CHAPTER III

RESEARCH METHOD

This chapter explains about the research method will be used in this study. It covers place and time of the study, research design, population and sample, research instrument, validity and reliability, data collecting method, and data analysis. .

A. Research Design

Research design is plans and the procedures for research to detailed methods of data collection and analysis (Cresswell,2009:3). According to Best and Kahn (2007), The term descriptive research has often been used incorrectly to describe three types of investigation that are different. Descriptive research is a research method that tries to describe and interpret objects appropriate with the situation (Best, 1982:119). In descriptive research, there are three types of descriptive research. They are observation studies, correlational research, and survey research.

In this study, the researcher used descriptive quantitative with a survey research design. According to Creswell (2008:388) said that survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behaviors, or characteristics of the population.

The central purpose of survey research is to describe the characteristics of a group or population (Franked et al: 2012). It is primarily a quantitative research technique in which the researcher administers some sort of survey or

questionnaire to a sample in some cases, or populations of individuals to describe their attitudes, opinions, behaviors, experiences, or other characteristics of the population (Creswell, 2005).

Related to those purposes of survey research design, this research was conducted to investigate the perceptions of teachers and students of MAN 3 Tulungagung towards Internship students of IAIN Tulungagung in teaching English.

B. Place and Time of The Study

This research was conducted at MAN 3 Tulungagung that is located in Jl. Supriyadi, Dusun Tanen, Kec. Rejotangan, Kab. Tulungagung, Jawa Timur. This research was conducted from 12th April in the academic year 2019/2020.

C. Population and Sample

1. Population

A population as defined as all members of any well-defined class, people events, and objects (Ary, 2006:167). The populations of this research are English teachers and students of MAN 3 Tulungagung. The first respondent are three English teacher who guided the internship students of IAIN Tulungagung during the internship program. The teachers were used as a research respondent as well as a source of data that can express the perception of teaching competencies of the internship students. The second respondent, all the students of the tenth grade who

have been taught by internship students from the English Education Department.

Students become respondents as well as data sources because they are objects that direct experience of the learning process carried out by internship students. The total populations were 3 English teachers and 256 students.

Table 3 .1 The Population of The Research

No	Respondent		Total
1	English Teacher		3
2	X MIPA	X MIPA 1	36
		X MIPA 2	36
		X MIPA 3	37
3	X IIS	X IIS 1	39
		X IIS 2	34
		X IIS 3	37
4	X IIK	X IIK 1	37
Total			259

2. Sample

The number of populations in the study is part of the subject determined based on the method of determining the research sample. Sampling technique is a way to determine the number of samples following the sample size that will be used as the actual data source, taking into account the characteristics and distribution of the population to

obtain a representative sample (Margono, 2004). The number of populations is 3 English teachers and 256 students in MAN 3 Tulungagung. So, all of the populations used as a sample.

D. Research Instrument

A research instrument is a tool for collecting the data. According to Arikunto (2006:149) said that some kinds of instruments, such as interview guide, observation checklists, observation sheets, and questionnaire. In this study, the researcher has used questionnaires as the research instruments.

According to Brown (2010:18) said that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. The purpose of this study is to know the perception of teachers and students towards internship students of IAIN Tulungagung in teaching English. The respondent directly supplies his or her answers to a set of questions or statements.

In this study, the researcher used a structured questionnaire in closed form by using a Likert scale. It provided five choices of response for the respondents in answering the questionnaire. Each question has five alternative answers. The answers of respondents are written by giving a signed checklist (√) on the questionnaire that has been provided.

The Likert scale was chosen because this study intended to measure people's views or perceptions. According to Wilkinson and Birmingham (2003:15) said that using a Likert scale will offer several possible responses

that provide more flexibility to the respondents and affords greater accuracy in recording their views on a given subject. Table 3.2 showed the score for each rating scale.

Table 3 .2 The Score for Each Rating Likert Scales

No	Scales	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

E. **Validity and Reliability Instrument**

Validity and reliability of instrument are integral parts in conducting a study since the instrument which will be used must be valid and reliable before using it to collect the data. In this study, the researcher ensured that the instrument (questionnaire) was valid and reliable by doing validity and reliability as follows:

1. Validity

According to Arikunto said that validity is a measure that shows the level of validity of an instrument. A valid instrument has high validity (2002: 144). Meanwhile, Donald Ary (2010:224), defines Validity is defined as the extent to which an instrument measured what it claimed to measure. To measure whether the instrument has good validity, the

researcher analyzed the instrument from construct validity and content validity as follows:

a. Construct Validity

According to James Dean (2000), a constructor phycological construct is also called an attribute, proficiency, ability, or skill that happens in the human brain and is defined by established a theory. Besides, the test items developer should provide evidence that the scores reflect the construct, by reviewing the theory and the previous studies (Ary et al., 2010:231). So, it should be measured to prove that the items in the instrument measure the construct that is designed to measure and not some other theoretically unrelated construct.

In this study, the construct provided in the BluePrint. The Blueprint used to create the formation of the instrument. In this research, the questionnaire had high construct validity if it contains the statements investigating the perception of teachers and students toward internship students in teaching English. (see appendix 1)

b. Content Validity

Boudreau Straub (2004) defines Content validity is the degree to which items in an instrument reflect the content universe to which the instrument will be generalized. The purpose of this study is to investigate the perception of teachers and students towards Internship students in teaching English during the Internship program. The statements in this questionnaire related to the purpose of this study. That is asking about the teacher and students' opinions about

Internship students when teaching English during The Internship program.

Before being used as an instrument, the researcher gave the questionnaire to the ten students of senior high school as a tryout. After getting the students' score for each statement the researcher calculated the validity for each item in the questionnaire by using the coefficient correlation formula of Pearson Product Moment with SPSS 16.0 application.

Each items are considered to be valid if the value of the $r_{obtained}$ > r_{table}. From 10 (N) samples with significance level 5% the r_{table} was 0,312. The result of validity instrument for each items show on table 3.3 and table 3.4.

Table 3.3 The result of Validity Instrument (Teacher's Questionnaire)

	r-obtained	r-table (N = 10, a = 5%)	Notes
ITEM 1	0, 491	0,312	Valid
ITEM 2	0,143	0,312	Not Valid
ITEM 3	-0,338	0,312	Not Valid
ITEM 4	-0,201	0,312	Not Valid
ITEM 5	-0,307	0,312	Not Valid
ITEM 6	0,461	0,312	Valid
ITEM 7	-0.038	0,312	Not Valid
ITEM 8	0,461	0,312	Valid

ITEM 9	0,928	0,312	Valid
ITEM 10	0,461	0,312	Valid
ITEM 11	0,603	0,312	Valid
ITEM 12	0,019	0,312	Not Valid
ITEM 13	0,804	0,312	Valid
ITEM 14	0,201	0,312	Not Valid
ITEM 15	0,038	0,312	Not Valid
ITEM 16	-0,902	0,312	Not Valid
ITEM 17	0,038	0,312	Not Valid
ITEM 18	0,929	0,312	Valid
ITEM 19	0,338	0,312	Valid
ITEM 20	0,785	0,312	Valid
ITEM 21	0,942	0,312	Valid
ITEM 22	0,928	0,312	Valid
ITEM 23	-0.038	0,312	Not Valid
ITEM 24	0,643	0,312	Valid
ITEM 25	0,683	0,312	Valid
ITEM 26	0,465	0,312	Valid
ITEM 27	0,928	0,312	Valid
ITEM 28	0,965	0,312	Valid
ITEM 29	0,338	0,312	Valid
ITEM 30	0,965	0,312	Valid
ITEM 31	0,965	0,312	Valid

ITEM 32	0,785	0,312	Valid
ITEM 33	0,785	0,312	Valid
ITEM 34	0,564	0,312	Valid
ITEM 35	0,564	0,312	Valid
ITEM 36	0,737	0,312	Valid
ITEM 37	0,634	0,312	Valid
ITEM 38	0,038	0,312	Not Valid
ITEM 39	0,645	0,312	Valid
ITEM 40	0,038	0,312	Not Valid

Table 3.4 The result of Validity Instrument (Student's Questionnaire)

	r-obtained	r-table (N = 10, a = 5%)	Notes
ITEM 1	0,921	0,312	Valid
ITEM 2	0,502	0,312	Valid
ITEM 3	0,271	0,312	Not Valid
ITEM 4	0,789	0,312	Valid
ITEM 5	0,727	0,312	Valid
ITEM 6	0,442	0,312	Valid
ITEM 7	0,755	0,312	Valid
ITEM 8	0,702	0,312	Valid
ITEM 9	0,765	0,312	Valid

ITEM 10	0,842	0,312	Valid
ITEM 11	0,634	0,312	Valid
ITEM 12	0,939	0,312	Valid
ITEM 13	0,495	0,312	Valid
ITEM 14	0, 931	0,312	Valid
ITEM 15	0,701	0,312	Valid
ITEM 16	0,701	0,312	Valid
ITEM 17	0,640	0,312	Valid
ITEM 18	0,916	0,312	Valid
ITEM 19	0,674	0,312	Valid
ITEM 20	0.603	0,312	Valid
ITEM 21	0,118	0,312	Not Valid
ITEM 22	0,617	0,312	Valid
ITEM 23	0,563	0,312	Valid
ITEM 24	0,926	0,312	Valid
ITEM 25	0,540	0,312	Valid
ITEM 26	0,603	0,312	Valid
ITEM 27	0,736	0,312	Valid
ITEM 28	0,729	0,312	Valid
ITEM 29	0,938	0,312	Valid
ITEM 30	0,361	0,312	Valid
ITEM 31	0,862	0,312	Valid
ITEM 32	0,628	0,312	Valid

ITEM 33	0,568	0,312	Valid
ITEM 34	0,638	0,312	Valid
ITEM 35	0,848	0,312	Valid
ITEM 36	0,830	0,312	Valid
ITEM 37	-0,393	0,312	Not Valid
ITEM 38	0,623	0,312	Valid
ITEM 39	0,666	0,312	Valid
ITEM 40	0,751	0,312	Valid

Based on table 3.3 and table 3.4, the $r_{obtained}$ for all items are bigger than r_{table} were valid. So the result of table 3.3, the instrument for teachers, 28 items are valid and 12 items are not valid. Besides that, the result of table 3.4, the instrument for students there are 37 items are valid and 3 items are not valid.

2. Reliability

   Reliability is the degree to which a test consistently measures whatever it is measuring (Gay, 2012, p. 165). According to Sugiyono (2009: 121) said that a reliable instrument is an instrument that if used several times to measure the same object will produce the same data.

   After calculating the validity of the instrument, the researcher also calculated the scores of ten students as tryouts to find out the reliability of the instrument. All items were easily understood by respondents and none of the items was ambiguous. To find out the reliability of the scores for

each statements' obtained, the researcher calculated by using *Cronbach's Alpha* by using SPSS 16.0.

Table 3.5 The result of Reliability Instrument

Reliability Statistics of Instrument Teacher's Perception

Cronbach's Alpha	N of Items
.927	40

Reliability Statistics of Intrument Student's Perception

Cronbach's Alpha	N of Items
.960	40

In the table above, the result of the istrument was found reliable based on the value of the Cronbach's Alpha that is o,927 for Teachers and 0,960 for students. The criteria of reliability intrument can be divided intro five classes as follows: (Ridwan, 2004:118)

1. If the *Cronbach's Alpha* score $0.00 - 0.20$: less reliable

2. If the *Cronbach's Alpha* score $0.21 - 0.40$: rather reliable

3. If the *Cronbach's Alpha* score $0.41 - 0.60$: enough reliable

4. If the *Cronbach's Alpha* score $0.61 - 0.80$: reliable

5. If the *Cronbach's Alpha* score $0.81 - 1.00$: very reliable

F. Data Collecting Method

In collecting the data, the researcher distribute a questionnaire to 259 (two hundred fifty-nine) respondents. It consists of 3 (three) teachers and 256 (two hundred fifty-six) students. The researcher asks them to fill the questionnaire by giving a checklist for statements in the questionnaire. To make the questionnaire is easier to understand by the respondent. So, the questionnaires were administered by using *Bahasa Indonesia* to make the respondents fully comprehend the whole question.

Collecting data is a systematic and standardized procedure to obtain the data. The technique of collecting the data for this research, the researcher entered the questionnaire instrument into the Google form, because there was the Government Regulatiom to apply quarantine to prevent spread Corona virus (COVID-19). So the researcher was given the teacher and student time to fill out the questionnaire in Google form. Then, the researcher is waiting for the teacher and students when they fill out the questionnaire. After the respondents finish to answer the questionnaires. Finally, the questionnaire is checked whether all items are completely answered. All the gathered data will be evaluated and analyzed.

G. Data Analysis

The data analysis technique dealt with analyzing the results of the questionnaire (Mona Nutriansi, 2015:24). To find the questionnaire on teachers and students' perception of MAN 3 Tulungagung towards internship students in teaching English. The following are steps of data analysis.

The researcher collecting the data from respondent. Then, the next step was analyzing the data. The researcher used Microsoft Excel and SPSS 16. To input the data, the researcher used computer software statistical analysis, which was Microsoft Excel to tabulated the questionnaire. And also, the researher used SPSS 16 to find out the frequency, percetage and mean score of the questionnaire. Then, the mean score was matched in the table 3.6 below.

Table 3.6 Table Interpretation of Mean Score (Melau-Pounty, 2002)

Mean Score	Name	Predicate	Interpretation
4,1 – 5,0	SA	Strongly Agree	Positive
3,1 – 4,0	A	Agree	Positive
2,1 – 3,0	N	Neutral	Neutral
1,1 – 2,0	DA	Disagree	Negative
0,0 – 1,0	SDA	Strongly Disagree	Negative

After getting the result, the next step is finding the interpretation for the result of each item. Finally, after collecting the results then the researcher analyzed and interpreted the data. The result of the findings will be discussed to be related to the theory.