

CHAPTER III

RESEARCH METHOD

The purpose of this research is investigating the use of ICT by English teachers in Islamic senior high schools in Nganjuk. It also explores the kind of ICT used for teaching and the problems faced by teachers in using ICT. For getting the finding of those research questions, qualitative method is employed.

A. Design of the Research

The design of this research is using qualitative method. In this research descriptive research design is used to explain the data. This survey is done by using google form therefore this process can be done online.

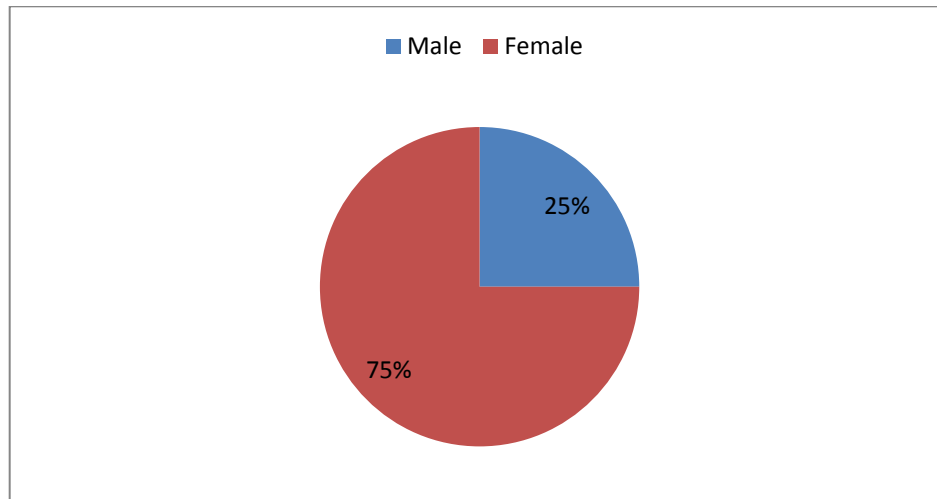
B. Subject of the Research

In Nganjuk there are 34 Islamic Senior High Schools. The subjects of this research are Islamic Senior High School teachers in Nganjuk who join English Teachers Organization, which is named MGMP (Musyawarah Guru Mata Pelajaran). In fact, all teachers in Islamic Senior High Schools have to join this organization as ruled by the religious ministry of Nganjuk district. However, some schools are reluctant to join due to the financial problem. So, there are 20 schools who join this organization, they are 3 state islamic senior high schools and 17 private islamic senior high schools.

The data of this research were gathered by giving the questionnaire by using google form online for the members of MGMP. From 34 schools of Islamic senior high schools in Nganjuk, the members of MGMP are 20 schools, 3 schools are State Islamic Senior High Schools, while the rest is Private Islamic Senior High Schools. While the interview is employed to 5 teachers of private schools to investigate their problems in using ICT in their teaching. There are 6 males and 18 females become the participants of this research as described in the figure below.

Figure 3.1

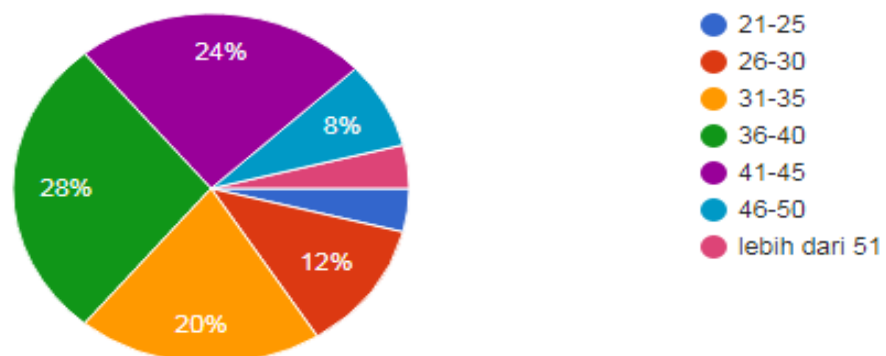
The gender of the participants



The age of the participant of this research are also range from 21 until more than 51 years old, the data can be seen below.

Figure 3.2

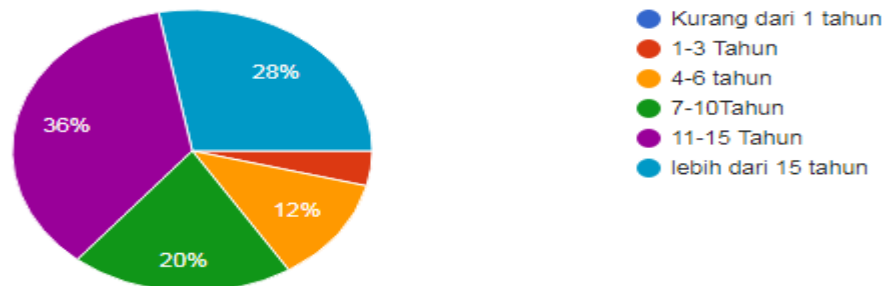
The age of the participants



Beside considering about age, the teachers experience also become the consideration in this research. The data of teachers' experience can be seen below.

Figure 3.3

Teachers' experience



C. Instrument of Data Collection

In this research, the researcher uses Questionnaire and interview to collect data, this is as stated by Latief M.A. that the main instrument to collect data in survey research is questionnaire⁶⁶. While the interview is done to adjust the result of questionnaire. As stated by Rasyid⁶⁷ that interview resulted more precise response than questionnaire.

1. Questionnaire

The questionnaire is about finding the information whether the teachers in islamic senior high school in Nganjuk already use ICT tool in teaching learning process. Therefore the questionnaire will be about the integration of ICT in English teaching learning.

⁶⁶ Latief, M.A. "Research Methods on Language Learning An Introduction" P.128.

⁶⁷ Rasyid, R., "Metodology Penelitian Sosial, Teori dan Praktek", Kediri, STAIN Kediri Press, (2015), p.157.

Table 3.1
The guide of questionnaire

no	The Theory	Variable	Subvariable	Indicator	Question's number
1	Effective professional development (PD) is needed to help teachers learn and refine the pedagogies required (Darling-Hammond, 2017).	Teacher's professional development	Formal ICT Training	Teacher joins training about learning Media	1-2
				Teacher practices the result of training.	3
			Informal ICT training	Independent learning	4
				Learning with others	5
2	Teachers had a strong desire to integrate ICT into teaching-learning process even though with difficulties (Habibu et al, 2012).	Teacher's perception about ICT	ICT and teaching learning process	Teacher uses conventional method than integrating ICT.	6-7
				Teacher and ICT use in English class.	8-11
				Teacher uses ICT and its effect to the students.	12-13
3	Numerous technological tools to facilitate English language teaching (Hazarika, 2017).	Teacher's ICT tools.	ICT tools	Teacher and internet	14-16
				teacher uses video in his/her teaching.	17
				teacher uses LCD in his/her teaching.	18

				teacher uses social media in his/her teaching.	19
				teacher uses presentation software in his/her teaching.	20
				teacher uses E-mail in his/her teaching.	21
4	Implementing ICT in classroom is not an easy and simple matter, 2010)	Teachers problem of ICT integration in teaching.		Teacher does not use ICT because of the time.	22
				Teacher does not use ICT because of the tools.	23-24
			The school support	Teacher does not use ICT because the school does not support him /her.	25-26
				Teacher gets internet acces from school.	27
				Teachers and students get internet acces from school.	28-29
				The school allow students to use laptop or smartphone.	30

The complete blue print of the questionnaire can be seen in appendix 1, on page 68. From the table above it can be described that the questionaire used in this research consist of four parts, the first part is about teachers' professional development, which is involved in statement number 1-5. The second is about teachers' perception about ICT which can be seen in statements number 6 until 13. Third, about teachers and the use

of ICT. The statements about this topic can be seen in statements number 14 until 21. And the last part is about the the problem in using ICT which can be found in statements 22-30.

The questionnaire is then checked by an expert to see the validation of the questionnaire. The expert who check the validity in this questionnaire is Mrs. Vilasofia Yustikasari, an English teacher of Darussalam private Islamic Senior High school. She suggests that the part of the questionnaire is given a title, to make it more clearly.

After the questionnaire is checked then the questionnaire is tried to be answered (try out) to see the its reliability. “Reliability refers to the consistency of a set of test scores and it is calculated by using some type of correlation coefficient”⁶⁸. One type of reliability is named as internal consistency, and one of the most frequently used means of calculating internal consistency is Cronbach Alpha Coefficient. Cronbach’s Alpha proves the reliability by indicating whether “the items of a test or instrument measure the same attribute or dimension”⁶⁹. The result of the reliability of the questionnaire can be seen in the table below.

Table 3.2

The Summary of Reliability Analysis

Reliability Statistics

Cronbach's Alpha	N of Items
,829	30

⁶⁸ Johnson, R.B. & Christensen, L.”Educational research: Quantitative, qualitative, and mixed approaches”.2004 Boston, MA: Pearson Education, Inc.

⁶⁹ Kottner, J. & Streiner, D.L. “Internal consistency and Cronbach’s alpha: Acomment on Beeckman et al”. International Journal of Nursing Studies, 47(7),2010, p. 926-928.

The reliability analysis of the questionnaire was done by using SPSS. From the table above we can see that the cronbach alpha coefficient is 0,829, it means that the reliability is considered to be acceptable. As Dornyei 70 satated that regarding the reliability, cronbach alpha coefficient over $r=.0,70$ is considered acceptable.

2. Interview

In this research, structured interview is used. The researcher chooses this type of interview because the situation is still in pandemic time, therefore, it is hard to meet with interviewer. So that, the rearchers uses voice note as the media to get the interviewee answer. This interview is done to get the information about the problem got by teachers who have used ICT in the classroom. The guide of the interview can be seen below.

Table 3.3
The guide of interview

No	The Theory	Variable	Subvariable	Indicator	Question's number
1.	Teachers had a strong desire to integrate ICT into teaching-learning process even though with difficulties (Habibu et al, 2012).	Computer	The use of computer	Attitude toward Computer use.	1-4
2.	The rapid development of science and technology has brought provided numerous technological tools to facilitate English language teaching (Hazarika, 2017).	ICT and English teaching	The use of ICT	The use of ICT in English teaching.	5-8
3.	Implementing ICT in classroom is not an easy and simple matter.	the barriers in	Teachers and ICT barriers.	The problems in	9-16

⁷⁰ Dörnyei, Z. "Research methods in applied linguistics", 2007, New York: Oxford University Press.

	(Suryani, 2010)	using ICT		integrating ICT in English teaching.	
--	-----------------	-----------	--	---	--

D. Technique of Data Collection

In this research, questionnaire and interview are used to collect the data. This research will be organized by giving a set of questions (questionnaire) to Islamic Senior High Schools' teachers by using google form, and then the result of of the questionnaire will be checked by the researcher, then the data will be filtered by using purposive sampling that the teacher who already integrate ICT in the classroom will be interviewed about the problems that arise when teaching English by using ICT. Structured interview is used to get the answer from the participants.

E. Technique of data analysis

1. Analysis of the Questionnaire

In this research, the researcher used statistical data analysis technique. In survey research the statistical data used are Means (M) and Percentage. Therefore, the data of the questionnaire is processed to find means and percentage to get the result.

2. Analysis of the Interview

In this research content analysis is used to analyze the data of structured interview. This kind of interview is used because the situation was in pandemic time, and some areas were still lockdown. It is hard to meet the interviewees, therefore the researcher uses voice note to get the

answer of the interview. The voicenote sent by the interviewees then is saved by the researcher to be the data of interview. The interviewee chosen to be interviewed is based on the result of the questionnaire, whose answer shows their problems in using ICT.