

## CHAPTER III

### RESEARCH METHODOLOGY

Some theories related to this study, including the importance of using English in EFL classroom, criticism of using English, in at EFL context, perception in language learning, and factors influencing someone's perception in EFL learning have been discussed in in chapter two. This chapter will provide four main sections research questions will be presented first, and then followed by research design, data collection consisting of participants, and data analysis. Each section will be discussed in detail below:

#### 3.1 Research questions

In line with the background above, there are two research questions of this research as follows:

1. What are the students' perceptions on the teachers' use of English in EFL classroom?
2. How does the teachers' use of English influence the EFL classroom interaction?

### 3.2 Research Design

This study adopted qualitative approach as it involved the collection and qualitative analysis of data. It also allows the researcher to work with more than one data collecting methods, such as observation, interview, and field data record as suggested by Mc. Donough & Mc. Donough (1997) cited in Ahlsin and Lund (200: 14). This study also has a characteristic of case study because it was carried out in a small scale, a single case (Stake, 1985: 278) cited in Emilia (2000). This case study approach also allows the researcher to study only a small scale and single case, which definitely benefited the researcher due to the limited time that the researcher had and the limited number of participants that could be involved in this study (Emilia, 2000). Emilia also suggests that with the small scale of the study, a case study enabled the researcher to obtain in-depth information the researcher needed about the topic.

In addition, this study made use of naturalistic inquiry because the researcher observed, intuited, and sensed what was occurring in a natural setting (Merriam, 1999: 17). In this study, the data were interpreted and discussed in order to understand the whole phenomenon occurring. However, the result of this study would not attempt to generalize beyond the case (Stake in Silverman, 2005). This study was only focused on investigating the students' perception on the teachers' use of English in EFL classroom and its influence to classroom

interaction. Then the study was conducted in one public senior high school in Yogyakarta.

In relation to its nature, purposes, and research questions, this study employed descriptive research design, embracing characteristic of a case study. A case study had been chosen for several reasons. First, the result of this study would not attempt to generalize beyond the case (Stake in Silverman, 2005). This study was only focused on investigating the students' perception on the teachers' use of English in EFL classroom and its influence to classroom interaction. Then the study was conducted in one public senior high school in Yogyakarta and largely used qualitative research under which a case study was used. It is interpretive research (Creswell, 1994). As such, the biases, values, and judgment of the researcher become stated explicitly in the research report. Some assumption of qualitative designs revealed by Merriam (1988) cited by Creswell (1994) are suggested. This employs a case study design as it observes the characteristics of an individual, clique or group (Cohen & Manion, 1999: 106).

This study is descriptive one (Fraenkel and Wallen, 1993:549). In which this study described existing conditions without analyzing relationships among variables.. The researcher chose convenience (p. 87). The researcher used a group of 100 individuals of the second grade students as recommended minimum subjects who (conveniently) are available for this descriptive study as suggested by Fraenkel and Wallen in p.97. The researcher tested theories concerning with the use of English in EFL classroom. In this study, the researcher wished to

understand the students' perception towards the teachers' use of English, and to investigate whether the use of English influence classroom interaction.

This study investigate a group of 100 students in perceiving the teachers' use of English in EFL classroom and its influence to classroom interaction To interpret the phenomena, interview questionnaire and observation were used. Within this context, the present study explores the students' perception on the teachers' use of English among the second year students of a senior high school in Yogyakarta.

### **3.3 Data Collection**

Since the study employed a descriptive research design that used multiple technique of data collection, collecting data were done not only at the end of each session, but also in an ongoing way (Frankle and Wallen, 2000:505). Classroom observation, questionnaire, and interview were used in collecting the data of this study. Each technique will be mentioned in this section. In the questionnaire, the researcher gave 74 questions in the questionnaire to 100 students of the second grade of the senior high school observed in Yogyakarta investigating the extent to which the teacher used English, their feelings, attitudes, drives, and their aims at learning English. In the interview, the researcher distributed 14 open written questions to the respondents and interviewed students of each class orally based on the answer in the written one. In the classroom observation, the researcher gained the data by observing the teaching and learning process in the classroom by MP4 and one session of each class was recorded by video tape by a professional cameramen.

### **3.3.1 Participants and Setting**

The participants of the study were 100 students of an eleventh class of a public senior high school in Yogyakarta of academic year 2008-2009, considering that these students had been learning English for one year in the school. This study was limited to find out the students' perceptions on the teachers' use of English and the influence of the teachers' use of English in EFL classroom. In this study, each student in the class involved as participant is required to answer a questionnaire about his or her perception on the teachers' use of English in EFL classroom. Because this study uses qualitative method, the sampling selection is as a dynamic process. Actually, the qualitative research sample can be from one to 40 participants even it can be more than that (Sukmadinata, 2007: 103). But the respondents involved in this research were 100 students of an eleventh year class of a public senior high school in Yogyakarta. The researcher took 100 respondents because sample should be as large as researcher can obtain with reasonable expenditure of time and energy and recommended minimum number of subject is 100 for descriptive study (Frankel and Wallen, 1993: 97). They were as respondents. Arikunto (1997: 145) says that respondent is derived from the word "respond" or "responder", a person who responds. He adds in a research, respondent is a person who is asked to explain about a fact or opinion. He further says that the explanation can be conveyed in the form of written one when filling out questionnaire, or spoken one when answering interview. Because this study is

qualitative one, the respondent can be called informant, a person giving information after being ‘provoked’ (Arikunto, 19997: 145).

The participants of this research were the second grade of a Public Senior High School in Yogyakarta. To do the research, the researcher chose purposive sampling.. Purposive sampling allows us to choose a case because it illustrates some feature one possess in which we are interested (Silverman, 2005). From class II IPA 2, II IPA 3, II IPA 4 and II IPS 100 students’ representative (Fraenkel and Wallen, 1993: 97) were taken as the sample in which all samples were requested to answer the questionnaire and the interview. The detail information about the students’ number of these classes is presented in table 3 as follows:

Table 3.1  
The students’ total number in each class

| No | Class   | Male | Female | Total |
|----|---------|------|--------|-------|
| 1  | II IPA2 | 15   | 27     | 42    |
| 2  | II IPA3 | 14   | 27     | 41    |
| 3  | II IPA4 | 15   | 26     | 41    |
| 4  | II IPS  | 2    | 14     | 16    |
|    |         | 46   | 94     | 140   |

These classes were chosen based on the researcher’s informal interview with the head master, the English teachers. They mentioned that English was used actively in the classes by the teacher since the first year. In addition, based on the topic of the research questions, the second year students had been learning English for one and half year with their English teacher.

This study used qualitative case study, in which an in depth study of one particular student, teacher, class, school, etc. (Wallace: 1998:255). This study was only limited to reveal students' perception on the teachers' use of English in EFL classroom in a public senior high school in Yogyakarta and its influence to classroom interaction.

### **3.3.2 Questionnaire**

The researcher applied Likert Scale as a measure that asks individuals to check their level of agreement with various statements. The questionnaire encompass a variety of instruments in which the subjects responds to written questions to elicit reactions, beliefs, and attitudes which is very common technique for collecting data in educational research using Likert scale (McMillan, Schumacher: 40. Likert scale is measure that ask individuals to check their level of agreement with various statements about an attitude object e.g., strongly agree, agree, undecided, disagree, or strongly disagree) (Gall at al. 2003: 628). In this research, neutral or undecided answer as uncertainty of the students' opinion was suggested not be chosen (Mc. Millan and Schumake, 2001: 263). The students did not mind choosing numbers 1 or 2 if they had negative perception and chose optional 4 or 5 for the positive one.

The questions asked to them were classified into three elements of perception proposed by Sperling (1987): (1) Sensory nature of Stimulus in items numbers 1-8; (2) Personal feelings in items numbers 9-16, attitudes in items

numbers 17-36, drives in items number 17-57, goals in numbers 58-65; and (3) Students' previous related sensory experience in items numbers 66-74. The closed questions of the questionnaire were used and conducted in Indonesian language to be more easily understood by students as mentioned in Appendix **B**.

### **3.3.3 Interview**

The interview was conducted to reveal some more unusual phenomena that occurred in the questionnaire. As stated in chapter I, the aims of this research were to investigate the students' perception on the teachers' use of English and to find out how the teachers' use of English influenced classroom interaction. The students were interviewed in order to answer the first research question. In accordance with the data from students' interview to each student, related to students' perception towards the teachers' use of English. Guiding interview can be seen (see appendix **C**). The questions were mainly categorized into positive and negative perception explored from Sperling theory of perception (1987) about factors influencing someone's perception. There were 14 main questions developed from the elements of perception proposed by Sperling (1987: 39) to answer the first research question the researcher developed in some points questions see appendix **C** covering: (1) students' personal feelings, (2) attitudes, (3) drives, (4) students' personal goals (6) students' past experience in having teachers' use of English and its positive and negative influence (7) the extent to which teachers used oral and written English and (7) the advantages of getting

English use from teacher in social life and for their future terms of self-confidence, interactive atmosphere, critical thinking, and problem solving. In exploring positive as well negative perception towards the teachers' use of English from students, the students' answers were recorded by MP4 and were transcribed through computer (see appendix **D**)

Kvale (1996) define interview as, "... an interaction between two people, with the interviewer and the subject acting in relation to each other and reciprocally influencing each other". In this study, researcher used the interview to complete the data related to the perception of the students' perception toward the teachers' use of English in EFL classroom after the observation and questionnaire were done. The interview was focused on the questions based on Sperling's theory of perception. The researcher related it to learning outcome in learning English thought by English teacher using English actively in EFL classroom in a public senior high school in Yogyakarta to get information-rich case for study in-depth.

This study employed qualitative data. It consists of "direct quotation from people about their experience, opinions, feelings, and knowledge" obtained from interviews; detailed description of people activities, behaviors actions will be recorded in observation (Patton, 1990: 10 in Merriam, 1998: 69). The interview was conducted to add the data so that the questions were based on the result of the questionnaire.

The researcher wanted to understand something about the case without needing or desiring to generalize to all such cases because this study used purposeful sampling done to increase the utility of information obtained from

small sample (Patton, 1990:169 in McMillan and Schumacher, 2001: 400-401). So the researcher limited this study by searching only for information-rich key informant, group place and event to study. The interview was done by the researcher employing the purposeful sampling to get the representative answers to be presented as a comprehensive data. The interviews were recorded by MP4 Brand Ixus made in Japan and transcribed through computer (see **Appendix C**). The interview to the students were conducted in line with what Riduan (2002: 29) says that leading interview is a kind of interview that questions are given to respondents based on list of questions prepared by the researcher.

#### **3.3.4 Classroom observation**

In this study, observation was conducted in 4 classes of the 2 grade of a senior high school in Yogyakarta. They were 2IPA2, 2IPA3, 2IPA4 and 2IPS. Four session of each class was observed in the research. In this study, the researcher observed the teachers' use of English in EFL classroom on March 6, 13, 20, 27, and 2009. For 2IPA4, on March 4, 11, 18 and 25, 2009. The researcher recorded the teaching learning process by using MP4. In case of note-taking, the researcher first used the instrument aid of MP3 brand 'Ixus' made in Japan, X502 through computer for recording the teaching and learning process of what was heard as well as what was spoken both by the teacher and the students. Each session of each class was recorded by professional cameraman to complete the data of observation, and then through computer researcher made the transcript of

what was said by teachers and students and what was heard in the teaching learning process.

Classroom observation was used to observe the tacit understanding and also directly the interaction process between the English teachers and the students during teaching learning process in the classroom (Alwasilah, 2003:155). He also states that from observation, a researcher can observe the tacit understanding and also see directly the interaction process between the English teachers and the students during the teaching and learning process in EFL classroom. Alwasilah in Pokoknya Kwalitaitve, page 210 define observation as, "Pengamatan sistematis dan terencana yang diniati untuk perolehan data yang dikontrol validitas dan realibilitas."

Observation as well as interview is primary source of data in qualitative research (Merriam, 1988:94), Nunan (1979: 79 in Hermiadi 2007) says that if we want to find out about classroom, it is veer important for us to do direct observation. He also states that if a researcher wants to enrich his or her understanding about teaching and learning language, he or she needs to spend time looking in classroom. Since this study is trying to reveal the phenomenon of the teachers' use of English in EFL classroom, then doing classroom observation is compatible. .Merriam adds (1998:69) says that detailed description of respondents' activities, behaviour and actions will be recorded in observation. The notes of was said by both the teacher and the students in the interactive setting (Yin, 2003: 92) was taken.

### 3.3.5 Phases of collection

In this study, first the researcher conducted classroom observation in 4 classes of the 2 grade of a senior high school in Yogyakarta. They were 2IPA2, 2IPA3, 2IPA4 and 2IPS. Four session of each class was observed in the research. In this study, the researcher observed the teachers' use of English in EFL classroom on March 6, 13, 20, 27, and 2009. For 2IPA4, on March 4, 11, 18 and 25, 2009. The researcher recorded the teaching learning process by using MP4. In case of note-taking, the researcher first used the instrument aid of MP3 brand 'Ixus' made in Japan, X502 through computer for recording the teaching and learning process of what was heard as well as what was spoken both by the teacher and the students. Each session of each class was recorded by professional cameraman to complete the data of observation, and then trough computer researcher made the transcript of what was said by teachers and students and what was heard in the teaching learning process.

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### **3.4 Data Analysis**

The data analysis in this study was conducted during the course of the research program and after the research. On going data analysis and interpretations were based on data mainly from observation. Further, the data that were analyzed in the conclusion of the research were those obtained from observation, questionnaire, and interview. There was also quantitative element to examine trends in the data. Questionnaire, interview and classroom observation were used in collecting the data of this research.

The data from the questionnaire were concluded in percentage. The statements in the questionnaire were triangulated by interview. Both the questionnaire and the interview were based on the components or elements in

Sperling's theory of perception (Sperling (1987) that dominantly influence someone's perception: (1) Sensory nature of the stimulus (2) personal feelings, attitudes, drives and goals, (3) previous experience are questioned in questionnaire and completed with interview in which questionnaire were the central method of this qualitative case study in order to find the answer the research questions

First, the data from questionnaire and the data from interviews were transcribed and subsequently categorized and interpreted to answer the first research questions. The researcher distributed a set of 14 open questions to the respondents and interviewed students of each class recorded by MP4 based on and developed from the answer in the set of the written question. During the transcription stage, students' names were replaced with symbols. The transcription in the first stage interview was confirmed to the participants to make sure that they were exactly what they said and meant. (Kvale, 1996): 161) mentions that this aimed to give the participants an opportunity to reply whether they really meant what the researcher transcribed. Furthermore, to use the time more efficiently, the transcriptions of the interview of second stage interview were not given back to the participant.

Second, the data from observation and interview were analyzed to explore the second research question, i.e influences of the teachers' use of English to classroom interaction.

To get data from questionnaire, the respondent was asked to rank-order the five ways in sequential order from negative to positive opinion of something (Mc. Millan & Schumacher, 2001: 261). The researcher adapted the Likert scale

in the questionnaire ranging from the very little to very extensive relating to quantity; not very happy to very happy concerning with feelings; not very encouraged to do to very encouraged for attitude; not highly enthusiastic to highly enthusiastic for tendency; not very facilitated to much facilitated associated with goal of students aim of learning; strongly disagree to strongly disagree regarding statement of agreement.

Principally, the researcher used the usual format of scaled items as question or statement followed by a scale of potential response using like agree-disagree format. According to Mc. Millan & Schumacher (2001: 26) using this kind of format, the subjects check the place on the scale that best reflects their beliefs or opinions about the statement. But the researcher did not use 'undecided' or 'neutral' choice. They also suggest that both forms are used by researchers. In this study, middle category ('undecided or neutral choice') was not included in the choice with a reason that students were not frustrated in making the choice (Mc. Millan & Schumacher, 2001: 263). In this way, the researcher also wanted to make sure that each respondent had fixed or stronger answer, positive or negative to make the result more distinctive.