

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the procedures for conducting the study. It covers research design, research subjects, data collection technique and instrument, and data analysis procedure.

A. Research Design

The design of this study will be descriptive-qualitative since the purpose of this study is to understand and describe the phenomenon which happens to the subject being observed in natural contexts. This descriptive study will be used to gain certain information about a certain phenomenon which happens when this study is conducted⁶¹. Moreover, this study is designed to obtain information and description concerning with the academic and behavioral problems faced by beginning English teachers who are the alumnus of English education department of State institute for Islamic studies Sunan Ampel Surabaya who are teaching in junior schools in their first year career.

According to Bogdan and Biklen (1998), in qualitative research design, the researcher tries to find a system working on the objects and the existing theory does not limit the study. This research design will be suitable for this study since it fulfills the characteristics of qualitative research. They state that there are five features of a qualitative research, they are: 1. Naturalistic, which means that it has natural setting as the direct source of data and the researcher, is the key instrument,

⁶¹ Bogdan and Biklen. *Qualitative Research for Education*. P. 11

2. the data collected take the form of words or pictures (descriptive data) rather than numbers, 3. Qualitative researchers are concerned with process rather than simply with outcomes or products, 4. The data are analyzed inductively and 5. Meaning is an essential thing⁶².

While according to Samy Tayie, qualitative research viewed from the reality dimension, there is no one single reality. Each observer creates reality as part of research process; it is subjective and exists only in reference to the observer. Further, the qualitative researcher examines the entire process believing that reality is holistic and can not be subdivided. The qualitative researcher believes that human beings are all fundamentally different and cannot be pigeonhole that makes the qualitative scholars attempt to produce a unique explanation about a given situation or individual. And the setting of qualitative research is conducted in field, or in natural surroundings which has purpose trying to capture the normal flow of events without trying to control the extraneous variables⁶³.

This research belongs to qualitative-case study because this research will gain the data which concerns only on the junior high students' behavioral and academic problems faced by 4 beginning English teachers in their first year career. Moreover the data will be presented in the descriptive-qualitative way. However, the consideration this research belongs to qualitative case study is coming from Donald Ary, A case study is a type of ethnographic research study that focuses on a

⁶² Bogdan and Biklen. *Qualitative Research for Education*. P. 12- 19

⁶³ Samy Tayie. *Research Methods and Writing Proposals*. P. 85 - 87

single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the “case”). In addition, a case study can result in data from which generalizations to theory are possible⁶⁴.

B. Setting of the Study

This study was conducted in conditional place where the teachers who are the alumni of English education department and teacher training SISSAS live. The setting was conditional because the researcher has some considerations. First, the teachers who are the alumni of English education department are teaching in different school. Second, the researcher faced difficulty if invite the teachers who are the research subjects and make them gather in certain place. Third, it was easier for the researcher to conduct the research if the teachers were not in the class because it would not disturb teaching and learning process. However, the researcher had gone to each school where the research subjects (English teachers in junior high school who are the alumni) were teaching to give the questionnaire to the students and collected supporting document dealing with the students’ behavior and academic problems in classroom.

⁶⁴ Ary.Donald. *Introduction to Research in Education*. P. 29

C. Data and Source of Data

This research needed some data which are needed to answer the research question. While the detail explanation about data and source of data will be explained below.

1. Types of Data

In this research there are three data which needed, there are;

a. Primary Data

The primary data was obtained through interview to 4 teachers who are the alumni of English Education and Teacher Training Department graduated in 2012, and giving questionnaire to the students of the teachers. These data are hoped enabling to answer all the research questions.

b. Secondary Data

Secondary data in this research was obtained through giving questionnaire to the students of the teachers who are the alumni of English Education and Teacher Training Department graduated in 2012. This data is for ensuring whether the teachers' statements are true or not. Moreover, the researcher took supporting data dealing with students' academic and behavioral problems in classroom, they are; the counseling record which containing the report of each student's behavior and the report cards of each students who are taken as the subjects of the research in odd and even semester 2012/2013. In addition, there are some theories which support the data which had been obtained. In this case the theories were used to match the obtained data in triangulating data.

2. Source of Data

The sources of data in this research are four English teachers in Junior High school who are the alumni of English Education and Teacher Training SISSAS graduated in 2012, they are a male teacher who is teacher in private junior high school in Sidoarjo, Three female teachers who are teaching in different school, they are; state junior high school in Sidoarjo, Islamic junior high school in Surabaya, and bilingual junior high school in Surabaya. In Addition, some students of each teacher are also the source of data. While the criteria of the students who were taken as the sources are the students who are the actors of behavioral and academic problems on classroom.

D. Research Procedure

This research was conducted at the following procedures: preliminary research, planning, implementing, analyzing data, and concluding data.

1. Preliminary Research

Preliminary research is regarded a very important thing for deciding whether this research is possible or not. In this step, the researcher wanted to figure out the real teaching problems dealing with students' academic and behavioral problems in classroom faced by English teachers in junior high school in the first year teaching.

Through this step, the researcher has observed by coming to the real classes which are under controlling the teachers who are the alumni of English Education

and Teacher Training Department and took notes to make sure whether classroom problems (academic and behavioral problems) exist or not. The researcher has conducted preliminary research by taking three teachers. The reason of taking them as the object of preliminary research is they graduated with the highest grade point average (GPA), they got 3.4, 3.46, and 3.48. And they are the highest GPA than all alumni who are junior high teachers and graduated in 2012. Based on the preliminary research which conducted by interviewing three teachers who are first year teachers, there are many academic and behavioral problems regarding students that face teacher in the classroom and has a direct impact on the teaching – learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom, vandalism, disobedience, aggressiveness, refused to do tasks and home works.

On the other words, the researcher also did the library research to find the sources and previous research which has similar area of study with this research. By doing those steps, the researcher expected that this research should be done, because the result of preliminary said that every teacher in the first year career will face the problems but there is no previous study that concerns only on English teachers who faced classroom problems (academic and behavioral) in their first year career in Indonesia.

2. Planning

In relation to the application of action research, the researcher made a prior preparation to the implementation of action based on preliminary study. In this case, the researcher made some questions in the form of interview guide, making questionnaire and preparing the recorder. After doing passing the process of instrument validity and reliability, the researcher directly planned to meet the teachers who are the research subjects.

3. Implementing

The researcher did this step after completing the planning step. In this step the researcher interviewed to 4 English teachers who are the alumni of English education and teacher training department SISSAS who graduated in 2012.

While interviewing the teachers, there was a recorder to record all the process of the interview between the researcher and the teacher. Moreover, some students of each teacher also were given questionnaire to ensure what the teachers state was true or not and to answer research question number 2 and 3. In Addition, the researcher also took supporting document in the form of Student Report cards, and Counseling book of each student who were given questionnaire by the researchers. Moreover, the researcher also conducted group interview to the students who had answered the questionnaire, it was employed because the result of group interview functioned to strengthen the result of the questionnaire.

4. Analyzing Data

Soon after doing the research, the researcher directly processed the obtained data, they are; the result of interview in the form of recording file, the result of questionnaire, and the supporting data in the form of students' report cards, and counseling book of the students. The processes of this step are; transcribing, categorizing, classifying, synthesizing, making an index, and giving interpretation. The detail explanation of these processes will be explained in data analysis technique.

5. Concluding Data

In this step, the researcher reflected the information that had been got concerning with the theory used, and the opinion was on the theory related to the study. Then, the researcher discussed information concerning the study to find the research findings, and finally the researcher concluded the research findings to answer the research questions.

E. Research Instrument

1. Instrument Validity and Reliability

Validity is often defined as the extent to which an instrument measures what it purports to measure. Validity requires than an instrument is reliable, but an instrument is reliable without being valid⁶⁵.

⁶⁵ Almut G and Carole. *Validity and Realibility of Measurement Instruments Used in Research*. P. 3

a. Instrument Validity

The Instrument was submitted to the two experts in classroom management from English Education and Teacher Training Department SISSAS to revise and give remarks about it. After meeting the required modifications, and the final version of the instruments consisted of 45 items in interview guide; 29 items for students' behavioral problems in English Classroom, and 16 items for students' academic problems in English Classroom. Moreover there are 50 items in questionnaire for the students; this questionnaire is open-ended personality questionnaire which containing cross-checking teachers' statement about students' academic and behavioral problems in English class, students' opinion toward the teachers' solution and their reasons of doing behavioral and academic problems in English class.

b. Instrument Reliability

In this case the researcher used **test-retest reliability** which is used to assess the consistency of a measure from one time to another⁶⁶. The instrument which was used the test-retest reliability is the questionnaire, while the reasons of the researcher used this type of reliability are; the subjects who answered the questionnaire are junior high school students who are 12 – 15 years old, while they are getting puberty and immature ones viewed of psychology side, and they tend to have unstable opinion because they are being labile. In addition, the researcher used this type of reliability is to know the consistency of research subjects' answer.

⁶⁶ Trochim. *The Research Methods Knowledge Base 2nd Edition*. P. 97 - 98

2. Interview

An interview is a purposeful conversation, usually between two people but sometime involving more, that is directed by one in order to get information from others. In this study, the subjects are beginning English teachers who are the alumni of English education and teacher training department SISSAS graduated in 2012. The teachers should be beginning teachers because the researcher emphasizes on the year of teaching. From the teachers, the researcher wanted to get more detailed information about students' behavioral and academic problems in English class they faced, and their proposed solution toward those problems. In Addition, the researcher also gave group interview to the students from each teacher who had answered the questionnaire.

In this research, the researcher used in-dept interview. The purpose of in-depth interviewing is not to find answers to questions, nor to test hypotheses, and not to “evaluate” as the term is normally used. At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience. (For a deep thoughtful elaboration of a phenomenological approach to research, from whom the notion of exploring “lived” experience mentioned throughout this text is taken.)⁶⁷.

By conducting in-dept interview, it eased the researcher to find out as many detail information as possible. Open ended questions allowed for the teachers who

⁶⁷ Irving Seidman. 2005. Interviewing as Qualitative Research third edition. New York and London: Teacher College Press.

are the samples to answer from their own frame of reference rather than being confined by the structure of pre-arranged questions, the samples were expected to express their thoughts more freely.

3. Questionnaire

In this research the researcher used personality questionnaire which designed to reveal aspects of an individual character or psychological makeup⁶⁸. The questionnaire used open-ended questions which provided chance for the research subject to give another option out of the provided option. This questionnaire which was given to the students was used to cross-checking the teachers' statement and the reason of the actors toward students; academic and behavioral problems in English Class.

F. Data Collection Technique

In this study, the data collection had been conducted by employing all instruments used through preliminary research, teachers' interview, and students' answer from questionnaire. The main data was from teachers, while other ones are supporting data.

An interview had been given to 4 alumni graduated in 2012, containing some questions dealing with the students' behavioral and academic problems in classroom. The interview has been conducted in conditional place because the researcher could not meet the teachers in the school. By conducting the interview in

⁶⁸ Kaplan. R. *Psychological Testing: Principle, Applications, and Issues*. P. 80

conditional place, beside make the researcher easy to interview, it also did not disturb the teaching and learning process.

However, in an occasion the researcher met some teachers and the students directly. While interviewing the teacher, the researcher gave questionnaire to the students. While the detail processes of collecting the data are;

How to answer Research Question 1

To answer the first question, what are the academic and behavioral problems faced by English teachers in their first year career? It was obtained through interviewing the teachers; in this case, there were 4 teachers who are the alumni of English Education Department SISSAS, while interviewing there was recorder to record all the conversation between the interviewer and the interviewee. After getting the record of the interview, there was a step, it was transcribing the result of the interview. Not only that, there was questionnaire for the students to make sure whether the statement of the teachers true or not, it has some usages; to know the reasons of the students do some acts which categorized in behavioral and academic problems, and to make sure what the teachers have done whether it is solvable or not.

How to answer Research Question 2

The second of the research question is why those problems rise inside classroom, the researcher gave questionnaire to the students. And the students who got the questionnaire were taken by using purposive sampling, this way used by asking the teachers to point the students who have criteria like what the researcher

want. While the criteria are; the students are the actors of academic and behavioral problems in English class. Moreover, the researcher took the documents dealing with students' academic and behavioral problems in English class, they are; students' report cards, and counseling book. In Addition, the researcher also conducted the group interview to the students who had answered the questionnaire, the purpose of this group interview was to strengthen the result of questionnaire.

How to answer Research Question 3

The last research question is what are the teachers' solutions that address the behavioral and academic problems faced by English teachers in their first year career? The way to obtain the answer of this question, there was direct interview for the teachers as the main source, and there were questionnaire and group interview the students to make sure whether what the teachers have done is solvable or not.

G. Data Analysis Technique

The data collected by using interview and giving questionnaire. It will be analyzed descriptively since the research design is descriptive-qualitative. The researcher will have three steps to analyze data.

1. After finishing the data from preliminary research and the field research, the researcher ordered all of the collected data. In ordering step, the researcher arranged the mass data in good order. Thus, data analysis could be done.

2. Then, structuring the ordered data. In this step, the researcher transcribed the result of interview, categorized the result whether it belonged to student's academic problems, students' behavioral problems or the solution. Then synthesized the data whether from the teachers or students, and makes the index of the techniques and other related data.
3. The researcher gives meaning and interpretation to the data.

When the data had been analyzed, the researcher started to describe the findings and the data was presented descriptively. The description made by the researcher was based on the data collected with the review of literature. Then, the researcher analyzed the data in specific but brief and clear description.