

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of four sections. The first section explains research design and the second section explores the population and sample. The third section explains data collection and the fourth section discusses data analysis.

3.1 Research Design

To investigate the RSBI and SSN students' perception on English teachers' interpersonal behavior in teacher-student interaction and the difference in perception between RSBI and SSN students, descriptive method was employed. Mc Millan & Scumacher (1989: 281) argued that descriptive research is concerned with the current status of something. This type of research describes existing achievement, attitudes, behaviors, or other characteristics of a group of subjects.

A survey study was used where the form questionnaire on teacher interaction (QTI) was spread out to students. Cohen and Manion (1994) said that surveys are the most commonly used descriptive method in educational research. In addition, a survey design seeks to describe trends and administers a survey or questionnaire to a sample or people in order to describe the attitudes, opinions, behaviors, and characteristics of population (Fraenkel and Wallen, 2005:397).

Based on the explanation above, the descriptive method was chosen to describe RSBI and SSN students' perception on English teachers' interpersonal behavior in teacher-student interaction. Further, this also described the significant differences of students' perception on English teachers' interpersonal behavior in teacher-student interaction between RSBI and SSN students.

3.2 Participants

In this study, participants involved were 145 students, consisting of 61 students from RSBI and 84 students from SSN. They were sampled using random sampling. These participants were taken from the population of the eleventh grade students of science and social programs in RSBI and SSN schools.

Therefore, four classes were taken as sample. There were two classes from RSBI (XI science 4 and XI social program 1) and the rest from SSN (XI science 2 and XI social 3).

3.3 Data Collection

3.3.1 Research Instrument

Instruments are media used to collect the data in order to answer the research questions. According to Sugiyono (2010, p.133), an instrument is a medium used by the researcher in collecting the data. Instruments, used in this study, were questionnaire and interview. Questionnaire is used to investigate teaching interaction.

Interview was used to gain the information and factual data from RSBI and SSN students.

a. Questionnaire

Questionnaire is a relatively popular means of collecting data. The questionnaire enables the researcher to collect data in field setting, and the data themselves are more amenable to quantification than discursive data (Nunan, 1993: 143). The questionnaire item in this study was close-ended questionnaire using scale question type.

The QTI was originally developed in The Netherlands by Wubbels et al. (1985) with 77 items. Later, it was reduced to 64 items by Wubbels and Levy (2003) for use with US samples. Kokkinos, Charalambous & Davazoglou (2009), cited in Lee, Fraser & Fisher (2003), stated that 48-item version was also developed by Fisher and his colleagues since 1995 for use within the Australian educational context, and this version has been validated and used in numerous studies.

All the studies confirmed that the data obtained from this questionnaire provide valid, reliable and useful information about the teacher-student interactions (Lee, Fraser & Fisher, 2003). The English version of questionnaire on teacher interaction (QTI) is designed to assess the interpersonal behavior of teachers and interaction with students in the classroom (Lourdusamy & Khine, 2001).

The QTI consists of four sections showing positive interpersonal behavior of teacher and four sections showing negative interpersonal behavior. The behavior aspects were measured by the QTI are Leadership (DC), Helping/Friendly (CD),

Understanding (SC), Student responsibility/Freedom (SO), Uncertain (OS), Dissatisfied (OD), and Strict (DO).

Table 3.1 The description of teacher interpersonal behavior aspects

Aspects of Interpersonal behavior	Description of scales	Sample item
Leadership (DC)	Notice what's happening, lead, organize, give orders, set tasks, determine procedure, structure the classroom situation, explain, hold attention	This teacher talks enthusiastically.
Helping/friendly (CD)	Assist, show interest, join, behave in a friendly or considerate manner, be able to make a joke, inspire confidence and trust	This teacher helps us with our work.
Understanding (CS)	Listen with interest, empathize, show confidence and understanding, accept apologies, look for ways to settle difference, be patient, and be open to students.	This teacher trusts us
Giving students responsibility/ Freedom (SC)	Give opportunity for independent work; wait for class to let off steam, give freedom and responsibility to students.	We can decide some things in this teacher's class.
Uncertain (SO)	Keep a low profile, apologize, wait and see how the wind blows, admit one is in the wrong.	This teacher seems unsure
Dissatisfied (OS)	Wait for silence, consider pros and cons, keep quiet, show dissatisfaction, look glum, question, and criticize.	This teacher thinks we cheat

Admonishing (OD)	Get angry, take pupils to task, express irritation and anger, forbid, correct, and punish.	This teacher gets angry unexpectedly
Strict (DO)	Keep reins tight, check, judge, get class silent, maintain silence, be strict, exact norms and set rules	This teacher is strict

Wubbels & Levy (1993: 20) stated that QTI has been quite successful in providing feedback to teachers because the teachers have taken advantage of the QTI to improve instruction and the overall learning environment.

The questionnaire is adapted and translated from the English version of the Questionnaire on Teacher Interaction (QTI). It consists of 48-items about how students perceive their English teachers' interpersonal behavior. The response provision in the QTI is a Likert-type scale, which scores 1 (Almost Never) to 5 (Almost Always).

Table 3.2 the framework of QTI

No	Aspects	Item Number
1	Leadership	1,5,9,13,17,21
2	Helping/friendly	25,29,33,37,41,45
3	Understanding	2,6,10,14,22,30
4	Giving students responsibility/Freedom	15,26,34,38,42,46
5	Uncertain	3,7,11,19,20,23
6	Dissatisfied	27,31,35,39,43,47
7	Admonishing	4,8,12,16,18,24
8	Strict	28,32,36,40,44,48

The questionnaire was given to the students in both RSBI and SSN. The questionnaire for RSBI students was administered on January 31, 2011. The questionnaire was sent out to the first group of science students (XI IPA 4) and second group of social students (XI IPS 1). The completion of Questionnaire on Teacher Interaction (QTI) took about 45 minutes of class time.

The questionnaire was administered for SSN students on February 2, 2011. The questionnaire was sent out to the first group of science students (XI IPA 2) and second group of social students (XI IPS 3). The completion of Questionnaire on Teacher Interaction (QTI) took about 45 minutes of class time.

b. Interview

Interview was used to gain factual data about the students' perception on their English teachers' interpersonal behavior. The lists of the questions for the interview were taken from questionnaire of teacher interaction. The interview was conducted after the students completed the questionnaire.

In the interview, the totals of 20 students were involved. For RSBI class, there were five students from science program and five students from social program. The interview process took about 30 minutes and it was held in the class.

As well as RSBI class, ten students from SSN were interviewed. There were five students from science program and five students from social program. The interview process took about 40 minutes and it was held in the class.

3.5 Data Analysis

The data gained were analyzed both quantitatively and qualitatively. To find out how RSBI and SSN students perceive their English teachers' interpersonal behavior in teacher-student interaction that occurs in the classroom, the data obtained from the questionnaire were organized by three steps of calculation.

First step, the results of students' perception on English teachers' interpersonal behavior in teacher-student interaction were scored by using the scoring guide from Likert-type scale.

Table 3.4 Scoring students' responses

Category of Response	Almost Never	Seldom	Sometimes	Often	Almost always
Score	1	2	3	4	5

If the respondents choose the highest scale of four positive aspects of behaviors in QTI, it means the more teacher shows positive behavior to their students. If the respondents choose the highest scale of four negative aspects, it means the more teacher shows negative behavior to their students.

Afterwards, the frequencies of each response per item of RSBI and SSN students were found out. The percentage responses of RSBI and SSN students were calculated by using this formula:

$$p = \frac{f_o}{n}$$

(Sudjana, 1984: 49)

Note:

p = percentage

fo = frequency of answer

n = total respondent

After calculating the percentage responses of RSBI and SSN students, the tables consisting columns of statements, frequency, and the percentage of RSBI and SSN students were made. Next, the total frequency and average of RSBI and SSN students were calculated. Last, the average percentages were classified into the forms of interval as follows:

00.00%	= none
00.01% - 24.99%	= a few of
25% - 49.99%	= nearly half of
50%	= half of
50.01% - 74.99%	= best part of
75% - 99.99%	= nearly all of
100%	= all of

(Suryadi in Pratista, 2007)

The data obtained from the interviews were compared with the finding results from the questionnaire. To present the information and factual data from the results of interview, the findings were described briefly and explicitly.

Second, to investigate the significant difference between RSBI and SSN students' perception on English teachers' interpersonal behavior in classroom interaction, non-parametric statistical calculation (Mann-Whitney U) was used. Non parametric statistical calculation was used because the assumption of normality

distribution of the data from one group was not fulfilled and the sample used in this study is smaller than the other studies using QTI as the instrument.

Third, to find out the differences between RSBI and SSN students' perception on their English teachers' interpersonal behavior in classroom interaction, the eight of QTI aspects (leadership, helping/friendly, understanding, giving students' responsibility/freedom, uncertain, dissatisfied, and strict) from the questionnaire results were clearly described and compared. The results of interviews also were used to present the information and factual data.

