

## CHAPTER III

### RESEARCH METHOD

This chapter conducts the research method involves such as research design, research procedure, research instrument, data collection technique, and analysis technique.

#### A. Research Design

Arikunto states that descriptive research is not aimed at testing a certain hypothesis, but only describes the phenomenon, situation, and condition that happen during the research.<sup>1</sup> The same context, *descriptive research* is to describe or to get information about the current condition of certain objects. Therefore, it includes describing, taking notes, analyzing, and interpreting the existing facts.<sup>2</sup> Descriptive research also can use in quantitative or qualitative research, both quantitative and qualitative research describe the phenomenon about event or case. In quantitative descriptive describes to use the measurement, sum, or frequency, in contrast qualitative descriptive describes about quality.<sup>3</sup>

Based on theories above, this study uses *quantitative descriptive*.

Quantitative descriptive also refer to descriptive statistic. Descriptive statistic is

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<sup>1</sup> Suharsimi Arikunto, *Prosedur Penelitian*(Jakarta: Rineka Cipta, 1996), 10

<sup>2</sup> Mardalis, *Metode Penelitian*(Jakarta: Bumi Aksara, 1995), 26

<sup>3</sup> Syaodih,Nana (*Metode Penelitian Pendidikan*( Bandung: Remaja Rosdakarya.2009).), 72-73

statistic that is used to analyze the data by describing what happened in that data without make the conclusion in general.<sup>4</sup> Descriptive statistic describes the basic feature of the data in a study and present quantitative descriptions in a manageable form, it includes description of data distribution, measure of central tendency and dispersion.<sup>5</sup>

Therefore this study attempts to find out to what extent the phenomenon that happened in pre-service English teachers. They are beliefs of them about teaching English and what the actual classroom practice in teaching.

#### **B. The Subject of The Study**

The subject of this study is pre-service English teachers. They are the English Teacher Education Department students who take micro-teaching Program (PPL1) academic year 2013-2014 at Faculty of Education and Teacher Training of Sunan Ampel State Islamic University Surabaya.

#### **C. Population and Sample**

Population is the area generalize or the group of generalize.<sup>6</sup> Sample is the part of population that chosen.<sup>7</sup> The roles take the sample of quantitative research is different with qualitative research. There are many sorts of sampling, such as purposive sampling, random sampling, convenience sampling, etc.

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<sup>4</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*( Bandung:Alfabeta.2008), 147

<sup>5</sup> -----, *Foundation Part I*, 268

<sup>6</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*(Bandung:Alfabeta.2008), 80

<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. 80

Population in this study is 84 of pre-service English teachers, there are 7 classes and each class consists of 12 of pre-service teachers.

In this study the researcher uses theory of *convenience sampling* or, as it is sometimes called accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time.<sup>8</sup> From theory above, the sample of study is 21 pre-service English teachers. They are from 7 of micro-teaching class, each class consist of 3 students.

It means that the respondent of this study is the students who have opportunity to practice in teaching when the researcher observes at that time because it is impossible to observe all the population.

#### **D. Research Instrument**

Mardalis explains that research instruments are tools used by researchers for either collecting data or its measuring.<sup>9</sup> In this study, questionnaire and observation check-list are used.

##### 1. Questionnaire

Questionnaire is data collection technique that done to gain data by giving questions or statements to make easier for participant.<sup>10</sup> In this

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<sup>8</sup> Cohen L, Manion L & Keith Morrion. *Research Methods in Education* (New York: Simultaneously published. Madison Avenue. 1993), 76

<sup>9</sup> Mardalis, *Metode Penelitian* (Jakarta: Bumi Aksara, 1995), 60

<sup>10</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta. 2008), 142

study the questionnaire is Likert scale form. Likert scale is used to measure the attitude, opinion, perception someone.<sup>11</sup> The same context about Likert scale is like attitude scale, attitude scale is the sum total a man's inclinations and feeling, prejudice or bias, preconceived notion, idea, fears, threat, and convictions about any specified topic.<sup>12</sup> In Likert scale, there are variety of possible scale (1-to-7, 1-to-9,0-to-4). All of these odd-numbered scales have a middle value, which is often labeled neutral or undecided. Therefore this study provides 1-5 scales. They are strongly disagree, disagree, neutral, agree and the last strongly agree. It used to analyze pre-service English teachers' beliefs. (see appendix 4.1)

## 2. Observation Check-list

A checklist contains of list of different feature of a lesson, which the researcher complete while observing the class. Checklist provides a clear focus for observation, however checklist can only be used for certain aspect of the lesson.<sup>13</sup> In this study, self-determination observation checklist is adapted to analyze the data form of observation checklist it is used to observe pre-service English teachers in actual practice of teaching. (see appendix 4.2)

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<sup>11</sup> -----, *Basic Foundation Part I* p. 146-147

<sup>12</sup> Ine I and Amirman yousda, *Penelitian dan Statistik Pendidikan*. (Jakarta: Bumi Aksara, 1993), 65

<sup>13</sup> -----, *Classroom Observation in Teaching Practice. Practice teaching a reflective approach* chap 7, 91

### **E. Data Collection Technique**

The first data collection technique involved a quantitative instrument, that is, a questionnaire. In developing a questionnaire for the study, the questionnaire adopted from several previous studies that related to the topic. The researcher does not change the words but only chooses from several questionnaires so in this case the researcher does not do validity and reliability instruments. To answer the questionnaire, students have to choose from the five options presented following the Likert scale. The options ranged from those which (1) strongly agree, (2) agree, to the ones which are neutral (3) element which provides the option to consider the belief in process of definition (4) disagree, and (5) strongly disagree. That is, those responses which were not yet defined by the student. They are categorized as a position where the students were not certain of the belief in question and they were in the beliefs about teaching which is held by pre-service teachers'. There is no right or wrong answer to the statements since they are designed to actually bring students' opinions about teaching.

In observation stage, observing is done at micro-teaching classroom by using the instrument of constructivist belief check-list. There are 2 choices; "yes" means they apply constructivist approach in their teaching. In contrast "no" means they do not apply constructivist approach. To gain the data, this study observes 21 pre-service teachers by using convenience sampling.

## **F. Data Analysis Technique**

In this study, the researcher obtains the data through questionnaire and observation. The data will be collected from those techniques as follows:

### **1. Survey**

Survey is the aspects of teaching and learning which can be investigated through carrying out a survey or administering a questionnaire. Surveys and questionnaire are useful ways of gathering information about affective dimensions of teaching and learning, such as beliefs, attitude, motivation, and preference, and enable a teacher to collect a large amount of information relatively quickly.<sup>14</sup> So data analysis in the study involved data collected through the questionnaire conducted for 21 pre-service teacher participants and data collected through 7 classroom observations. The quantitative data analysis component was applied to the data collected through the 24 Likert-scale items. Responses to these items were numerically coded (i.e., strongly agree = 5, neutral = 3, agree = 4, disagree = 2, and strongly disagree = 1). According to Dörnyei the “measures of central tendency” and the “measures of standard deviation” are the two main categories of

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<sup>14</sup> Jack C. Richards, *Reflective Teaching in Second Language Classroom* (University.Cambriage University Press. Hongkong. 1996), 24

descriptive statistics.<sup>15</sup> The measures of central tendency include mean, median, and mode, while the measures of variability include range and variance (or the standard deviation).<sup>16</sup> In the study, mean scores and the standard deviations were computed. And also present the graphic of result a frequency distribution.

After describing above, the researcher looks for the percentage of respondent.

The formula that used is

$$\text{Result} = \frac{\text{Total of each item}}{\sum \text{Number of the students}} \times 100 \%$$

These numbers is used to show overall trends in 21 of pre-service teachers' responses. Therefore, this study will know pre-service teachers' actual classroom teaching practice whether they have in constructivist beliefs or traditional belief.

## 2. Observation check-list

Observation check-list used to analyze actual classroom practice of pre-service teachers' beliefs. The first is counting of the total of constructivist beliefs by using percentage. Three of pre-service teachers who is analyzed has 99%, it means each student has 33% in applying

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<sup>15</sup> Min Yook,C, Korean Teachers' Beliefs about English Language Education and Their Impacts Upon the Ministry of Education-Initiated Reforms" ( *Applied Linguistics and English as a Second Language*. 2010), 7. Browsed on scholar works.gsu.edu/alesl\_diss at March 1, 2014

<sup>16</sup> Duwi Priyanto, *Mandiri Belajar SPSS* (Yogyakarta:MediaKom,2008), 50

constructivist. Each score with answer “yes” has 2,75%, but score with answer “no” has point 0. All of the score will be time with 12 statements and find out 33% of percentage each student. To make it clear, see the table below.

Table 3.1  
Score of percentage

Class	Stude nt 1	Stude nt 2	Stude nt 3	total
A	33%	33%	33%	99%

Analyzing each respondent is about their constructivist belief in their actual teaching when they have low score of actual practice using constructivist, it can conclude that they have traditional beliefs in classroom practice in teaching. To measure about constructivist belief, the researcher provides the scale to analyze the result of each class.

Table 3.2  
Scale of Constructivist belief

0% -- 25%	Low
25% -- 90%	Moderate
100%	High

After calculating above, eventually the researcher is able to conclude of the research about pre-service teachers' beliefs about teaching English for micro-teaching class.