CHAPTER III RESEARCH METHOD

This chapter discusses the area of the study that will be covered in some headings (1) Research Design, (2) Research Subject, (3) Data, (4) Research Instrument, (5) Data Collection Technique, (6) Data Analysis Technique, (7) Data Source.

A. Research Design

This research used mixed method design since it used *mixed method approach*. Creswell defines mixed method as the following: "procedures for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or in a multiphase series of studies".¹ In this research, both quantitative and qualitative in term of collecting, analyzing, and concluding the data were conducted. Then, the type of mixed method taken in this study was *explanatory sequential design*.

Explanatory sequential design is the design that was used when the problems are unraveled using both quantitative and qualitative in separated studies. The sequence was that the quantitative conducted first,

¹ John W. Creswell, Educational Research (Lincoln: Pearson, 2012), 22

then qualitative conducted as the follow up and finally the data was interpreted.² Here is the diagram of explanatory sequential study:³

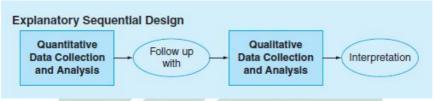


Figure 3.1 Explanatory Sequential Design

From the diagram above, it is clear that to answer the research questions, this research used two research approaches. They were:

- Quantitative study. To answer the first question, quantitative method, specifically quantitative descriptive, was used. The reason was that because in the first question, this study aimed to examine the level of students' cultural awareness which indicated students' attitudes toward multiculturalism to then describe it. Another reason was that because the used instrument was test. To collect the data, a set of questions was given after the participants read an article. Furthermore, the result would be described through percentage and numeric description.
- 2. Qualitative study. As the follow up, the second question was answered by using qualitative method specifically descriptive

² John W. Creswell, *Educational*, 542

³ John W. Creswell, *Educational*....., 541

method. For the reason, this study observed a behavioral teaching process of students for incorporating target cultural content into language teaching. Observation was chosen in this current study. In this case, structured-observation was used for what to examine was

structured observation⁴ what to examine is classified into

B. Research subject

As mentioned that there would be two studies in this research, the subjects taken for each study were the same but in the different number. The subjects of this study were all students taken micro teaching class of English Teacher Education Department in UIN Surabaya.

1. Quantitative study

The subject of the quantitative study in this current research was the students of micro-teaching class of English education department UIN Sunan Ampel Surabaya. The number of students taking micro teaching class (PPL 1) was about 83 students.

2. Qualitative Study

The same as the quantitative study, the subject of the qualitative research in this study was the students of micro teaching class of

⁴ Moh, Nazir, P.Hd, *Metode Penelitian* (Bogor: Ghalia Indonesia, 2009), 181

English education department UIN Sunan Ampel Surabaya. The numbers of taking microteaching class were 83. But here, this study employed some students taking microteaching (35) which came from each level of cultural awareness as the representative. The sampling technique used in this study was purposeful sampling, especially maximal variation sampling. The reason why maximal variation sampling was used was because this current research selected students from each level of cultural awareness. For the reason, the participants at first were classified into groups and taking some of them which selected randomly. The following is the sampling table:

Table 3.1 Sample f <mark>or</mark> RQ	2	
Level	Number of	Number of Sample
	Students	
1	1	1
2	30	11
3	43	19
4	9	4
Total	83	35

The location where this research conducted was in UIN Sunan Ampel, which located in Surabaya, Jalan Ahmad Yani no. 117, Jawa Timur. UIN Sunan Ampel is the only state Islamic university in Surabaya and a university that has an English Teacher Education Department.

C. Research Instrument

In conducting this research, some instruments were used. Because both quantitative and qualitative were employed in this current study, the research instruments were also divided into two parts:

a. First part; Quantitative Data

What was used in this study were test and grading rubric.

- 1) Comprehension Test was used to know students' level of cultural awareness. It consisted of an article entitled "Who pays the check?" (See appendix, page xvii). Then, 8 comprehensive questions which examining two aspects of cultural awareness; *factual knowledge*, and *intercultural skills were given*. Questions number 1-4 aimed to examine the level of students' factual knowledge. Then, questions number 5-8 aimed to test intercultural competence of students. Each number was scored. The score of question number 1 was 1, number 2 was 2, number 3 was 3, number 4 was 4, number 5 was 1, number 6 was 2, number 7 was 3, and the score of number 8 was 4. (see appendix, page xvi)
- Grading rubric was used to give some criteria in measuring the ability of students' cultural awareness. In other words, grading

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rubric benefited as the indicators on the way how students' cultural awareness classified into levels. The grading rubric was attached in the appendix. It was used to analyze students' answer of test whether it was correct or not. By having this grading rubric, this study was much more helped to classify students' level of cultural awareness precisely. The rubric contained of the list of levels for each aspect of cultural awareness (factual knowledge and intercultural competence), *description and identification, compare and contrast, analysis,* and *evaluation and reflection.* (see appendix, page xiv)

b. Second part; Qualitative Data

The instruments that were used in conducting the study were *video recorder* and *checklist*.

- 1) Video recorder was supporting instrument that was used to record the teaching-performance of students in micro teaching class. Actually, the process of teaching was observed directly, but here the recording of teaching was needed to get deeper result. the recorder benefited to record all the teaching performance of the observed students. Later on, the recorded performance could be re-watched if further data was needed.
- Checklist was used to measure whether the students were able or not to incorporate cultural competence into English Language

Teaching. At first, the checklist consisted of the list of students' identity. Then, it was also written there the techniques that possibly used by the students to incorporate cultural knowledge in their English teaching. There are 9 techniques provided. Then, yes and no column were also provided to record whether students employed the techniques. Furthermore, explanation column was also provided to provide more spaces for noting in what ways students employed the techniques. (see appendix, page xv)

D. Data collection technique

The data collection technique that was used in this method was explanatory technique. Furthermore, Creswell in his book gives a brief overview about explanatory techniques, he assumes that one of the reason why explanatory model is taken as the data collection technique is that the researcher wants to examine multilevel behavior characteristic.¹

In collecting the data, this study was divided into two parts. The first part was conducted to answer the first question as it used quantitative descriptive. Then, the second part was conducted to answer the second question as it used descriptive qualitative design. For the first part, an article and set of questions were given to the students. Ten, they were

¹ John W. Creswell, *Educational* 547

asked to bring it back in the next meeting. In the second part, such kind of observation was conducted to know whether the students could incorporate culture in their mini-teaching. Both collection techniques were conducted after the middle test or in the second cycle of teaching turn with an assumption that students already had bckground knowledge dealing with the way how to teach correctly. This is the detail of how this research was conducted:

1. Quantitative Data

- a. In a meeting, a test consisting of questions to examine their level of cultural awareness was given to the participants.
- b. After conducting the test, the result of students' answer was interpreted using grading rubric. And finally, any information dealing with students' cultural awareness was founded. To visualize what had been done, see the following diagram:

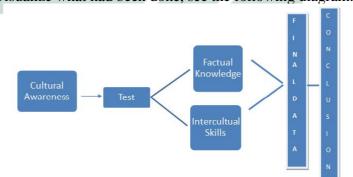


Figure 3.2 Data Collection Overview

2. Qualitative Data

In collecting the data for the second question, the sample was decided first. Some videos of chosen students' performance in microteaching class were taken to than observed and described. The whole performances gave a brief overview dealing with how the students incorporate cultural aspect in their teaching. And checklist was employed to notice the techniques for incorporating target cultural content into English language teaching of students.

E. Data Analysis Technique

Data analysis technique plays an important role in conducting a research, since analysis can help the researcher to get a valuable meaning to solve the problem.² In order to get a good understanding related to the data, there were some steps that should be done first:

- a. The data about students' cultural awareness was collected. This collection was conducted through quantitative descriptive design by giving test.
- b. The first data got from the test were analyzed to get the level of each student. Here, the data were classified into two groups; factual knowledge and intercultural skills.

² Nazir, Moh. Ph.D. (2009). *Metode Penelitian*. Jakarta: Ghalia Indonesia. pg 364

c. Students' answers for the test were scored. It was done by giving score for each question answered by the students. Here are the scoring details:

Table 3.2 Score for Factual Knowledg		owledge		
Number of appropriate		Scor		

Number of appropriate answer (Question number 1-4)	Score	
1	1	
2	2	
3	3	
4	4	

Number of appropriate answer (Question number 5-8)	Score
1	
2	2
3	3
4	4

d. Then, the mean of each student score was taken to get the level of their cultural awareness.

The following formula was used to meet the level of students' cultural awareness:

Level of CA: N1+N2 / 2

CA : Cultural Awareness 38

- N1 : Score for Factual Knowledge
- N2 : Score for Intercultural Competence
- e. Then, based on the result, there was a table like the following to categorize their level:

Level	Range
1 – description and identification	1 - 2.75
2 – compare and contrast	2.76 - 4.5
3 – analysis	4.6 - 6.25
4 – evaluation and reflection	6.26 - 8

 Table 3.4 The Level of Students Range

- f. After having the table above, students' cultural awareness levels could be classified. And a table consisting of the amount of students in each level of cultural awareness and each aspect was made.
- g. Then, the sample of the second study decided. There were 35 students coming from every level taken.
- h. The data about students' techniques in incorporating culture into language teaching was collected in a kind of observation.
- i. Then, dealing with the second question, the videos were observed to then noticed whether the students can incorporate the target language culture into their teaching.

- j. Then an overview dealing with students' teaching performance was concluded
- k. The data gotten were described.
- After describing the cultural awareness of students and the way how they teach, the analysis on how the students in each level incorporate culture into teaching was conducted
- m. The finding whether the level of cultural awareness could influence how the students' technique incorporate culture into language teaching was achieved
- n. The findings were discussed.
- o. The result, whether the students have good cultural awareness or not and know how to apply it in English language teaching, was concluded.

F. Data Source

a. Primer source

The primer data of this research was the data got from students' answer to the questions provided and the video of students' teaching performance. The result of interpreting the data became the answer of the questions raised. The data then would be analysis using the procedures written in data analysis technique to arrive into the research finding. Then, to get any data not covered by the observation, such as media and so on, students' lesson plan and media were used to fulfill it.

