

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) methodology, (2) operational definitions, (3) participants of the study, (4) data collection, (5) data analysis.

3.1 Methodology

In this study, the researcher used quantitative research in the form of a survey as the methodology. According to Cresswell (2012), quantitative research is another kind of research which aims to find out the information about samples to describe attitudes, opinions, behaviors, or the characteristics of a population. Frankel et al. (2014) also convey that the purpose of conducting research quantitatively is to interpret the characteristic of a population through the samples' presence involved in research. Pointedly, quantitative research in the form of surveys was used in this study.

3.2 Operational Definition

The title of this study is Survey on Teacher's Competencies in Teaching English: Students' Perceptions at SMAN 1 Sungai Keruh

In order to avoid the possibility of misunderstanding about some terms in this research, the following are short explanations of the terms used in this study.

Students' perception is that the EFL students assess their teacher's competencies in teaching English at SMAN 1 Sungai Keruh

Teacher's Competence is The teacher's ability to manage learning or educational or teaching qualifications in teaching in the classroom at SMAN 1 Sungai Keruh Musi Banyuasin.

3.3 Population and Sample

3.3.1 Population

The researcher determined the population before appointing the samples. Frankel et al. (2014) states that population is a group of individuals which enables a researcher to select several of them as the sample in a certain study to find information about a wanted case. In line with this study, the researcher selected all EFL students from SMAN 1 Sungai Keruh as the population of this study.

3.3.2 Sample

In this study, the researcher used convenience sampling techniques to get samples easily to represent the samples because it is the most common technique because of its speed, cost-effectiveness, and ease of sample availability. . As stated by Dörnyei (2007) that convenience sampling is a sort of non probability or nonrandom sampling in which members of the target population meet particular practical criteria, such as ease of access, geographic proximity, availability at a specific time, or desire to participate (as cited in Etikan, 2016). It can also apply to population study subjects that are conveniently available to the researcher. Frankel et al. (2014) that sample is a small group of individuals who have the same experiences about a certain case. Afterwards, these samples in this study were the students of SMAN 1 Sungai Keruh. As many 160 samples of EFL students of

SMAN 1 Sungai Keruh participated in study. Then, the researcher only took 117 EFL students because the researcher eliminated the data of participants that answered inconsistently in a survey to find out the answer to the research problem in this research. Frankel et al. (2014) also state that the minimum numbers of individuals as samples in descriptive research are essentially 100 participants.

3.4 Data Collection

In collecting the data from the samples, the researcher used a closed-ended questionnaire as a ready-made instrument adopted from Panggabean and Himawan (2016).

3.4.1 Questionnaire

The questionnaire in this research was used to find out the students' perception towards English teachers' competence in teaching English at SMAN 1 Sungai Keruh. According to Habibi et al. (2017), questionnaires can be used as a technique to excavate information in quantitative research in the form of thoughts, feeling, attitudes, belief, values, perception, personality, and behavioral intention of the respondents. As also stated by Cohen et al. (2017) that a questionnaire is entirely used in quantitative research as an instrument to collect information about samples which enable it to be taken into data analysis. Thus, the questionnaire in this study used to find the answer to a research problem in this research.

Subsequently, the questionnaire in this research consisted of some statements through response continuum such as such as strongly agree, agree, neutral, disagree, and strongly disagree. The procedure was the students selected

the response to describe their reaction about the statement. Therefore, the questionnaires consisted of 39 statements and there are two items to measure participants' level of consistency to see that the participants are giving appropriate and accurate answers. Based on the items as the indicators related to the English teachers' competencies in teaching as adopted from a research conducted by Panggabean and Himawan (2016) that covered five sub- sections as presented in table 1 below.

Table 1
Blue-Print of Teacher Teacher Competence Questionnaire

SUB-SECTIONS	Item number
1. Professional Knowledge	1,2,3,4,5
2. Professional Skill	
a. Pedagogies	6*,7,8*,9,10,11
b. Classroom management	12,13,14,15
c. Learner assessment	16,17,18,19,20,21
3. Personal Characteristics	22,23,24,25,26,27,28
4. Ethical Standards and Values	29,30,31,32,33,34
5. Professional Development and Lifelong Learning.	35,36,37,38,39

(Source: Himawan and Panggabean (2016))

In order to collect the data, the questionnaire was distributed to EFL Students' and the questionnaire was distributed to the sample by using Google form. <https://forms.gle/3YhFXgHvWgcE1g1x5>

3.4.1.1 Validity

Validity is the main extent to which a concept, conclusion or measurement. The accuracy of an instrument to be measured in this research about what had been designed was good to use or not. Obviously, Creswell (2012)

defined that validity is the development of sound evidence to demonstrate that the test interpretation of scores about the concept or construct that the test is assumed to measure. The validity of questionnaires in this research had been successfully validated and used by a previous study conducted by Panggabean and Himawan (2016) with 264 students (104 males and 160 females) at private school in Jakarta by following the five-subsections prepared by previous researchers themselves.

3.4.1.2 Reliability

The questionnaire used in this research was adopted from Panggabean and Himawan (2016) because the reliability index of the questionnaire as an instrument showed a coefficient 0.830 which was highly reliable and held a good level of consistency. Thus, Panggabean and Himawan (2016) stated that the questionnaire is a good instrument to measure the competent of a teacher, especially within the Indonesian population and the questionnaire used in their research has been valid and reliable to use as the instrument to collect the data based on the coefficient and data collection with 264 students at private school in Jakarta. Therefore, the present researcher used the questionnaires designed by Panggabean and Himawan (2016) as the instrument to find the answer to the research problem in this study.

3.5 Data Analysis

The data collection in this study was cultivated through percentage analysis oriented to the research problem related to numbers, frequencies, means. Then, the percentages were computed to identify the levels of the English

teachers' competence in SMAN 1 Sungai Keruh. The percentages of the responses given to competence items were used for the description of the competence. Additionally, for each positive statement the researcher will assign; "Strongly Disagree" 1; "Disagree" 2; "Partially Agree" 3; "Agree" 4; "Strongly Agree" 5. Then, the researcher decides the Ideal score used to count the score to determine rating and total answering. The formula of the scale is:

Table 2
Criterion score and Percentage

$$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$$

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Total Ideal Score}} \times 100$$

Table 3
Description and Interpretation Score of the Teachers' Competence

No	Description	Interpretation Score
1	Excellent	81-100%
2	Good	61-80%
3	Fair	41-60%
4	Poor	21-40%
5	Very poor	<20%

The use of the interpretation score above measured how well the teacher did five aspects (personal knowledge, professional skill, personal characteristics, Ethical Standards and Value, and Professional Development and Lifelong

Learning) of teacher's competence in teaching. For instance, if the interpretation score of planning was in the range 81% -100% mean that the teacher's personal knowledge was excellent. Moreover, if the teacher's personal skill was in the range 61%-80%, it means it was good. On the contrary, if the personal characteristics were in the range 21%-40% the teacher's personal characteristics were poor.