

CHAPTER III

RESEARCH METHOD

This chapter explains the research method used in this research. It covers research design, population and sample, research instrument, validity and reliability testing, data collecting method, and data analysis.

A. Research Design

The research design is a specific plan on how to acquire, analyze, and interpret data in the research. In conducting this research, the researcher use quantitative approach with survey design. Aliaga and Gunderson (2002) explain that a quantitative approach describes the phenomenon by gathering numerical data that are evaluated using mathematically depend on the methods (relevant statistics). Then, Leedy (1993:4) state that quantitative research methods are research methods dealing with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationship.

Concerning with the quantitative approach, this research use survey design. Creswell (2012:376) defined 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 attitudes, 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).

In this study, the researcher used a quantitative approach with survey design. The researcher used quantitative approach because the researcher investigates the students' perception by gathering numerical data. Concerning quantitative approach, the researcher use survey design. With survey, the researcher want to investigate students' perception. So, the researcher used descriptive quantitative approach with survey design.

B. Population and Sample

1. Population

Population is the entire of subject in the reseach. According to Ary (2006:167), a population is defined as all members of any well-defined class, people events, and object. In addition, Cresswell (2012: 142) state that population is a group of individuals who have the same characteristic. The population in this research is students of MTsN 2 Tulungagung who have been taught by internship teacher of IAIN Tulungagung. They are 320 students from VII F, G, H, I, J, K and VIII E, F, I, J.

Table 3.2 The Population of The Research

No.	Respondent	Total
1	Students of VII F class	32
2	Students of VII G class	32
3	Students of VII H class	32
4	Students of VII I class	32
5	Students of VII J class	32
6	Students of VII K class	32
7	Students of VIII E class	32

8	Students of VIII F class	32
9	Students of VIII I class	32
10	Students of VIII J class	32
Total		320

2. Sample

Sample is the part of population. According to Ary (2002: 163), a sample is a group of a population. To selecting a sample, the researcher use Non-Probability sampling. Non-Probability sampling is a sampling techniques which is used when it cannot be ensured that each item has an equal chance of being selected. Non-Probability sampling has several techniques, one of them is purposive sampling techniques. The researcher used purposive sampling techniques with requirement that the sample have been taught by internship teacher from English Education program of IAIN Tulungagung. So, the sample of this research is 64 students from VII F and VII G class of MTsN 2 Tulungagung.

C. Research Instrument

A research instrument is a tool for collecting the data. According to Arikunto (2006:149), kinds of instruments, such as interview guides, observation checklists observation sheets, and questionnaires. In this research, the researcher use questionnaires as the research instruments. According to Brown (2001: 6) 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. Therefore, the

researcher use questionnaires as the research instrument to collect the data of students' perceptions towards internship teacher of IAIN Tulungagung in teaching English.

The questionnaire of this research contains several questions. According to McKay (2006: 36), there are two types of questions. There are open-ended and close-ended questions. McKay continue that close-ended questions allow for more uniformity of responses and are easy to answer, code, and analyze. By using this type of question, students' perceptions can be measured. So, in this research, the researcher use a close-ended question because it is easy to answer by the respondents. In addition, it easy to code and analyze. Thus, it makes the researcher easy to analyze the data of students' perceptions toward internship teacher in teaching English.

In this research, the researcher use five alternative answers by using a Likert scale in the questionnaires. So, it provided five choices of response for the respondents in answering the questionnaire. The Likert scale was chosen because this research intended to measure people's views or perceptions. According to Wilkinson and Birmingham (2003:15), 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. In line with them, Sugiyono (2012) state that the Likert scale is used to measure attitudes, opinions, and the perception of a person or group of a phenomenon. Table 3.3 showed the score for each rating scale.

Table 3.3 The Score for Each Rating Likert Scale

No.	Scale	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1

The situation may be more serious when a questionnaire was administered in languages that the respondents were learning, which the case was often in applied linguistic research. It was therefore understandable that for respondents with literacy problems or with limited L2 proficiency, filling in a questionnaire can appear an intimidating or overwhelming task (Dornyei, 2003: 6). Therefore, Bahasa Indonesia was used in the questionnaire of this research.

D. Validity and Reliability Testing

Before being used to collecting the data, the instrument of the research must be valid and reliable. So, the validity and reliability testing is needed. In this research, the researcher ensured that the instrument (questionnaire) was valid and reliable by doing validity and reliability testing as follows:

1. Validity

According to Arikunto (2006: 124), validity is defined as the extent to which an instrument measured what it should be measured. The instrument is valid while the instrument which is used in the research can be used to measure what the researcher wants to measure (Ary et al, 2010). So, the instrument is said to have validity if the instrument is suitable for measuring the object that should be measured and in accordance with certain criteria. It

means that there is a match between the instrument with the measurement function and the measurement target.

In order to get the validity of the instrument, the researcher applied three criteria of the validity. They were face validity, content validity and construct validity. The explanation, as follows:

a. Face Validity

Face validity refers the researcher's subjective assessments of the presentation and relevance of the measuring instrument of the measuring instrument as to whether the item in the instrument appear to be relevant, reasonable, unambiguous and clear (Oluwatayo, 2012: 392). In addition, Brown (2004:26) defined that face validity is the degree to which a test looks right and appears to measure the knowledge or abilities it claims to measure based on subjective judgment or the examinees who take it. In other words, face validity is the degree to which measure appears to be related to a specific construct in the judgment of researcher or test takers.

Because this research was a survey on students' perception, the researcher provided statements asked about perception of students toward internship teacher in teaching English on the questionnaire. Thus, the questionnaire is relevant to investigate the students' perception toward internship teacher. In addition, the students in tryout class said that the item is clearly and easy to understand. So, it could be conclude that the face validity is fulfilled.

b. Content Validity

Content validity requires the test takers to perform the behavior that is being measured (Brown, 2004: 22). A test is said to have content validity if it measures certain specific objectives that are parallel to the material or subject matter given (Arikunto, 2013: 67). The purpose of this research was to investigate the students' perception toward internship teacher in teaching English. Then, the statements in the questionnaire of this research were related to the purpose of the study that was asking about students' perception toward internship teacher in teaching English. In this case, the statement in the questionnaire has aims to investigate the research objectives. So, it could be conclude that the content validity is fulfilled.

Before being used as an instrument, the researcher distributed the questionnaire to the 22 students of 7C of MTs Al-Huda Bandung as a tryout. In the questionnaire, the researcher provide 30 statements. Then the researcher use five alternative answers by using a Likert scale.

After getting the students' score for each item, the researcher calculated the validity for each item in the questionnaire by using the coefficient correlation formula of Pearson Product Moment with IBM SPSS Statistics 26.0 application. The data can be said "valid" if the indicator score of each question has a significant correlation to the total score of the construct. The results of the validity test were carried out for each item. The basis for decision making, if significance value < 0.05 the item is valid. Meanwhile, if significance value > 0.05 the item is not valid.

After calculated the validity for each item in the questionnaire using IBM SPSS Statistics 26 application, the result shows whether each item in the instrument valid or not. Based on the validity result, the researcher took the all valid item as an instrument. The result of validity testing of students' questionnaire for each item was summarized in table 3.4 as follows.

Table 3.4 The result of Validity Testing of Students' Questionnaire in each item

Item	Significant value	Note
1	0.000	Valid
2	0.001	Valid
3	0.000	Valid
4	0.000	Valid
5	0.000	Valid
6	0.009	Valid
7	0.000	Valid
8	0.000	Valid
9	0.000	Valid
10	0.000	Valid
11	0.000	Valid
12	0.024	Valid
13	0.000	Valid
14	0.023	Valid
15	0.000	Valid
16	0.132	Not Valid
17	0.000	Valid
18	0.000	Valid
19	0.000	Valid

20	0.000	Valid
21	0.000	Valid
22	0.120	Not Valid
23	0.006	Valid
24	0.001	Valid
25	0.000	Valid
26	0.001	Valid
27	0.017	Valid
28	0.054	Not Valid
29	0.040	Valid
30	0.066	Not Valid

Based on the table above, the students' questionnaire contain valid and not valid items. The 26 items was considered as valid because the significant value < 0.05 . Then, 4 items was considered as not valid because the significant value > 0.05 . So, only 26 items of the questionnaire could be used to gather data in this research.

c. Construct Validity

According to Anas Sudijono (2007: 166), construct validity can be defined as validity in viewed from the structure, framework or fiction. In other words, construct validity is validity viewed from the construction aspect. In addition, 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 was designed to measure and not some other theoretically unrelated construct.

In this research, the construct provided in the Blueprint (see on appendix). The blueprint used to create the formation of the questionnaire. The researcher was designed and constructed the blueprint of questionnaire according to the conceptual framework of “Competences for online Teaching” by Goodyear et al (2001). According to Goodyear et al (2001), the role of online teacher are 1) process facilitator, 2) adviser-counselor, 3) assessor, 4) researcher, 5) content facilitator, 6) technologist role, 7) Designer role, and 8) manager administrator role. However, the researcher decide to use 5 roles. There are 1) process facilitator, 2) adviser-counselor, 3) assessor, 4) content facilitator, and 5) technologist role. The researcher does not use researcher role because the internship teacher does not conducting the research in internship program. Then, the researcher does not use designer and manager-administrator role because those roles only known by teacher.

Furthermore, because the construct of questionnaire was provided in the blueprint and the blueprint was designed according to the conceptual framework that relevant to investigate students’ perception toward internship teacher in teaching English. So, it could be conclude that the construct validity is fulfilled.

2. Reliability

According to Gay et al (2012: 165), reliability is the degree to which a test consistently measures whatever it is measuring. After calculating the validity of the instrument, the researcher also calculated the scores from 22

students to find out the reliability of the instrument. To find out the reliability of the instrument, the researcher calculated 26 valid item by using Cronbach's Alpha in IBM SPSS Statistics 26 application.

According to Triton (2006: 248) the value of Cronbach's alpha can be interpreted as follows:

Table 3.5 Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0.00 – 0.20	Less reliable
0.21 – 0.40	Rather reliable
0.41 – 0.60	Quite reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Very Reliable

The result of the reliability testing of the questionnaire could be seen as follow.

Table 3.6 The Result of Reliability Testing of The Students' Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
0.951	26

Base on the table above, the result of reliability testing of students' questionnaire is **0.951**. Base on Cronbach's alpha Interpretation, the item of students' questionnaire can be categorized as **very reliable**. So, the item could be used to gather the data.

E. Data Collecting Method

The data collecting method is the way of the researcher in collecting data. According to Arikunto (2006: 160), data collecting method is the method that is used by the researcher to collect data, and instrument is the tool that is used to get the data. It means, the researcher needed instrument to collect the data. In this research, the researcher collected data by distributing the questionnaire. The researcher distributed the questionnaire to students of 7F and 7G which is consist of 64 students.

The researcher distributed the questionnaire to the students via online by using Google Form. On the first page of Google Form, the researcher stated the purpose of the questionnaire and the instruction on how to fill the questionnaire. Then, at the bellow of the instruction, the researcher asked students to fill their name, class number, and class as the identity of the students. Then, they were able to click continue to the next page which is contains 26 statements. The students could fill it based on their own perception toward internship teacher in teaching English.

F. Data Analysis

Data analysis is an effort which is done by researcher to embrace the data accurately (Nazir, 1999: 234). After gathering the data from students, the researcher analyzed the data. To analyze the data, the researcher used IBM SPSS Statistic 26 to find out the descriptive statistic data. The descriptive statistic data susch as frequency, percentage, and mean score of the data.

There were some steps in analyzing the data. Firstly, the researcher collected the questionnaires from students. Then, the results from the questionnaires were tabulated in Microsoft Excel program. After that, the researcher analyzing for frequency, percentage, and the mean score of the questionnaire by using IBM SPSS Statistics 26 to find out the students' perception. Then, the mean scores were compared with the table interpretation of mean score that could be seen in the table 3.7. The next, based on the table interpretation of mean score, it could be determined kind of the responses of the students and finally the conclusion was drawn.

Table 3.7 Table Interpretation Mean Score of Likert Scale (Panachanck Chanwaiwit, 2019)

Range of Mean score	Agreement	Interpretation
4.21 – 5.00	Strongly Agree	Positive
3.41 – 4.20	Agree	
2.61 – 3.40	Neutral	Neutral
1.81 – 2.60	Disagree	Negative
1.00 – 1.80	Strongly Disagree	