CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research design is a plan or strategy prepared to conduct research and make it practical so that research questions can be answered based on evidence and certainty (Cohen et al., 2018). In this study, the researcher uses qualitative methods. Qualitative research is an approach to exploring and understanding the meaning individual or group ascribes to a social or human problem (Creswell, 2014). The researcher uses qualitative research methods because this method is the most suitable research method for this research and the data to be collected. This study collects undergraduate students' perceptions of their identity as future EFL teachers using questionnaires and interviews.

In this study, the researcher used the descriptive analysis method. According to Sugiyono (2014), the descriptive analysis method is a statistic used to analyze data by describing or describing the data that has been collected without intending to make conclusions that apply to the public or generalizations. The technique to determine the perception of undergraduate students in this study is the researcher gives a questionnaire to determine whether the perception of their identity is positive or negative. After getting the questionnaire data, the researcher identified and analyzed their responses to the statements from the questionnaire. After that, to further support their answers, the researcher conducted interviews with several students who met the criteria for further research purposes, then identified and analyzed their responses from the interviews that had taken place, and then classified their responses to aspects of perception. Finally, the researcher concludes all the data that has been analyzed from the answers to the questionnaire and interviews.

B. Population, Sample & Sampling

The population is the whole object of research. The population is a generalization area consisting of objects/subjects with certain qualities and characteristics determined by researcher to be studied and then concluded (Sugiyono, 2013). The population in this study were eighth-semester students of the English Education Study Program, Faculty of Language and Arts, IKIP PGRI Pontianak. The reason is, that the eighth-semester students are final semester students who have carried out all the courses and programs at IKIP PGRI Pontianak and they can have a view of their identity.

After the number of samples from the population is known, it is necessary to identify the characteristics of the research sample. The sample is part of the number and characteristics of the population. The sample in this study were eighth-semester students majoring in English Education, Class A Morning in the 2021/2022 academic year at IKIP PGRI Pontianak.

The sampling technique is a technique used to determine the sample. The sampling technique used in this research is non-probability sampling with a purposeful sampling type. Purposeful sampling is a sampling technique with certain considerations (Sugiyono, 2013). Knowing the large population, for this study, the author considered taking only one class, namely Class A Morning, for ease of obtaining data.

C. Techniques of Data Collection

Data collection technique is a method used by a researcher to collect data and information that will later be useful as supporting facts in explaining research. The data collection technique used a questionnaire with 4 points or Likert scale criteria: strongly agree, agree, disagree, and strongly disagree and interview. Perception is divided into three aspects, namely cognitive, affective and conative. The questions are divided into three parts. The first part is about the cognitive aspect, namely to find out students' knowledge about the identity of EFL teacher. The second part is about the affective aspect, which is to find out students' feelings and emotions towards their identity as future EFL

teachers, and the third part is about the conative aspect, which is to find out how students' behavior or actions towards their identity as EFL teachers in the future. After distributing the questionnaire, the researcher conducted interviews with several respondents to support the questionnaire results. Researcher used indirect and direct communication techniques; questionnaires, and interviews to collect data.

1. **Indirect Communication**

    Indirect communication is a communication process carried out using intermediary media as a communication medium to be able to communicate and convey messages or information to the communicant. In this study, the researcher used a questionnaire as an indirect communication technique in the data collection strategy. According to Kothari (2004), a questionnaire consists of some questions printed or typed in a particular order on a form or collection of forms. This method obtains data on the respondents' perception of identity as a future EFL teacher.

2. **Direct Communication**

    Direct communication is a communication process carried out directly or face to face. Direct communication allows us to talk to other people without intermediaries or communication media as a messenger or information. In this study, researcher used interviews as a direct communication technique to obtain research data. An interview is a question-and-answer activity orally to obtain information. Interviews were used to collect data from people about their opinions, beliefs, and feelings about the situation in their own words (Ary et al., 2014). Interviews were conducted to collect data on their educational status, work interests, and perception of their identity as future EFL teachers.

D. Tools of Data Collection

1. Close-Ended Questionnaire

A questionnaire is a data collection technique that gives respondents a set of questions or written statements to answer (Sugiyono, 2014). The researcher used a close-ended questionnaire. Close-Ended questionnaires are questions that are expected to have a short answer or expect the respondent to choose one alternative answer from each available question (Sugiyono, 2013). In this study, the researcher used a close-ended questionnaire with a Likert Scale. This scale is named after Rensis Likert, an American educator, and psychologist. Rensis Likert developed a scale to measure people's attitudes in 1932. The Likert technique is commonly used to measure statements expressing positive/favorable or negative/unfavorable attitudes toward particular objects. The questions that participants need to answer are to determine how undergraduate students perceive their identity as future EFL teachers. The Questionnaire Grid can be seen in this table 3.1.

Table 3.1 Questionnaire Blueprint

Aspect	Indicators	Number of Item
Cognitive	Identify the students' knowledge of EFL teacher identity	1-6
Affective	Identify the feeling and emotional the students toward their identity as future EFL Teacher	7-9
Conative	Identify how the students' behavior or action toward their identity as Future EFL Teacher	10-14
Total Item		14

The researcher also uses a formula to process the questionnaire data for the interpretation of each statement item (data tabulation) using the following formula:

$$\frac{\textbf{Score obtained by the respondent x 100}}{\textbf{Maximal score}}$$

2. **Interview**

  Interviews are one of the most widely used tools for collecting qualitative research data. Interviews allow researcher to collect diverse data from respondents in various situations and contexts (Sarosa, 2017). According to Stewart & Cash (Herdiyanto, 2016), an interview is an interaction in which there is an exchange or sharing of rules, responsibilities, feelings, beliefs, motives, and information. The purpose of the interview is to find out what is in a person's mind and heart, how they view the world, and things that the researcher does not know through observation.

  In this study, the researcher interview undergraduate students majoring in English Education at IKIP PGRI Pontianak. From the all students of the class which consist 34 students, the researcher only takes about 5 students to be interviewed which chosen by using purposeful sampling. The questions that participants need to answer are aimed at supporting their answers which they have filled in through a questionnaire on how these students perceive their identity as future EFL teachers. The type of interview used in this study is a direct interview, where the interview is conducted by meeting with people who have the information needed directly. That's where the interview takes place; the interviewer continues to control the course of the interview, using a pre-designed interview list. Researcher also prepared sensory devices such as recorders, blank sheets, pens, and cameras used in interviews. The Interview Blueprint can be seen in this table 3.2.

Table 3.2 Interview Blueprint

Aspect	Indicators	Number of Item
Cognitive	Identify the students' knowledge of	1

	EFL teacher identity	
Affective	Identify the feeling and emotional the students toward their identity as future EFL Teacher	2-3
Conative	Identify how the students' behavior or action toward their identity as Future EFL Teacher	4-5
Total Item		5

E. Validity

In order to be accountable, the data obtained must first be tested for validity. The validity used in this study is content validity. According to Azwar (2012), content validity is validation that is carried out by testing the test content's feasibility or relevance to competent or expert judgment. Acting as a validator in this research is Dr. Diah Astriyanti, M.Pd who confirms all the questions of the questionnaire and interview. After the questionnaires and interviews (questions) are declared feasible, they will use in research. Validity ensures that the measurement includes a sufficient and representative set of items that express the studied concept.

F. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing the data into categories, breaking them down into units, synthesizing them, arranging them into patterns, choosing what is important and make conclusions that are easily accessible to themselves and others (Sugiyono, 2018). In this research, the researcher described data by using techniques from the theory of Miles and Huberman (1984), there are three steps in qualitative data analysis:

1. Data reduction

The answers to the questionnaires obtained from the respondents were given a score. Then the researcher compiles and analyzes the data in

the form of a table called data tabulation. The function of data tabulation is to facilitate the research analysis process. In this stage, the questionnaire gave scores on the Likert scale with the positive and negative statements of alternative responses. It can be seen in this table 3.3.

Table 3.3 Table of Alternative Responses

Alternative Responses	Positive	Negative
	Point	
Strongly agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

The researcher applied thematic analysis to the interview data analysis. Thematic analysis is one of the methods used to analyze qualitative data and is used to identify patterns in the event that is the object of research (Heriyanto, 2018). In order to make it easier to connect the data, the researcher at this point transcribes the findings of the respondents' responses before creating a code based on the transcription results. The researcher then assigned a theme to each code. To guarantee that the code has the same meaning for each group, the theme of each coding is used.

2. **Data Display**

Following the data reduction procedure, the researcher produced data that was clearly arranged. Additionally, the goal of data presentation is to help readers comprehend the research. The researcher creates a narrative to describe each theme of the respondents' responses using the results of data gathering that have been categorised.

3. **Conclusion**

The final phase of the research was drawing conclusions from questionnaire and interview data. To draw findings, researcher also analyze data from questionnaire and interviews. The study's conclusions can address the issue as it was posed.

G. Research Procedures

The researcher demonstrates the steps taken during the research process to obtain the findings. The researcher went through several stages. Data processing, reporting, and planning are all involved.

1. Planning

At the planning stage, the researcher plans everything related to research planning. Researcher look for places and objects to be studied, observe first, and choose research subjects, methods, and tools to collect data. The subjects chosen were students of class A Morning, eighth semester, majoring in English at IKIP PGRI Pontianak. The method used in this research is descriptive analysis, while the tools to collect data in the form of undergraduate students' perceptions of their identity as future EFL teachers are questionnaires and interviews.

2. Data processing

At the data processing stage, researcher conducted research through questionnaires and interviews.

a. Questionnaire

Before conducting research, students in A Morning Class were initially asked for permission before being used as research subjects, and the researcher explained the research objectives to the research subjects so that the researcher's objectives in conducting the research could be known. After the permission is received, then the researcher can conduct research. In the first stage, the research was carried out indirectly through a questionnaire that had been created by the researcher which contained questions that would answer undergraduate students' perceptions of their identity as future EFL teachers. The questionnaire was made using a google form, then distributed through the A Morning WhatsApp group by the researcher.

b. Interview

After getting the results of the questionnaires, the researcher analyzed the results of the questionnaires and selected 5 people from

class A Morning students who showed the majority results. Before advancing to the interview stage, the selected students were asked for permission before being used as interview subjects. After the permission is received, then the researcher can conduct face-to-face interviews with 5 eighth-semester students in class A Morning. Then the researcher gave 5 questions and asked the students to answer the questions from the researcher. In the last step, the researcher listened to the explanation and recorded the answers from the selected sample.

3. Data Reporting

The researcher checks the data in this step to see if the data is ready to be reported. The researcher verified that the data report did not contain data tampering. The researcher then entered the data from the report into the thesis.