3 RESEARCH METHODS

In order to answer the research question and achieve the objective of the research, research method should be constructed thoroughly. The research method consists of research design, research sample, research administration, research instrument, validity of the questionnaire, reliability of the questionnaire, and data analysis.

3.1 Research Design

To answer the research questions proposed in the very beginning, the researcher administers a mixed-method methodology where the quantitative phase (questionnaire) precedes the qualitative phase (focus group interview). This methodology is chosen for complementary purposes to seek further elaboration, illustration, and clarification of the questionnaire data with the interview to get *fieldnotes* (Bogdan and Biklen, 1982:74). This pattern of research is required due to the complexity of the human behavior to obtain. The mixed-method methodology in this study uses survey questionnaire to obtain quantitative data in which in the researcher's beliefs of what profiled in the quantitative data may not cover all the learners' perspective (Yu, 2013). Therefore, qualitative and quantitative ways of research are necessarily required to gain comprehensible findings.

Survey through questionnaire is selected to investigate as it is considered the best in obtaining personal and social facts, attitudes, beliefs, motivations, approach and concerns (Shams, 2008). He also adds that it may vary in scope from large-scale investigations to small-scale studies carried out by a single researcher. Yet, the data that found by survey questionnaire also require another methodology to be analyzed further which then focus group interview way of research is required to make it more comprehensible and represent the subject objectively and representatively. This design seems suitable to present the fact found during the study and to interpret of how the facts related to the problem under investigation.

3.2 Research Sample

There are four schools for conducting this research due to the time constraint and easy access. The selected schools are three of the private senior high schools and one state senior high school where English is taught as a foreign language similarly to other school. Those four schools are under the one supervision namely Unit Pelaksanaan Teknis Pendidikan Kecamatan Gisting. This department is managed by the upper level, Dinas Pendidikan Kabupaten Tanggamus. Along with English, the students in three schools are also taught Arabic as a foreign language as well. Meanwhile, the students in the state senior high school taught Germany. Most of the students have low capability of English, where English language was rarely spoken at their homes or they have never been taught English except from formal education form. For these students, English is a second, third or a foreign language apart from mother tongue backgrounds of Lampungese, Javanese, Sundanese, Semendonese, Padangese, Palembangese etc.

The participants in this research are 120 students in four Senior High Schools in Gisting Sub district: SMA Muhammadiyah 1 Gisting, SMK Muhammadyah 1 Gisting, Madrasah Aliyah Mathla'ul Anwar Gisting, and SMA Negeri 1 Gunung Alip. Thirty students in the same level of study are taken as sample from each school selected. That is in accordance to Suryabrata (2009) who claims that research is done towards sample which then generalized into population. They are the second year students, aged 17 up to 19 years old. Most of the classes in the schools here mostly amount more than one class. Therefore, the researcher uses *proportional random sampling* proposed by Suryabrata (2009:37) to determine which classes is selected as the object of research. Those particular classes are chosen as the participants due to the following reasons. The first is because of technical notion. The second grade students of this school are in the middle year during length of study in senior high school period. The researcher assumes that they are ideal sample of research due to their senior high school environmental experiences rather than other grades. The first grade is assumed that they still need more adaptation towards new educational circumstances around. Meanwhile, the third grade is considered in the critical year of graduation where they will be judged successful to pass national exams or not. Hence, the second grade would be the most suitable object of related research.

Then, to answer the second research question, the researcher addresses *purposive sample* in applying focus group interview. This technique is determined as the next phase in collecting the data. It leads the researcher to observe the subject objectively represents the problem appears (Setiyadi, 2006:44).

Besides the technique sampling taken to determine the sample in this research, there are several parameters to reach the level of objective sample represent the true condition of population. The characteristics of representativeness of the sample taken in research are impossible to be proven. Yet, it can only be achieved through parameters known theoretically and experimentally (Suryabrata, 2003:36). There are four types of parameters posed in this sampling technique taken according to Suryabrata (2003) listed as follows:

1. **Population Variability**

There are three private Islamic senior high schools and one state senior high school. The three private Islamic senior high schools are consisted by two Muhammadiyah organizations background and one Nadhlatul Ulama organization Background. The rest is state senior high school of Gunung Alip managed by the state. The existence of variability of population refers to the real circumstances of the sample taken (Suryabrata, 2003:36). Here, the entire aspects of the sample should be accepted as it is. The researcher could not make up or manipulate the condition captured in the research.

2. **Sample Size**

The research sample are consisted by 120 students; 30 students each schools. That number of students aimed to achieve the greater level of representativeness of the data. The greater sample observed the greater level of representativeness of the population.

3. Sampling Technique

The sample taken in this research consists of 120 students from four different senior high schools in Gisting Sub-district area. As it has already mentioned before that each school is different from others; two Muhammadiyah organizational background, one Nadhlatul Ulama organizational background, and one state senior high school. These various samples are assumed that it will affect the random level of the research positively. In other words, the researcher could say that the greater level of random of the sample, the greater level of representativeness of the sample. This condition also influences positively as long as the sample is not perfectly homogeneity categorized. Moreover, the researcher uses two different techniques in determining the sample; *proportional random sampling* and *purposive sample*. Therefore, the high level of representativeness of the sample taken could possibly be achieved.

4. Sample Characteristics

Four senior high schools observed in this research have their own characteristics. Suryabrata (2003) claims that the completeness of characteristics of the sample would enhance the level of representativeness of the data. The students observed in the four schools are mostly dominated by Javanese and Lampungese. They speak Javanese and Lampungese almost all the time in their home and neighborhood apart from Bahasa Indonesia. This reality means that their second or third language is their own language of their tribe or other which is usually be used in their environment. The rest of the

students may be Sundanese, Padangnese, Semendonese, Palembangese, and Chinese. They live in the same sub district which eventually draws the same condition of level study and educational circumstances. Mostly, students in this sub district come from low capacity to communicate in English since it is barely spoken or learned as a very constructive means of communication at this level of age. It is proven by the absence of English course or group of study which indicates the less of willing to learn it. Moreover, each school selected does not have group of English learning it i.e. English Club, English conversation class etc. Mostly, students in this district recognize English mainly from formal education level.

3.3 Research Administration

Before the survey questionnaire is administered, the students in each class are given an orientation about the research and their role as respondent. The survey is directly administered in a friendly way where the students are made to feel relaxed and comfortable before filling the questionnaire. Respondents were asked to signify the extent to which they agree or disagree with certain length of the items of the questionnaire. The direct administration is taken to assists the students, if they needed any clarification in order to facilitate understanding and appropriate responses. On an average, the total administration allocation to complete answering the questionnaire lasted about 25 minutes, which then the completed questionnaires will be collected in a sealed envelope.

Then, the second phase of collecting the data, the researcher administer focus group interview to gain the complemented data from the survey questionnaire. Having completed fulfilling the questionnaire, twelve students from four schools are going to be interviewed. Those numbers of students consist of three students from each class. Each student is interviewed concerning the results appear on their survey questionnaire sheet.

3.4 Research Instrument

The measuring instrument is an attitude questionnaire which is focused on the attitudes towards English, English language learning, and English native speakers. Additionally, it is aimed to explore the differences in the participants' attitudes towards those variables affecting their performance in English learning achievement. The questionnaire items are also modified as to focus English as the target language, simplifying the language of instructions and item constructs, in order to make it more meaningful and contextually relevant for the participant respondents. To do so, the questionnaires are written in Bahasa Indonesia to avoid the misconception of the students in comprehending the meaning of each item asked. The items are adapted from the attitude questionnaire test proposed in a study by Setiyadi et al. (2006). The researcher in this study presents 30 items questionnaire designed specifically to examine students' attitudes of those that require students to fulfill. The questionnaire consisted of three parts, targeting the two sets of research questions in this study. Total 30 items are gauged to explore students' attitudes towards English (10 items); students attitudes towards English language learning (10 items); and students attitudes towards English native

speakers (10 items). The questionnaire is consisted by items created in positive and negative wording. There are 16 items in positive wording (1, 2, 4, 8, 9, 10, 11, 14, 18, 20, 21, 22, 23, 27, 28, and 29) and 14 items in negative wording (3, 5, 6, 7, 12, 13, 15, 16, 17, 19, 24, 25, 26, and 30). Students' attitudes questionnaire was a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). On, a negative wording item, the scoring system is valued conversely in order to make it similar to other. On the whole, there were 30 items concerning language attitudes in terms of: behavioral, cognitive, and emotional aspects of attitude. Overall, 20 items were positive and 10 items were negative. Furthermore, three aspects of attitudes are dropped into designed items on the questionnaire.

3.5 Validity of the Questionnaire

To investigate the validity of the questionnaire items, the researcher uses *interrater validity* developed by Setiyadi (2006). It refers to the method of judging the level of the validity by three reviewers in topics discussed and having strong backgrounds of either Teaching English as Foreign Language or research. There are three majors point on where this questionnaire is going to be validated. There are Face validity, Content Validity, and Construct Validity. In this questionnaire, Face Validity refers to how well the questionnaire is comprehended by the respondents. Then, Content Validity represents the level of representativeness of each item proposed in this questionnaire. It also represents the level of the appropriateness of the questionnaire toward students in their level of comprehension. On the other hand, Construct Validity refers to the formation of

the questionnaire proposed. It also make students easier to understand each items orderly arranged in three variables investigated.

These reviewers are asked to rate the 30 survey items on a 2-point rating scale ranging from 1 (important) to 2 (not important); to internally validate and examine the item assembled and its relevance to the research literature. The criteria for keeping the items in the final questionnaire is based on the experts' rating i.e. if any item was rated below 60% of the three experts, then it would be removed. All the items are rated at-least reached 60% of the reviewers and therefore, no item was detached from the questionnaire.

The item questionnaires are modified according to the feedback acknowledged by the experts to make the items simpler and shorter in order to make the research participants to comprehend well. Descriptive feedback is also obtained from the reviewers. There are three factors the reviewers should notice namely Face Validity, Content Validity, and Construct Validity. The reviewers gave the feedback through column given related to those issues. For example, on the column of Face Validity, the reviewer suggested to make the identity column in better arrangement by giving the example how to fulfill identity column well. The reviewer also suggested reformulating some items. There were two items which has a similarity. Number 9 states "Mendengarkan orang menggunakan Bahasa Inggris adalah Aktivitas yang menyenangkan". Meanwhile, number 10 states "Penuturan Bahasa Inggris terdengar indah". Both of the items have similar meaning which then number 10 changed into "Bahasa Inggris adalah bahasa yang menigkatkan harga diri kita". Finally, the 30 items survey questionnaire was ready for survey questionnaire administration.

3.6 Reliability of the Questionnaire

By using The Statistical Package for the Social Science Program (SPSS) version 17.0, an analysis of item reliability was determined through the reliability coefficient test. The result of the questionnaire is scored based on Likert scale with range of score is 1 to 5. Then, in order to measure the consistency of items in the questionnaire, the writer used Cronbach Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire is.

And for knowing the classification of reliability, the following scale is used:

Between 0.800 to 1.00   = very high reliability
Between 0.600 to 0.800   = high reliability
Between 0.400 to 0.600   = moderate reliability
Between 0.200 to 0.400   = low reliability
Between 0.000 to 0.200   = very low reliability

The overall internal consistency of the questionnaire was 0.756 highlighting the instrument to be highly reliable in measuring student's attitudes towards English, English language learning, and native speakers of English. A similar process was carried out to estimate the reliability coefficient for each of the sub-scales. Unfortunately, the result of overall alpha was different when it was degenerated into sub-scales. The sub-scale 'Attitude towards English' showed the lowest alpha (0.477). Whereas the 'Attitude towards English learning' illustrated the highest alpha (0.633). The last, the 'attitudes towards English native speakers' showed the moderate alpha (0.540).

Table 1 : Results of Cronbach's Alpha

Sub-Scales	Number of Items	Alpha Value
Students' Attitudes toward English	10	0.477
Students' Attitudes toward English Learning	10	0.633
Students' Attitudes toward English Native Speakers	10	0.540
Overall values for the instrument	30	0.756

Reliability on those two sub-scales can also be increased by revising the items of the questionnaires. Those items calculated may be focused on the same aspect of attitude rather than various aspect since Cronbach's Alpha is not appropriate for inspecting the reliability if different features involved in a sub-scale (Kamata, et.al. 2003). For Example, 10 items stated in 'Attitude towards English' sub-scales; 4 items focused on 'cognitive aspect of attitude,' 4 items on 'behavioral aspect of attitude,' and 2 items on 'emotional aspect of attitude' which can be the reason of the low reliability. It can further be improved by revisiting all the items in this sub-scale focusing only on one aspect of attitude.

One way to improve the internal consistency of the questionnaire in the future is by administering the questionnaire on a bigger and representative sample. The reliability on those two sub-scales can be increased by revising the items of the questionnaires. The writer took another way to raise the coefficient that is by dropping item lowering the reliability in each sub-scale. Therefore, the grand values of alpha covering the three sub-scales reached 0.817. In Students' Attitude toward English subs-scale, the writer dropped down two items which is lowering the reliability. There were items number 2 and number 8. Subsequently, the reliability reached 0.605 which then it was considered as high reliability. The

same technique of increasing reliability was also implemented in the sub-scale of Students' Attitude toward English native speakers. There were two items removed in this sub-scale; item 2 and 7. Accordingly, by omitting those items, this sub-scale improved the alpha into 0.643. An identic process was carried out to determine the reliability coefficient for each sub-scales portrayed in table 1 below:

Table 2: Ratified Results of Cronbach's Alpha

Sub-Scales	Number of Items	Alpha Value
Students' Attitudes toward English	8	0.605
Students' Attitudes toward English Learning	8	0.729
Students' Attitudes toward English Native Speakers	8	0.643
Overall Alpha Value	24	0.817

Though Student's Attitude toward English Language Learning had already reached high reliability (0.633), removing two items in this sub-scale was still carried out. The items number 3 and 8 were removed and increased the alpha to 0.729. This technique was applied in this sub-scale to maintain the balance of number of the items where it related critically to face validity of the questionnaire.

3.7 Data Analysis

The data that will be gained in this research are two types i.e. quantitative and qualitative. Each student's responses to the questionnaire are scored in the given values; 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. The quantitative data of the questionnaires will be analyzed in terms of means, using the Statistical Package for Social Sciences (SPSS). To answer the first research question, descriptive statistics is going to be conducted to determine

the frequency, the mean, the variance and the standard deviation of the gathered data. It is done to determine the variance of the students who have different attitudes in different school. Then, the results of the gathered data which is resulted in mean from each school will be compared to others by using ANOVA. *One way ANOVA* is chosen to compare the mean from four schools. For analyzing the qualitative part of the data, on the other hand, a content analysis method is used. In the analysis process, the interviewees' responses for each question are firstly attached along with English translation. After that, the responses will be analysed in terms of themes related to the study objectives.