CHAPTER III

METHODOLOGY

This chapter will discuss about the research design, the population and sample, the data collection technique, and the data analysis.

3.1 Research Design

This research is descriptive quantitative research. According to Tsaniyah (2015) the quantitative research is aimed to answer the problems related situation at that time, underway, or situation for the moment. The research data is obtained using research instruments such as questionnaire and interview.

In this study, the researcher conducted quantitative research by using qualitative survey or mixed method design, that is research that do at large or small population but the data is from the sample of population with uses questionnaire and interview as the main measuring instrument of the data. According to Creswell (in Sulistiowati, 2015) mixed method design enable to gather qualitative input to explain and extend quantitative results in order to gain the result of the research. The researcher analyzes the data from questionnaire and interview the teacher.

3.2 Subject of the Study

Data resource is the subject where the data can be obtained. The source of data in this study is the result of questionnaire and interview with the teachers.

Subject in this study is some of English teachers in senior high school who have certificates of participants In House Training Curriculum 2013 which is located in Gresik. Based on data obtained from the Department Education of Gresik, the number of public and private senior high school located in Gresik amounted to 5 schools consist of 1 SMA Public and 4 SMA Private.

The sample selection became the subject of research using a purposive random sampling technique. Ali (1993) stated that the purposive random sampling techniques is based on a certain considerations made by the researchers themselves, based on the characteristics of the population known previously. The sample size used in this study is 60% of the entire population. Arikunto (2010) stated that if the number of subjects is large, it can be taken the sample between 10-15% or 20-25% or more. Taken percentage of 60% of the total number of research subjects are 1 Public school and 4 Private schools, it obtained 1 Public school and 2 Private schools as sample because only three schools that still implement Curriculum 2013 until now. This study is conducted to examine perception of English teachers, so that the subject of this research is English teachers who teach Curriculum 2013 at senior high school that became the sample of the study. The data that collected as sample in this study are presented in Table 3.1.

Table 3.1 School as Research Samples

No	Name of School	Quality of School
1.	SMA Negeri 1 Gresik	Based Adiwiyata school, included of the best school in East Java, has complete facilities and infrastructures (AC and LCD Projector in classroom, library, UKS room, OSIS room, multimedia room, studio band, auditorium, mosque, biology laboratory, physics laboratory, chemical

		laboratory, computer laboratory, language laboratory, teachers research and reference center, etc.), has a lot of academic achievement level of East Java and National (2nd winner business challenge, 1st winner by UISI, the highest score UNAS for Science & Social, etc.), some of the teachers get S2 scholarship in English.
2.	SMA Nahdlatul Ulama 1	Has complete facilities and infrastructures (AC and LCD Projector in classroom, auditorium, mosque, OSIS room, science laboratory, computer laboratory, language laboratory, library, etc.), has several academic and non academic achievement level of East Java (1st winner library contest, top 10 finalists English debate), the best library in East Java.
3.	SMA Muhammadiyah 1	Based innovation school, has complete facilities and infrastructures in good condition, has several academic and non academic achievement level of East Java and National (1st, 2nd, 3rd winner of three scouts challenges, special awards Indonesian students study Olympiad, 2nd winner Japanese language quiz, 1st and 3rd winner International Islamic Robot Olympiad, etc.).

3.3 Data Collection Technique

The data collected with certain methods. The methods used are as follow:

3.3.1 Questionnaire

Sugiyono (2010) stated the questionnaire is the technique of data collection is done by giving a set of questions or a written statement to the respondent to answer it. The questionnaire is suitable to be used when the number of respondents is large and spread over a wide area. Arikunto (2010) stated the questionnaire is the amount written statement used to obtain information from respondents in a report on his personal, or the things that is known. A questionnaire is used to describe the methods and instrument, this method uses a questionnaire as a research instrument. The questionnaire specifically asked teachers to comment on their own activities and

others. Responses to these questions provide indirect indications of where teachers perceived responsibility for their teaching.

The total number of respondent who are given questionnaire are 40-60% of entire subject, they are 12 teachers of 3 schools in Gresik. This research uses a closed questionnaire in the form of a checklist. The statement in the closed questionnaire already provided the answer, so the respondents just choose the answer choices. The form of questionnaire checklist is a list, in which respondents have just affixed a check mark (√) in the appropriate column. In this questionnaire respondents provide answers about their opinion. The researcher uses closed items questionnaire because it has advantage to the respondent because the respondent can answer easily. Dorney (2003) stated that the big advantage of closed item questionnaire is their coding and tabulating for rather subjectivity. Best (1981) explained that a close form questionnaire is kind of questionnaire that provide for making a short response, and checking an item from a list of response.

According to Macrae and Bodenhausen (2001) person perception is the people outputs divides into evaluations, memories, impressions, that are shaped by their knowledge and experience in social phenomenon. The researcher also divides the categories of questionnaire into three parts, and each part consisted of four elements of change Curriculum 2013. The first part consisted of eight items concerning respondents' evaluation about implementing Curriculum 2013 in school. Then the second part consisted of eight items aimed to obtain information about respondents' memory based on their past experiences in the process of teaching using Curriculum

2013. Last the third part consisted of nine items in regard to respondents' impression toward Curriculum 2013.

The researcher uses likert scale. Based on Ary (2002) a likert scale assessed attitude toward a topic and asking respondents to indicate for each whether they strongly agree, agree, undecided, disagree or strongly disagree. The various agree and disagree responses are assigned a numeric value. The answer of each item get scored in each alternative answers. Alternative answers SA (Strongly Agree) gets a score of 5, A (Agree) gets a score of 4, U (Undecided) gets a score of 3, D (Disagree) gets a score of 2, and SD (Strongly Disagree) gets a score of 1. The questionnaire method in this study aims to know the perception which is owned by English teacher at senior high school in implementation of Curriculum 2013.

3.3.2 Interview

According to J. Moleong (2007), the interview is a conversation with a specific purpose. Conversations interview are conducted by two participants that is the interviewer are asked questions and interviewee to give answers to these questions. This method allows researcher to instantly know the reaction of respondent. The researcher can interpret the problems examine, where it cannot be found through the give of questionnaires.

The researcher uses purposive random sampling technique to choose two teachers who will be interviewed. Ali (1993) stated that the purposive random sampling techniques is based on a certain considerations made by the researchers

themselves, based on the characteristics of the population known previously. The researcher will interview the teachers who has disagree answer from the results of questionnaire. Interview will stop if the data have complete.

The researcher uses semi structured interview. According to Arikunto (2010) in interview guide semi-structure, at first interviewer asked a set of questions that had been structured. Then, one by one deepened to extract information further. Sugiyono (2010) stated the purpose of this kind of interview is to find problems more openly, where the respondent of the interview requested to give opinions, and ideas. In this interview the researcher prepared guidelines for the interview, but the researcher also get more and take note of what is stated by the respondent to get information based on the need of the study about teachers' perception toward implementation of Curriculum 2013.

3.4 Data Analysis

Data analysis is important step in this research to conclude the result of the research. The researcher wanted to analyze the data from quantitative and qualitative data.

3.4.1 Quantitative Data

The researcher will analyze the quantitative data from the result of survey questionnaire. According to Sulistiowati (2015) there are three steps to analyze the data from questionnaire in the following section:

a. Calculating

       To analyze the percentage number of the subject from questionnaire data

calculated by using the formula as follows:

$$\text{Formula} \quad : \quad P = \frac{F}{N} \times 100\%$$

Description :   P = Percentage number
                F = Frequency, the number of teachers who fulfill the questionnaire
                N = Total number of respondents

       Beside the formula above, the researcher also uses mean formula to analyze

the average of the teachers' perception. The formula is as follows:

$$\text{Formula} \quad : \quad \text{Mean} = \frac{Score}{Max} \times P$$

Description :   Score = Score of each students
                Max   = Maximum score per item
                P   = Percentage of respondents

       After the researcher calculated the mean of each respondent, the researcher

made the categories of teachers' perception based on the table of range.

Table 3.2 Criteria for teachers' perception based on the scores in percentage

Range of Scale (%)	Teachers' Perception
81% - 100%	Very Positive
61% - 80%	Positive
41% - 60%	Average
21% - 40%	Negative
0% - 20%	Very Negative

* Adapted from Sulistiowati (2015)

b. Display

After the researcher has calculated the percentage of number respondents and result of questionnaire, then the researcher processed the result of calculation in table and chart. The purpose of display is to cultivate the data easily that is done by researcher.

c. Conclusion Drawing

The researcher makes conclusion of questionnaire result from averages of the teachers' perception from the subject. Then the researcher can conclude the teachers' perception from percentage of each criterion in the table and chart

3.4.2 Qualitative Data

The researcher will analyze the qualitative data from the result of interview. According to Sulistiowati (2015) there are three steps to analyze the data from interviewing in the following section:

a. Data Reduction

In this data, the researcher will select the data need for answering the problem statements. The researcher interviews respondent and records all the result of interview in audio record which arranged carefully in script form and transferred in narrative form using Microsoft Word for the analysis.

b. Data Display

In this step, the researcher will analyze the data in detail by making transcription and narration based on interview. Further, the researcher will narrate all

information based on the results of interview and recheck the data from teachers'

perception in implementation of Curriculum 2013.

c. Data Drawing

The last step in analyzing data is drawing conclusion. The researcher draws

the conclusion from interview data that processed. The conclusion gives clear

explanation about teachers' perception toward the implementation of Curriculum

2013. The researcher will make a conclusion related to the findings and the theories.

The data will be analyzed based on the fact and researcher's interpretation. The

results of the data are used to complete the result of the questionnaires, answer the

research question, and formulate the data into the results of discussion.