CHAPTER III

RESEARCH METHODOLOGY

In order to answer the researsch questions in this study, there are several things that need to be elaborated. In this chapter there will be some explanations about the research methodology, research site and participants and data collection technique and data analysis.

3.1 Research Design

This study used qualitative methodology equipped with descriptive analysis to collect and identify the data. "Qualitative research is a mean for exploring and understanding the meaning individuals or groups ascribe to social or human problem," (Creswell, 2009, p. 1). The qualitative method was chosen because it was in line with the framework used in this study: Licokna et al.'s principle 2. The framework was accompanied by a scoring guide that contained several indicators to be observed. The results of the observation were described after doing the analysis.

Bodgan and Biklen (2006) state that, "qualitative research is employed to its nature which provides actual settings as the direct source of data." The direct source of data were valuable to meet the indicators in the scoring guide. To get the direct sources of the data, the qualitative methods employed in this study were document analysis, observation and interview. They were used to address the two research questions presented in chapter I:

1) How character education is implemented in classroom interaction?

2) What are the teacher's perception towards the implementation of character education in EFL classroom interaction?

The first research question aimed at portraying the teachers' activity in the classroom. This question was answered by getting some data from the observation, students' interview and teachers' interview. The data were fit to the existing indicators in Lickona et al.'s principle 2. On the other hand, the second research question was aimed at looking for the teachers' perception towards the implementation of character education in classroom interaction. The first research

question was answered by conducting teachers' interview and document analysis towards teachers' lesson plans as the route of what they were going to do in implementing character education, and the answer for the second research question was obtained from the interview conducted to the teacher.

3.2 Research Site and Participants

The research was conducted in one public seniorhigh school in Bandung. The institution was chosen based on three reasons: it was still continuing to implement 2013 curriculum, it is one of favorite senior high school in Bandung then the result can be used as a benchmark for other schools, and the location was reachable.

The participants were two English teachers from the senior high school. The teachers taught in different class: Class A and Class B. The teacher's implementations were recorded for one topic discussed and the recordswere then transcribed. The topic discussed in the classroom was exposition text. To avoid missuderstanding, the research also conducted interview to the teachers if there were some missing things in the observation.

In addition, to strengthen the findings, the research was also accompanied by students' opinion towards the implementation of character education. The students were interviewed related to some indicators in the scoring guide. There were nine students who were chosen randomly as the samples.

To sum up the findings, the transcription and the interview were analyzed by using Lickona et al's principle 2.

3.3 Data Collection

The data collection took 1,5 months. In order to collect the data, triangulation data analysis was used to analyze the result of the research. Fraenkel, et al. (2012) state that, "triangulation establishes the validity of the observation. It includes checking what one hears and sees by comparing one's sources of information." Fraenkel et al. further explain that, "triangulation improves the quality of the data that are collected and the accuracy of the reseacher's interpretations." The data was collected through some qualitative techniques: interview, document analysis, and observation. These three instruments are considered the most suitable to answer

the research questions. Below are further explanation of the three instruments used in this study.

3.3.1 Observation

There are three kinds of observations (Fraenkel et. al., 2012): participant observation, nonparticipant observation, and naturalistic observation.

In participant observation, the researcher also takes a role as participant in the observation. In nonparticipant observation study, the researcher does not directly involve in the observation rather she/he places her/himself as the researcher. Meanwhile, in naturalistic observation study, the researcher does not make any efforts to manipulate variables or to control the activities. She/he just lets the things happen naturally.

In accordance with the research, the research employed nonparticipant observation where the researcher was not involved in the observation and was placed herself as an observer.

3.3.2 Document Analysis

Document analysis or content analysis is often used in conjunction with other methods and it is extremely valuable in analyzing observation and interview data (Fraenkel, et al., 2012). The statement is in line with the research that the document analysis in teacher's lesson plan will be used to conjunct the data gained from the observation and the interview.

Fraenkel, Wallen, and Hyun (2012) state that, "there are several reasons a reseacher might want to do document analysis: to obtain descriptive information about a topic, to formulate theme, to check other research findings, to obtain information useful in dealing with educational problems, and to test hypotheses." In this case, the objective of doing document analysis is to formulate the theme of the research. The theme of the research was got from the teachers' lesson plan where there were some planned characters implemented in the classroom by the teachers. Therefore, the themes the research were the characters lists listed in the teachers' lesson plans.

3.3.3 Interview

Fraenkel et. al. (2012) states that, "interviewing is an important way for a researcher to check the accuracy of–to verify or refute–the impressions he or she has gained through observation." Fetterman (1988), in fact, describes interviewing as the most important data collection technique a qualitative reseacher possesses.

In the research, the interview was used to gain some phenomena missed in the observation. An interview, as stated by Mackey and Gass (2005) makes phenomena which are not directly observable (such as perceptions and attitude) possible to be examined. The interview in this research was conducted to the teachers and the students. Below are the guiding questions used to interview the teachers and the students.

Teacher's Interview Questions

1. In your opinion, what is character education?
2. What is your opinion about the implementation of character education in the classroom? Do you agree or disagree?
3. Before, character education was implemented, did you get a kind of training from the goverment to implement character education in the classroom? What was the training talked about?
4. Did you make lesson plans for teaching?
5. Do you put some characters to be implemented in your lesson plan? What are they?
6. Since in Indonesia English plays a role as foreign language, do you find some difficulties in implementing character education in the classroom?
7. How do/did you help students understand the characters implemented in the exposition lesson? (1.b)
   (a) Honest (Jujur)
   (b) Disciplined (Disiplin)
   (c) Responsible (Tanggung Jawab)
   (d) Cooperative (Kerja Sama)
   (e) Polite (Sopan)

Students' Interview Questions

1. Can you differentiate good behaviours and bad behaviours?
2. How do you differentiate them?
3. Do you think character education is important?
4. In your opinion, why characters are important?
5. Can you give example of what indicates you that you are (1.c)
   a. Honest in the classroom?
   b. Disciplined in the classroom?
   c. Responsible in the classroom?
   d. Cooperative in the classroom?
   e. Polite in the classroom?
6. Does you teacher consistently explain how the core values can help you make choices that demonstrate good character?

3.4 Data Analysis

The data analysis took one month. In one month analysis, as stated in point 3.3, in order to collect the data, triangulation data analysis was used to analyze the result of the research. Fraenkel, et al. (2012) state that, "triangulation establishes the validity of the observation. It includes checking what one hears and sees by comparing one's sources of information." Fraenkel et al. further explain that, "triangulation improves the quality of the data that are collected and the accuracy of the reseacher's interpretations."

In this study, the triangulation data analysis was done by comparing the information got from the observation, teachers' interview, students' interview, and document analysis. The data were used to support each other to validate the result of the analysis.

3.4.1 Observation

The researcher needed to observe the classroom interaction in a whole classroom activity. To overcome this need, the researcher videotaped the whole activity in the classroom. The use of videotaping could be replayed several times for more detailed analysis.

3.4.2 Document Analysis

The document analysis was conducted by analyzing teacher's lesson plans as a route of the implementation of character education. The researcher looked at what characters were implemented, what method(s) used in the teaching and learning session in the classroom interaction.

3.4.3 Interview

The interview was conducted to dig information from the teachers and the students. The teachers' interview was done to two English teachers. Each teacher was interviewed to get information missed in the classroom observation and to get some information related to the teachers' perception.

3.4.4 The Analysis Using Lickona's Principle 2

The research was conducted by analyzing the teachers' lesson plans, identifying teacher's implementation of character education using Lickona et al.'s principle 2. The lesson plan analysis lied on the affective aspect (character education) on how the teachers plan to implement character education in classroom interaction.

After analyzing the lesson plan, the research continued to investigate the way the teachers implemented the character education. By recording whole activities in the classroom, there will be enough information about the teacher's way in implementing character education in classroom interaction. The recording was transcribed to detail the teachers' ways in implementing the character education. The transcript will be analyzed by using Principle 2 of Lickona et al.'s Eleven Principles Scoring Guide. The Principle 2 is in line with the purpose of the research. The principle 2 says that the school defines "character" comprehensively to include thinking, feeling, and doing. This principle includes several indicators which then were evaluated in the research. Below is the scoring guide addapted from Lickona et al.'s principle 2:

Table 3.1 Lickona et al.'s Scoring Guide of Character Education

4 = Exemplary   3 = Higly Effective   2 = Good   1 = Lacking Evidence

PRINCIPLE 2	Eagerness to speak	Cooperation

Item 1:		
The school helps students acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and grasp the reasons why some behaviors (e.g., doing your best and respecting others) represent good character and their opposites do not.		
Key indicators of exemplary implementation		
Staff consistently explain to students how the core values can help them make choices that demonstrate good character. (A1)		
Staff can explain how they help students understand the core values (e.g., teachers can point to lessons they have taught). (A2)		
Students can explain why the core ethical and performance values are important. (A3)		
Students can explain how various behaviors exemplify those values. (A4)		
Students can explaian why some behaviors (e.g., treating others as you wish to be treated, giving your best effort) are right and others are wrong. (A5)		
PERCENTAGE		
SCORE		

Item 2 The school helps students reflect upon the core values, appreciate them, desire to demonstrate them, and become committed to them.		
Key indicators of exemplary implementation		
Staff help students to develop an appreciation for and a commitment to the core values (e.g., by developing empathy and a sense of responsibility for others, by supporting and challenging students to do their best work, and through character exemplars in literature, history, sports, the media, and everyday life). (B1)		
Staff provide opportunities for students to reflect on the core values through discussions of real-life problems and situations relevant to ethical and performance character. (B2)		
PERCENTAGE		
SCORE		
Staff encourage students to examine their own behavior in light of the core values and challenge them to make their behavior consistent with the core values (e.g., through journal writing, discussion of		

events in the classroom, one-on-one adult-student conversations about past or present behavior). (C1)		
Students receive practice in and feedback on behavioral skills (e.g., setting goals, monitoring their progress, listening attentively, using "I" messages, apologizing) through the ordinary conduct of the classroom (e.g., the normal fl ow of teaching and learning, procedures, role plays, class meetings, cooperative learning groups). (C2)		
Students have the opportunity to practice the core values in the context of relationships (e.g., through cross-age tutoring, mediating conflicts, and helping others) and in the context of classroom work (e.g., students demonstrate that they care about the quality of their work and incorporate feedback in order to improve their performance). (C3)		
PERCENTAGE		
SCORE		
AVERAGE PERCENTAGE		
AVERAGE SCORE		

Based on scoring guide addapted from Lickona et al. (2010), there are four scores to measure the implementation of Character education: 1 = Lacking

Evidence, 2 = Good, 3 = Highly Effective, 4 = Exemplary. The key indicators of exemplary practice follow each of the items above (Lickona et al, 2010). Therefore to get exemplary, all indicators in each item should be reached in the implementation of character education. For further explanation, the measurement system will be elaborated below:

Figure 3.1 The Scoring System of Character Education Implementation

$$\text{Precentage of implementation} = \frac{\text{Checked indicator(s)}}{\text{All indicators}} \times 100\%$$

Exemplary	: 100 % $\geq$ X $\leq$ 75%
Higly Effective	: 74% $\geq$ X $\leq$ 50%
Good	: 49% $\geq$ X $\leq$ 25%
Lacking Evidence	: 24% $\geq$ X $\leq$ 0%

The results will be determined by the presentage of the indicators implemented by the teacher. The results will reveal the fact whether the teacher has effectively implemented character education in classroom interaction or not.

Derived from the results, there will be some recommendations for other teachers to prepare proper actions in engaging students in his/her way and it will also at least give inputs to the implementation of 2013 curriculum. As stated by Lickona et al. (2010),

> "This document and its scoring guide can help educators examine their current character education practices, identify short- and long-term objectives, and develop or strengthen a strategic plan for continuous improvement by scoring each item. After a school determines its baseline data, it can use the Eleven Principles Scoring Guide again later to assess progress" (p.1).

Being aware of the limitations of the study, this research actually will only touch the teachers' implementation of character education in classroom interaction completed with the teachers' perception and some difficulties when implementing

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character education in EFL classroom interaction. It is hoped for further research to analyze more in the field of character education. Hence, it will give more input to teachers regarding the implementation. Some suggestions for further research are informed in chapter V.

3.5 Concluding Remarks

This chapter has discussed research methodology used in this study covering the research design, research site and participants, data collection and data analysis. The next chapter will present the findings and discussion of the implementation of character education in EFL Classroom Interaction.