CHAPTER III

METHOD AND PROCEDURE

This chapter describes (1) method and procedure, (2) operational definition, (3) subject of the study, (4) technique for collecting data (5) research instruments analysis, and (6) data analysis.

1.1. Research design

In this study, I used mixed method with embedded design. Creswell (2012) defines that embedded design is a design to collect quantitative and qualitative data where one form of data used as a supportive to other data form. In quantitative study, I analyzed data from questionnaire. However in qualitative study, the data from the interview was identified to measure student teacher's beliefs on English language teaching.

1.2. Operational Definitions

The title of this research is "Students' and Teachers' Belief on English language teaching: A Study in One Islamic Boarding School in Palembang".In order to avoid misunderstanding, there are some key words that are really necessary to be explained. They are :

Students' and Teachers' Belief is teachers' and students'perception about English language teaching in MA PonpesAuliaCendikia, Palembang.

English Language Teachingisbased on the idea that the goal of language acquisition is communicative competence.

1.3. Participant of the study

This study uses mixed method study, so there are two sampling techniques. First, for the quantitative study, I used total sampling technique because I was involved 1 teacher and 55 students of eleventh grades students and then I was given the questionnaire to all participants.

Second, for qualitative study, I choose the participants by using purposeful sampling. Cresswell (2012) argued that purposeful sampling is the researchers intentionally choose or select individuals and the place to learn as research or understand as a central phenomenon. The standard that used in choosing the participants of the study and place was based on whether they have information rich or not. The participants were students that consist of 6 students and 1 teacher to given their belief about English language teaching. The participants choose based on the English teacher's information and student's score who got high, medium, and low achievement in the English class.

1.4. Data Collection

This research used quantitative data by using questionnaire,and qualitative data by using interview.

1.4.1. Questionnaire

First, the research instrument that was used in this study was questionnaire. Questionnaire is an investigation by asking some questions in a written form. Zohrabi (2013) said that Questionnaires are doubtless one of the primary sources of obtaining data in any research endeavor. I used the questionnaire that is distributed to the sample to know their beliefs aboutEnglish language teaching. The questionnaire that is used in this study is adapted from Brown (2006). It usedLikert scale.

The questionnaire consist of 24 items of questions. It is about the things that matter for the in perceiving the English language teaching. The items of the questionnaire divided into seven attributes categories of English language teaching.

Table 1. Attributes categories of English language teaching

NO	Attributes categories	Number of question item
1.	Grammar Teaching	10, 16, 18, 20
2.	Error correction	5, 8, 13
3.	Target Language Use	7, 14, 17, 19, 22, 23
4.	Culture	3, 9, 21
5.	Computer-Based Technology	1
6.	Communicative Language Teaching Strategy	11, 12, 2, 4, 15, 21, 23, 24
1.	Assessment	2, 6, 10, 23

(Source: Brown, 2006)

The questions are in close-ended question form. Closed-end questions allow a limited number of answers, leaving no room for additional information to be volunteered; they require only recognition and a choice from among answer options. Closed-end questions are greater precision, uniformity, easier recall for the respondent, easier coding and easier analysis than open-ended questions.

1.4.2. Interview

This study used semi-structured interview in order to gain additional information. I used semi-structure interview to get the information more deeply from the interviewee. In addition, according to Creswell (2008), there are four types of interview such as, one-on-one interview,

focus group interview, telephone interview, and electronic Email interview. In this research, I used one-on-one interview type and the participant was free to choose the language that was used (English or Indonesian). One-on-one interview is the way the interviewer getting the data by asking one interviewee at a time (Creswell, 2008). Audio record was used to record the interview. There were 7 questions and the interview was end after the interviewee finished answers the questions.

1.5. Validity of questionnaire

In this research, I used readymade questionnaire English language teaching developed by Brown (2006) and validated by Brown (2006). Therefore, it did not need to be tried out first. I was translated the questionnaire into Indonesia, because it made the students more understand. Futhermore, I used construct validity for clarify the translation of the questionnaire.

1.6. Data Analysis

To analyze the beliefs on English language teaching students and teacher of MA PonpesAuliacendikia questionnaire and interview was used.

1.6.1. Analysis of Significant Difference Between Students' and Teachers' Beliefs on English Language Teaching

In analyzing difference students' and teachers' beliefs on English language teaching, I used English language teaching questionnaire adopted by Brown (2006). Both of the data was analyzed by using regression analysis. SPSS 20 was used in this study. Therefore, after I collected the data from students' and teacher beliefs response toward English language teaching, I used SPPS 20 to measure the normality and linearity. After the data distribution was normal and linear, I used regression analysis to see if there was significant influence between students

and teachers belief on English language teaching. Finally, I made the interpretation about the data result to answer the research question number one.

1.6.2. Analysis of Teachers' Beliefs on English Language Teaching

In analyzing the data, I used thematic analysis to gain teacher beliefs on English language teaching. Alhojailan and Ibrahim (2012) explained that thematic analysis is a type of qualitative analysis that used to analyze classification and present themes (patterns) that relate to the data. Maguire and Delahunt (2017) also mentioned that thematic analysis is the process of identifying patterns or themes within qualitative data.

In this study, there were six steps of analyzing qualitative data by Cresswell (2012), they were: first, I organized and prepared the data analysis. This involved the data of interview by using audio recording. Second, I read or look at the data. In this step, I transcribed the interview by using audio recording. Third, I began detailed analyzing with coding process. The process of coding involved identifying text segments, placing a bracket around them, and assigning a code word or phrase that accurately described about the meaning of text segment. Coding process was resulted from the interview data. Fourth, I used coding process to generate a description about the setting as well as a theme for analysis. I described detail information from the phenomenon based on the interview result and generate codes for this description.

Fifth, I would advance of how the description and themes represented in qualitative narrative to convey the findings of analysis. I mentioned about the phenomenon or chronology event and convey the description of information about each participant. Finally, a final step of data analysis, I made interpretation of findings the data or meaning the data. I described a review of the major findings and how the research questions are answered. I compared or contrast the

personal view with the literature, gave the limitations of the study and gave the suggestions for future research.

1.6.3. Analysis of Students' Beliefs on English Language Teaching

In this study, there were six steps of analyzing qualitative data by Cresswell (2012), they were: first, I organized and prepared the data analysis. This involved the data of interview by using audio recording. Second, I read or look at the data. In this step, I transcribed the interview by using audio recording. Third, I began detailed analyzing with coding process. The process of coding involved identifying text segments, placing a bracket around them, and assigning a code word or phrase that accurately described about the meaning of text segment. Coding process was resulted from the interview data. Fourth, I used coding process to generate a description about the setting as well as a theme for analysis. I described detail information from the phenomenon based on the interview result and generate codes for this description.

Fifth, I would advance of how the description and themes represented in qualitative narrative to convey the findings of analysis. I mentioned about the phenomenon or chronology event and convey the description of information about each participant. Finally, a final step of data analysis, I made interpretation of findings the data or meaning the data. I described a review of the major findings and how the research questions are answered. I compared or contrast the personal view with the literature, gave the limitations of the study and gave the suggestions for future research.

1.6.4. Establishment of Trustworthiness

Trustworthiness was the believability of researcher's finding about what she/he had done in designing, carried out and reported the research to make the result credible. Reed, Ingerman, and Berglund (2009) explained that trustworthiness was important in the collection of empirical

data, how to analysis process was conducted, and the implementation of research outcomes. In this study, I used member checking to check the accuracy of report in the data. In checking the accuracy of interview report, I asked my interviewees (the students and the teacher) to recheck about transcribes of interview as conformity about their information which had been given by them in the interview. I asked them about the transcript that had been made, such as whether it was complete and appropriate based on their answer or not. And what the interview transcript was accordance with what they mean or not. If their answer was accordance with what they mean I checked it, but if it was not accordance with what they mean I asked the students and teacher again about what they mean. This was done to validate the data and checked the correctness of trustworthiness of the data.