

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In the methodology, the researcher plans to use survey descriptive as the research design. A survey design is a form of survey that aims to gather the opinions or attitudes of a particular population towards a phenomenon or issue in order to describe a trend within this population (*Creswell, 2014*). In particular, the researcher used a cross-sectional survey, where the researcher would collect the required data to achieve the objective of a research by doing it at one point in time (*Creswell, 2014*). Hence, the researcher plans to conduct this study in the academic year of 2021/2020 and focuses on describing the perceptions of students on English debate subject taught in English Education study program at IKIP PGRI Pontianak. The data collection has conducted for 1-2 weeks until the whole amount of required data is obtained from the respondents. This research involved students of IKIP PGRI Pontianak in the sixth semester (third-year students) and the procedure of sampling will be described further. To sum up, the process of data collecting, analyzing and reporting in this study is planned to use a mixed-method approach.

B. Population and Sample

1. Population

This research involves a number of individuals in a population. The population here can be defined as a group of individuals having the same characteristic that distinguishes from other groups (*Creswell, 2012*). The population of this research are third-year students who are studying English Education at IKIP PGRI Pontianak and have enrolled in this English Debate Subject previously.

2. Sample

From the population mentioned previously, the researcher has selected 81 respondents in total as the sample of research. According to Creswell (2012), sample is subgroup of the target population that the researcher plans to study which represents the target population. To select the samples, the researcher plans to apply a procedure called as purposive sampling. Ary et al. (2014) defines purposive sampling as a sampling technique where the researcher decides that would most likely help provide information about the research variable and these samples are those who possess particular criteria aligning to the variable of research. Since the variable of this research is students' perception on the English Debate subject, the main criterion of samples is students who previously have taken English Debate subject. The following table shows the number of respondents categorized into their class group.

Table 3.1. Respondent Class Group

| Class Group | Total |
|--------------------|--------------|
| A Morning | 28 |
| B Morning | 15 |
| A Afternoon | 25 |
| B Afternoon | 13 |
| Total | 81 |

3. Sampling

In collecting this sample, the research will use a Non-Probability Sampling Technique, namely Purposive Sampling. Purposive Sampling is regarded as the technique for choosing the sample based on particular characteristics of the population (Notoatmodjo, 2016:124).

C. Technique of Data Collection

From the selected samples, the researcher has collected the data to answer the research question. To collect the data in this research, the researcher used indirect and direct communication technique.

1. Indirect Communication

Indirect communication is by giving/deploying several questions to the subject of research through questionnaires (Creswell, 2014). With this technique, the researcher plans to use a closed-ended questionnaire. There are two main data that would be collected by using this technique; the students' perception English Debate and its impacts to their development, and their perception on English Debate as a college course.

To obtain those two main data, the researcher plans to develop the used questionnaires using an internet survey. According to Ary et al. (2014), an internet survey is defined as housing the data collecting tool(s) on a platform related to paid surveys or placing them on a website used by the researcher as a media to distribute and display the tools. There would be one questionnaire but would collect the two sets of data mentioned. These two data would be separated into different sections within the online questionnaire that was created by Google Form and distributed in a group chat of the students' class through a representative of the class (i.e., the captain/leader) to later fulfill and submit it online.

2. Direct Communication

In this study, the researcher has collected the data on the students' criticism and suggestions on the conduct of English debate subject in the future. The technique that was used is direct communication. Creswell (2012: 204) explains that direct communication is a procedure of collecting the data by conducting an interview to the selected group of people from the population of a research or asking for relevant documents. This technique was done after distributing the questionnaire to the respondents.

D. Tools of Data Collection

In this study, there are two types of data collection tools that will be used. As mentioned before, the process of data collection involves administering a questionnaire on an online platform and conducting an interview afterwards. The tools that would be used in the technique will be described further.

1. Closed-Ended Questionnaire

This questionnaire consists of three different sections. The first section would collect demographic information from the samples that includes their personal details, their enrollment on English Debate subject in the current/previous semester, their interest and/or experience in English Debate outside of the course, GPA, and gender. The second and third sections would collect the main data mentioned previously.

The second section particularly would collect the data on students' perception on English Debate as a college course. The items used in this section were adopted from a questionnaire developed by Curran & Rosen (2006). These items are categorized into 7 indicators with 31 items in total. These indicators would be measured by using Likert Scale. The following table shows the details of the items along with indicators used in this section.

Table 3.2. Measuring Perception on English Debate as a College Course

| Factors | Likert Scale | Item Number | Total Item |
|--|-------------------------------------|-------------|------------|
| Attitude on Course (Demographic Information) | 5-point with degree of agreement | 1, 2, 3 | 3 |
| Student (self) | | 4-6 | 3 |
| Course Topic | | 7-9 | 3 |
| Course Presentation | | 10-13 | 4 |
| Classroom Environment | | 14-18 | 5 |
| Instructor | | 19-24 | 6 |
| Other Students (Peer) | | 25-28 | 4 |
| Course Execution | | 29-31 | 3 |
| Total Items in the Section | | | 31 |

The third section particularly collected the data on students' perception on English Debate and its impacts to their development on language learning, language aspects, and communication skills. The items used in this section would be adopted from a study conducted by Syamdianita & Maharia (2020). These items are categorized into 3 indicators with 13 items in total. These indicators would be measured by using Likert Scale. The following table shows the details of the items along with indicators used in this section.

Table 3.3. Measuring Students' Perception on the Impacts of English Debate Subject

| Indicator | Likert Scale | Item Number | Total Item |
|-----------------------------------|-------------------------------------|--------------------|-------------------|
| Language Learning | 5-point with degree of agreement | 5, 6, 10, 11, 13 | 5 |
| Language Aspects | | 2, 3, 4, 9, 12 | 5 |
| Communication Skills | | 7, 8, 14 | 3 |
| Total Items in the Section | | | 13 |

To sum up, the three sections above would be combined into one questionnaire that has been developed into an online questionnaire by using Google Form. The demographic information collected in the first section was used to describe the characteristics of the samples who would have submitted their response on the online questionnaire. On the other hand, the data collected in the second and third section were used to answer the research question in the introduction part. The whole sets of data would be analyzed and reported by using a quantitative approach.

2. Interview

The researcher used an interview to describe the students' criticism on the conduct of English Debate subject and suggestion for its future conduct. This interview was carried out orally or face to face between the interviewer and the respondent. The purpose of the interview activity is to obtain information that the interviewer requires to obtain a sufficient amount of information on the issues being studied (Ary *et al.*, 2014). The following table shows the indicator of the questions used in the interview.

Table 3.4. Table of Specification of Interview

| Indicator | Focus Question | No Item |
|--|--|----------------|
| Confirmation | Confirming enrolling in English debate subject | 1 |
| Criticism on the conduct of English debate subject | Classroom implementation | 2 |
| | Experience and feeling | 3 |
| | enrolling in English debate subject | |
| Suggestion on the future conduct of English debate subject | Interest and suggestion on future implementation of English debate subject | 4 |
| Total Item | | 4 |

E. Technique of Data Analysis

After the data has been collected, the researcher prepared and organized data from the closed-ended questionnaire for statistical analysis. While, the data collected from the interview was prepared and organized for thematic analysis. The whole procedure involves a mixed-method approach, where the questionnaire uses quantitative analysis and the interview uses qualitative analysis.

1. Analysis Procedure for Data from Closed-Ended Questionnaire

The researcher assigned a numeric score to each response category for each question/item. Since the tool of data collection used 5-point Likert scale with degree of agreement, the type of score in this research is interval score. At this point, the response from freshly-collected data has been coded into interval score. The following table shows the Likert point for each response (degree of agreement) in every questionnaire item that will be used to determine/code the collected data.

Table 3.5. Likert point for each response in questionnaire item

| Option | Score for Positive Statement | Score for Negative Statement |
|-------------------|-------------------------------------|-------------------------------------|
| Strongly Agree | 5 | 1 |
| Agree | 4 | 2 |
| Neutral | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly Disagree | 1 | 5 |

It is important to note that there are two sets of data that would be used to answer the research question: 1) the students' perception on English Debate subject assessed on factors constructing a course subject as proposed by Curran & Rosen (2006), and 2) their perception on the impacts of the subject after enrolling in the course in the current academic year. Both of the data would acquire their results by the researcher using descriptive statistics. After transferring the students' responses into database (spreadsheets), the descriptive statistics that consists of two main stages would be carried out. The first stage is the descriptive statistics would be used to identify which factors constructing the English Debate subject are perceived positive and negative by the enrolling students. The overall mean score in this section of questionnaire would show which perception the students have on the factors constructing the subject. If the mean score in one of the factors is lower than the overall score, this means that the students have negative perception on this factor that constructs the English Debate subject. If the mean score in the factor is higher, then the result is the opposite. The factors for this section that would be assessed can be seen in table 3.2.

Moving to the second stage of statistical procedure, descriptive statistics would be used to describe the students' perception on the impacts that the English Debate subject bring to them when enrolling in the current academic year. The descriptive statistics would also determine which impacts the students feel commonly. The overall mean score in this section of questionnaire would rank the impacts from high and low; and show

which impacts the students experience most commonly when enrolling in English Debate subject. If the mean score in one of the impacts is lower than the overall score, this means that the students have negative perception on this impact that constructs the English Debate subject. If the mean score in the impact is higher, then the result is the opposite. The categories of impacts that will be assessed can be seen in table 3.3

2. Analysis Procedure for Data from Interview

The qualitative data consists of responses from interview reported in the form of textual data. These data were analyzed following steps of qualitative data analysis suggested by Creswell (2012). Initially, the researcher prepared the data for the analysis. After the data collected, the researcher went through the data and looked for broad patterns, ideas or trends that seem to answer the research question. At this point, the data has been ready for the analysis and further data analysis procedure can be proceeded.

The following phase was data reduction, in which the researcher processed raw data from the tools by separating significant and relevant data from irrelevant data by encoding the data into more specific patterns or categories. The researcher next proceeded to data display, where the categories or patterns of the collected data from the cycles were compared. This was performed to determine whether there were comparable or contradictory facts that may be highlighted later. To present the results concisely, tables were created from them. The analysis technique was then completed by making conclusions and validating the data. In this stage, the researcher constructs meaning and interpretations from the collected data by recognizing links and developing explanations based on the indicator in table 3.4. These indicators are developed into the themes from the thematic analysis that has been done. Before reporting the results, the researcher crosschecked the interpreted data to reduce the bias of data analysis.