CHAPTER III

METHODOLOGY

3.1. Research Method

This study used survey, as Burns (2000:566) states that, "the descriptive survey aimed at estimating as possible the nature of existing conditions, or the attribute of a population." And in this case, this study investigates the perception of *Guru Pamong* about teaching performances of *PPL* students of English Education Study Program and Principals' perception toward ELESP graduates' teaching performances in teaching elementary schools in Jakarta. Furthermore, according to Cresswell (2008: 388), Survey Research designs are procedures in quantitative research in which investigations adminster a survey to a sample or to entire population of people to describe the attitudes, opinions, behaviors, or the characteristic of the population. Perspective of population in this study is fit with the explanation by Cresswell, and gives the quantitative and qualitative result. Here, the writer investigated the nature of existing condition of *PPL* students in elementary school in Jakarta based on the *Guru Pamong's* perception instead of finding a new theory, and also with the nature of existing condition of *PPL* students and ELESP graduates who taught in elementary schools.

Burns (2000:567) found the chief characteristics of the survey:

1) It requires a sample of respondents to reply to a number of standard questions under comparable conditions.

2) It may be administered by an interviewer, by mailing the respondent a form for self-completion or by telephone.

3) The respondents represent a defined population. If less than a 100 percent of the defined population is sampled then a sample survey has been conducted but if it is a 100 percent survey is a census.

4) The result of the sample survey can be generalized population.

5) The use of standard questions enables comparisons of individuals to be made.

The writer employed survey as the method because the sample of this research represented the whole population and the respondents filled in the self- completion questionnaire. And the writer held the interview session to complete the data.

3.2. Instrument

This research uses two kinds of instruments; there were questionnaire sheets and individual interview sheets. The questionnaire and the interview used Bahasa Indonesia to make the participants easier to

understand and answer the questions. And it was also done to avoid misunderstanding between the writer and the participants.

3.2.1. Questionnaire

The questionnaire contains points from all aspects of teaching competences stated on Peraturan Nomor 16 Tahun 2007 (2009). The advisor or *guru pamong* and the principals were given several days to fill in the questionnaires. There are two questionnaires used in this research. The questionnaire for finding *PPL* students' teaching competence contains of 14 general statements and 34 specific statements. While, the questionnaire for finding ELESP graduates' teaching competence contains of 7 general statements and 35 specific statements. The questionnaire used Likert scale in order to get deeper information of the study issues. There are five options to answer the questions; excellent, good, average, unsatisfactory, and bad. This Likert scale is modified by the writer from the Likert scale employs by Brown (2001: 432) to meet the writers' needs of the data and it is completed by open ended- questionnaire to support the close ended- questionnaire.

3.2.2. Interview

The interview was done to support the data of the questionnaire and gain the qualitative data. Each participant had five questions to be answered and the questions were varying from one and other participant, based on their answer on the questionnaire. The interview was important

because the writer was able to get clearer information related to the questionnaire.

3.3. Data

The writer gave questionnaire to 8 *guru pamong* in 4 elementary schools in Jakarta and 20 teachers in 20 elementary schools in Jakarta. Then, it was followed by interview session which invited 2 *guru pamong* to know their perception about *PPL* students' teaching competences in their school and 5 principals to know their perception about ELESP graduates' teaching competences in their schools.

3.4. Data Source

3.4.1. Population

This research population is *Guru Pamong* of *PPL* students of ELESP, State University of Jakarta in elementary schools in Jakarta and Principal of Elementary Schools in Jakarta who employ English Language Education Study Program of SUJ graduates as their English teacher. The *PPL* students in this research are ELESP students who took their work experience during the first semester of 2009. While ELESP- *UNJ* graduates in this research are ELESP graduates who graduated from State University of Jakarta between 2004 and 2008, and they are teaching in elementary school in Jakarta recently.

3.4.2. Sample

This writer studied 8 *guru pamong* of *PPL* students in 3 schools and 20 principals in 20 elementary schools in Jakarta. They gave their perception by filled in the questionnaire and attend the interview session.

The sample is *guru pamong* of *PPL* students in SDN Pisangan Timur 01 Pagi, SDN RSBI Rawamangun 12 Pagi, and SDN Pisangan Timur 03 Pagi. Then, there are 20 principals in 20 elementary schools in Jakarta as the sample: SDN Pisangan Timur 03 Pagi, SDN Pisangan Timur 07 Pagi, SD Islam Tugasku, SD Muhammadiyah 41, SDN Serdang 09 Pagi, SD Bhakti, SDN Pejaten Timur 04 Petang, SDN Kalideres 09 Pagi, SDN Malaka Sari 03 Pagi, Adik Irma, SDN Cipinang Besar Selatan 08 Pagi, SD Jakarta Islamic School, Sekolah Alam Indonesia, SDN Manggarai 15 Pagi, SD Islam Nurul Iman, SDN Cipinang Muara 14 Pagi, SDN Karet Tengsin 09, SD Islam Al Badar, SD Bunda and SDIT Ibnu Sinna.

All of these schools are formal schools in Jakarta, whether it is government or non- government school. These schools were chosen based on the existence of *PPL* students and ELESP graduates as English teacher, non including elementary teacher who teaches various subject in English or English teacher who teaches English as extracurricular subject.

3.5. Time Allocation

This study held within four months from October to January when English Language Education Study Program allow its' students to

experience teaching in schools in Jakarta with *guru pamong* and the lecturers as the advisors. And the research held in 23 elementary schools in Jakarta where *PPL* students completing their experience study and ELESP graduates teach.

1.6. Data- Collection Techniques

During the process of the research, the writer managed some steps; the first step was found and chose the problem of the research. Then the writer found the resources and previous studies related to the issue. After that, the writer defined the problem and analyzed it with the resource then the writer found out the appropriate method with the hypotheses. The next step was making the instrument. After it was finished, the writer tested its validity and reliability by held pilot study.

The writer distributed questionnaire to eight *guru pamong* of three elementary schools to answer the question, "What is the perception of *Guru Pamong* about teaching competences of *PPL* students of ELESP in teaching Elementary School?", and the Principals of twenty elementary schools were asked to answer the question "What is the perception of the principals about teaching competences of ELESP- *UNJ* graduates in teaching Elementary School?" Then, the data were collected and analyzed. To support the data and the statements on the questionnaire sheets, the writer held interview sessions to answer the question, "What is the perception of *Guru Pamong* about teaching competences of *PPL* students

of ELESP- *UNJ* in teaching Elementary School?" and "What is the perception of the principals about teaching competences of ELESP graduates in teaching Elementary School?" The individual interview session held on two *guru pamong* and six principals in the chosen elementary schools in Jakarta within three weeks and the interviews were held depend on the agreement between the writer and *guru pamong* or principals. Then the writer analyzed the data and compiled it into both quantitative and qualitative result. The final step is the writer writes the research report and compiles it into a thesis. All the process is showed in the table below:

3.1. Table of Research Schedule

Activities	**Months**						
	Aug	**Sept**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**
Planning the Study							
Designing the research Instrument							
Collecting the data							
Analyzing and interpreting data							
Writing the Thesis							

3.7. Data Analysis Technique

In analyzing the data, all questionnaires were tallied and analyzed to find the result becomes some points. The interview data also were tabulated and analyzed. All the data were presented on quantitative and qualitative result. In order to test the validity and reliability of the questionnaire given, the writer uses pilot study.

3.8. Pilot Study

Pilot study was held to analyze the validity and reliability of the questionnaire. There are two pilot studies here, since there are two kinds of questionnaires. The first pilot study was conducted to analyze the validity and reliability of the questionnaire for *guru pamong* and the writer distributed the questionnaire to 4 *guru pamong* of the whole participant. Then, the second pilot study was conducted to analyze the validity and reliability of the questionnaire for the principals of ELESP- *UNJ* graduates and there are 5 principals as the respondents. Then, the writer collected all the questionnaires and analyzed validity and the reliability through the answers.

3.8.1. Validity

In this study, the writer uses Content Validity to test the validity of all the items in the questionnaire, as states by Azwar (2009: 45), "… validitas isi merupakan validitas yang diestimasi lewat pengujian terhadap isi tes dengan analisis rasional atau lewat *professional judgment.*"(…

content validity is a validity that has been estimated by measuring the test using rational analysis or professional judgment.) And in this case, the writer tested the validity of the questionnaire by the judgment of an expert, a lecture. Thus, Azwar (2009: 45) also explains, "Pertanyaan yang dicari jawabannya dalam validasi ini adalah "sejauhmana aitem- aitem dalam tes mencakup keseluruhan kawasan isi objek yang hendak diukur"…" (The answer of the question in this validity is "how far the items in the test include the whole area of the measured object"…). The questionnaire employs here is involving the whole area of teaching competences, as the target area. Supported by those statements, it can be concluded that the questionnaire employs here are quite valid.

3.8.2. Reliability

To measure the reliability of the questionnaire, the writer used Alpha-Cronbach formula, as stated in www.wikipedia/Cronbach%27s_alpha.htm (January, 2010) and Arikunto (2006: 196) that, "Rumus Alpha digunakan untuk mencari realibilitas instrument yang rumusnya bukan 1 dan 0, misalnya angket atau soal bentuk uraian" (Alpha formula is employed to find the instrument's reliability which the formula is not 1 and 0, for example, questionnaire or essay). So the writer chose Alpha- Cronbach to measure the questionnaires which have 1- 5 scores. Here is the formula to find out the reliability:

$$\alpha = \frac{N}{N-1}\left(1 - \frac{\sum_{i=1}^{N} \sigma_{Y_i}^2}{\sigma_X^2}\right)$$

N = the number of components (items or testlets),

σ_X^2 = the variance of the observed total test scores for the current sample of persons, $\sigma_{Y_i}^2$ = the variance of component *i* for the current sample of persons.

After finding the reliability, the writer use standard of reliability to decide the reliability of the questionnaire, as stated by Arikunto (2006: 276) below:

3.2. Interpretation Table

r points	Interpretation
0,800 – 1,000	High
0,600 – 0,800	Fairly high
0,400 – 0,600	Fairly Low
0,200 - 0,400	Low
0,000 – 0,200	Very Low

The reliability of the *guru pamong's* perception questionnaire is 0,937 and the reliability of the principal's perception questionnaire is 0,855. It means that the reliability of both questionnaires are high and that the questionnaires are reliable.