

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described the research method. It consists of research design, population and sample, research instrument, data collecting method, and data analysis.

A. Research Design

The approach that used in this study was descriptive quantitative with survey design. According to Creswell (2013:18) a descriptive survey is a research design that intended to describe quantitatively the tendency, behavior, opinion of a certain population by taking some samples as the representation. Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitudes and opinion toward some issues (Ary et al., 2010:372).

The survey is a widely use research method for gathering data ranging from physical counts and frequencies to attitude and opinion. Surveys provided a mean of measuring a population's characteristics, self-reported and observed behavior, awareness of programs, attitudes or opinions, and needs. Related to those purposes of survey research, this research was conducted to investigate the students' perceptions and expectation toward teachers' talk on teaching and learning English.

Descriptive survey design was suitable to use in this research because it aimed to describe the condition of the population. Lodico in Ary et al., (2010) stated that survey research has some purposes those are;

gathering opinions, beliefs, or perceptions about a current issue from a large group of people. In educational research, these issues could be wide ranging and may include school improvement and classroom interaction.

B. Population and Sample

1. Population

Ary, et al (2010, p. 148) defined that the larger group which the generalization is made is called a population. A population was defined as all members of any well-defined class of people, events, or objects. So, Population is consisting of object and subject with a certain area, quantity and characteristic which is determined by the researcher to study and conclude. Referring to this statement, population is not only the existing quantity of subject and the object study but also involve their characteristics. The populations of this research were the social class and science class of tenth grade from students at MA Al – Ma'arif Tulungagung and the sample that researcher chose at X – IIS which and X – MIA.

2. Sample

The technique for selecting sample that was used by the researcher was probability sampling. It was a sampling technique which provides equal opportunity for each element (member) of the population to be selected as a sample member. According to Creswell (2009), in probability sampling, representative sample from a population provides the ability to generalize to a population. Probability sampling

has four methods namely simple random sampling, proportionate stratified random sampling, disproportionate random sampling and cluster sampling. stratified random sampling. This method was used when the population has a member or element that was not homogeneous and stratified proportionally. Proportionate stratified random sampling was done by making layers (strata). Then, each layer was taken as a number of subjects randomly. The number of subjects from each layer (strata) is the research sample.

In measuring the number of sample in this study, the researcher used Slovin's formula with standard error 5% or 0.05. The total sample of this research was 48 that consist which 29 students from X – IIS and 19 students from X – MIA. This formula used to determine the number of sample from population. The Slovin's formula shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Explanation

n = Number of populations

N = Population

e = Standard error (5% = 0.05)

Here is calculation by using the Slovin's formula for measuring the sample of this research:

$$n = \frac{48}{1 + (0,05^2)}$$

$$n = \frac{48}{1 + (0,0025)}$$

$$n = \frac{48}{1,12} = 42,8$$

$$n = 43$$

After found 43 students from total sample, the researcher divided the sample into two types samples which consist from X – IIS and X – MIA.

$$XIIS = \frac{30}{48} = 26,875$$

$$XIIS = 27$$

$$XMIA = \frac{18}{48} = 16,125$$

$$XMIA = 16$$

Based on that calculation it concluded that the total sample of this research was 48 that consisted of 27 students from X – IIS and 16 students from X – MIA.

C. Research Instrument

Research instrument was a tool that was used to collect the data. According to Fraenkel and Wallen (2013:111) instrument is the devices such as: pencil-and-paper test, a questionnaire or rating a scale that the researcher uses to collect the data. The purpose of this study is to know the

students' perception and expectation on teachers' talk in teaching and learning English. To get the data needed, the researcher used questionnaire.

1. Questionnaire

According to Brown (Dorney Zoltan, 2010, p.18) stated 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 answer. And Sandra Lee McKay (2006, p.35) stated that there were two types of questions, that were open ended and close ended questions. For the research the researcher used close ended questions allow for more uniformity or responses and are easy to answer, code, and analyze.

One of the most popular formats of close-ended questions is the Likert scale question in which students or teachers were asked to select one of several categories by circling or checking their response. Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement (Dorney Zoltan, 2010, p.21).

The Likert scale was chosen because this study intended to measure about the people views or perception According to Adams (2008:21) the most commonly used attitude or opinion scale is Likert scale. In addition, Wilkinson and Birmingham (2003:15) using Likert scale will offer a number of possible responses that provides more

flexibility to the respondents and affords greater accuracy in recording their views on a given subject.

In this questionnaire the researcher provided five choices of response for the respondents in answering the questionnaire. Those were, strongly disagreed = 1, disagree = 2, uncertain = 3, agree = 4, and strongly agree = 5. The questionnaire in the form of statements that drawn based on the theory and previous studies. It consists of 26 statements that divided the statements into two categories. The first category was the student's perception toward teacher's talk when giving question and feedback in the class and the second was student's expectation toward teacher's talk when giving question and feedback in the class. There were 12 (twelve) statements asked the students' perception about teacher's talk when giving question and feedback in the class. Next, there were 14 (fourteen) statements asked the students' expectation about teacher's talk when giving question and feedback in the class.

2. Validation

In this research, the researcher distributed questionnaire to student's at X – IIS and X – MIA as respondents, before questionnaire distributed to both of respondents, the questionnaire were evaluated by lecturer first, then the researcher discussed and tried to the other class that have same level with respondents for knowing the student understanding toward the content of questionnaire. To make sure the

students understanding, the researcher asked them to fill questionnaire and discuss it together to get their understanding on the content of questionnaire. If most of students could understand the content of the questionnaire well, it concluded that the questionnaire was ready get validation and distribute to the respondents.

The questionnaire was discussed and tried to 8 students at X – IIK, and then asks them about their understanding in each statement from the questionnaire. Because there was the government regulation to apply quarantine to prevent spread Covid – 19 or Corona virus and make the school must be closed until the situation normal. So, the researcher decided to tried and discussed about the content of questionnaire via WhatsApp group and shared the questionnaire use Google form.

The first discussion held on 24th and 25th April via WhatsApp group and used questionnaire with 38 statements that shared using Google form with link <https://bit.ly/kuisionerkubagi>, the result of this discussion shown if there were 5 students from 8 students that stated if most of statement in questionnaire were overmuch and difficult to understand. Based on the result of the discussion and suggestion from lecturer, the researcher change questionnaire into 26 statements and use simple language that easier to understand.

After that, in the second discussion that held on 28th and 29th April via WhatsApp group and used questionnaire with 26 statements that

shared using Google form with link <https://bit.ly/kucobalagi>, the result of this discussion shown if there were 5 from 8 students that stated if the questionnaire that have revised with total 26 statements was enough and easier to understand. After finish for discussing and tried the questionnaire to the students at X – IIK the researcher gave the questionnaire to English teacher for get validate by using validation sheet.

D. Data Collecting Method

In collecting the data, the researcher distributed questionnaire by using Google form to X – IIS which consist of 27 students and X – MIA which consist of 16 students. Then asked them to fill the questionnaire and giving checklist for each statement in the questionnaire by using google form. For easier to understand by the respondent the researcher effort to translate it to Indonesia language. Then the respondents fill the 26 items referring to their feelings of teachers' talk in teaching and learning English. The responses were giving on a 5-point Likert scale, where is 1 indicated strong disagreement, and 5 indicated strong agreement with a statement. 1= strongly disagree, 2= disagree, 3= neither agree nor disagree, 4= agree and 5= strongly agree which indicated the degree frequency of respondents.

After the respondents finished to answer the questionnaires, the questionnaire was checked whether all items are completely answered. All gathered data to evaluate and analyzed for the purpose of the research.

E. Data Analysis

After collecting the data from the students, the next step was analyzing the data. Analysis data is a process to find out and manage collected materials systematically to get the information and experience about data and communicate what it is found (Bogdan & Biklen 1992:79, as cited by Nurhayati, 2015). In analyzing the data, the researcher used SPSS 17 and Microsoft Excel program to find out the descriptive statistic. Descriptive statistics such as frequency, means, sum, and percentage were used to find out the students' perception and expectation toward teacher's talk.

There were some steps in analyzing the data. Firstly, the questionnaires were collected from the students. Secondly, the results from the questionnaires were tabulated in Microsoft Excel program. After that, by using SPSS 17 the researcher looked for frequency, percentage, mean and sum score of the questionnaire to find out students' perception and expectation. Then the mean scores were compared with the table interpretation of mean score to in the figure 3.1. to determined kind of the respondent's responses and finally the conclusion was drawn.

Table 3.1

Table Interpretation of Mean Score (Merleau-Ponty, 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