select sample from the population, this study used proportional sampling. There were 22 English teachers involved as respondents in this study.

Table 3.1 Sample of Study

No.	Name of School	Status	Numbers of English Teacher as Sample
1.	MTsN Model Palu	Public	2
2.	MTsN Palu Selatan	Public	2
3.	MTsN Palu Barat	Public	2
4.	MTsN Taipa Palu Utara	Public	2
5.	MTs Alkhairaat Pusat Palu	Private	2
6.	MTs SIS Aljufri	Private	1
7.	MTs Alkhairaat Tavanjuka	Private	1
8.	MTs DDI Palu	Private	1
9.	MTs Alkhairaat Tondo	Private	1
10.	MTs Al Istiqomah	Private	1
11.	MTs Aisiyah Palu	Private	1
12.	MTs Alkhairaat Buluri	Private	1
13.	MTs Nurul Islam Tawaeli	Private	1
14.	MTs Al Muhajirin	Private	1
15.	MTs Muhammadiyah Al Haq	Private	1
16.	MTs Alkhairaat Mamboro	Private	1
17.	MTs. Alkhairaat Palu Barat	Private	1
Total			22

3.4 Data Collection Methods

As this study is a descriptive method, the researcher used two data collection techniques: questionnaire and interview. The questionnaires were employed to collect basic descriptive information from a broad sample, and the interviews were used to follow up the questionnaire responses in depth for a smaller sample (Gall and Borg, 1979).

3.4.1 Questionnaire

The questionnaire is the main instrument of this study. Questionnaires are documents that ask the same questions of all individuals in the sample (Gall, Gall, and Borg, 2003:222). This study comprises three kinds of questionnaires. The first and the second questionnaires were closed item. A closed item is one in which the range of possible responses is determined by the researcher, for example: 'foreign language should be compulsory in high school: Agree/neutral/disagree (Nunan, 1992:143). The first questionnaire used Guttman Scale in which respondents choose between true or false in the available choice. Item no. 1 to 21 tried to find out EFL teachers' knowledge about TCP. The second questionnaire used Likert Scale. Gall, Gall, & Borg, (2003:214) states that "A Likert scale asks individuals to check their level of agreement (e.g. strongly agree, agree, undecided, disagree, or strongly disagree)." This study offered merely four alternative responses: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Item 22 to 42 of the questionnaire tried to find out EFL teachers' perceptions towards

TCP. Opened questionnaire (item no. 43) was the third one of this study to investigate English teachers' efforts to face TCP.

Prior to distributing, the researcher tried the questionnaires out to ten English teachers to measure the validity and reliability of the instrument by using *Anates* software. From 41 of questionnaire items, it was found that fourteen of them were insignificant. As a consequence, the insignificant items were revised.

The questions in the questionnaire involve three categories based on research questions. The first one is to find out the EFL teachers' knowledge about TCP. It involves EFL teachers' knowledge about teachers' competences (Item no. 1 to no. 4), EFL teachers' knowledge about the purpose of TCP (Item no. 5 and no. 6), EFL teachers' knowledge about the process of TCP (Item no. 7 to no. 10), EFL teachers' knowledge about the requirements of TCP (Item no. 11 to no. 14), and EFL teachers' knowledge of the components of portfolio assessment (Item no. 15 to no. 21).

The second one is to find out the EFL teachers' perception towards TCP. It involves EFL teachers' perceptions towards teachers' competences (Item no. 22 to no. 25), EFL teachers' perceptions towards the purposes of TCP (Item no. 26 to no. 27), EFL teachers' perceptions towards the process of TCP (item no. 28 to no. 31), EFL teachers' perceptions towards the requirements of TCP (Item no. 32 to no.33), EFL teachers' perceptions towards the components of portfolio assessment in TCP (Item no. 33 to no. 37), EFL teachers' perceptions towards the assessment of EFL teachers' language skills (Item no. 38), EFL teachers' perceptions towards EFL teachers' language aspects (Item no. 39), EFL teachers'

perceptions towards the assessment of teachers' methods and media used in the teaching process (Item no. 40 to 41). The third one is to find out the EFL teachers' efforts to face teacher certification program (Item no. 42).

3.4.2 Interview

Interviews consist of oral questions asked by the interviewer and oral responses by the research respondents (Gall, Gall, and Borg, 2003:222). Semistructured interview was used in this study because this type of interview is flexible as Merriam (1998:74) says that "The semistructured interview either all of the questions are more flexibly worded, or the interview is a mix of more and less structured questions." In line with that, Gall, Gall and Borg (2003:240) states that "The semistructured interview involves asking a series of structured questions and then probing more deeply using open-form questions to obtain additional information."

In interview session, five EFL teachers as respondents were chosen to be interviewed. This technique was used to find the additional information of what the EFL teachers' perceptions towards certification program. To record the conversation between the researcher and the respondents, the researcher used a MP4 player in order that the interview data can be replayed (Silverman, 2005:184).

3.5 Procedures

There are some steps as procedure in distributing the questionnaire sheet to the respondents that the researcher conducted in this study. At first, the researcher visited the principals of each school. At that time the researcher asked permission of them to conduct the research. After getting permission, the principal called the English teachers and introduced the researcher to them. After that, the researcher talked with the English teachers about the research in teachers' room. Then, the researcher distributed the questionnaires sheet to the English teachers. Since meeting with them, the researcher explained what the respondents didn't understand related to the questionnaires of this study. Before going home, the researcher made appointment about the time of returning the questionnaires. Several days later, the researcher came to the school to take the result of questionnaires based on the appointment. From 18 schools that the researcher visited, he successfully got the data from 17 schools. One of the schools did not have English teacher because moving to another school.

The respondents' answers from the questionnaires data were analyzed. This is to find out what EFL teachers' knowledge about TCP, what EFL teachers' perceptions towards TCP, and what EFL teachers' efforts to face TCP. Having analyzed the questionnaires data, the researcher conducted interview to obtain in-depth information concerning the several topic above. Then, five teachers were chosen as representation of the respondents. Prior to interviewing, the researcher visited the respondents to ask their agreement to hold interview. After getting

agreement, researcher and respondents made an appointment about the time of interview.

As mentioned early, there were five respondents as the interviewees. R#1 is the first interviewee. She is certified English teacher and has 12 years of teaching experience. R#2 is the second interviewee. He has been teaching English for five years. R#3 is the third interviewee. She has been teaching English for ten years. R#4 is the fourth interviewee with seven years of teaching experience. The last respondent, R#5, is the fifth interviewee. He has been teaching English for eight years. R#2, R#3, R#4, and R#5 have not been certified yet in TCP. The interview session with R#1, R#2, and R#4 took place in the school, while R#3 and R#5 were in their home.

3.6 Data analysis

The data from questionnaires are categorized based on research questions and tabulated into percentage. It corresponds to the statement given by Gall, Gall, and Borg (2003: 235) that “The quantitative data were analyzed to yield frequencies and percentages of respondents checking each response category”

Meanwhile, the data from interview data were analyzed in some steps. First, the data interviews from recording were transcribed. In transcribing the interview data, name of respondents are coded to protect them confidentially. To avoid misinterpretation towards respondents' responses when conducting interview, the researcher used member checks to validate the interview data (Alwasilah, 2008:178). Subsequently, the interview data were categorized based

on research questions. The last, the interview data were interpreted to answer research questions and compared to the theory underpinning the study (Emilia, 2007 in Emilia, 2008:197). The interview data were used to gain in-depth information concerning the formulated research questions.

