

## **Explanatory Statement** for Questionnaire Participants

### **JUNIOR SECONDARY ENGLISH TEACHERS SELF-EFFICACY BELIEFS**

Dear fellow teachers,

My name is Basikin. I am currently an M.Ed. Research student in the Faculty of Education Monash University under the supervision of Dr. Paul Richardson, a Senior Lecturer in the Faculty of Education. We are now conducting a research focusing on teachers' self efficacy beliefs in relation to the implementation of *Curriculum 2004* in Junior Secondary Schools in Yogyakarta Province, Indonesia.

You are invited to participate in this research which focuses on your beliefs in your ability in influencing the outcome of your teaching. Your participation involves completing a survey which takes a maximum of 30 minutes. Your responses will be very valuable in the understanding of the level of self-efficacy beliefs among English teachers, especially with respect to the implementation of *Curriculum 2004*. Furthermore, they will also contribute to the potential professional development type that best suits you.

I ask you to put your name on the survey because I will be conducting follow-up research with some participants to find out whether your efficacy beliefs are reflected in your teaching, whether there are problems that you face in your teaching, and the possible solutions to your perceived problems.

All responses to the survey will be kept strictly confidential with findings reported in the form of group averages so that no individual will be identifiable in the reporting of results. Names will in no way be used in the reporting result. The results of this study will be reported in the form of a graduate thesis and educational journal articles. A summary of the findings may be delivered to individual participants on request. Data will be kept in a secure location for five years and only the researchers will have access to the completed surveys, which will be destroyed on completion of the study. Your participation is voluntary and you may withdraw from the research at any stage.

This research does not foresee any risks that may cause any form of distress or discomfort to the participants. However, if you have any questions or concerns about the study, please feel free to contact Dr. Paul Richardson on +61399052771 or Basikin on +62274550843 or by email at [paul.richardson@education.monash.edu.au](mailto:paul.richardson@education.monash.edu.au) or [bbas2@student.monash.edu.au](mailto:bbas2@student.monash.edu.au). If you agree to participate in the study, please answer the questions in the attached questionnaire and return it to us. Thank you for your consideration.

#### **Paul Richardson and Basikin**

**Should you have questions regarding your rights as a participant in a research, please contact:**

##### **Human Ethics Office**

First Floor Building 3e Room 111  
Research Office  
Monash University Campus Clayton  
Victoria 3800 Australia  
Tel: +61 3 9905 5490  
Fax: +61 3 9905 1420  
Email: [scerh@adm.monash.edu.au](mailto:scerh@adm.monash.edu.au)

# **Explanatory Statement**

## **for Classroom Observation and Interview Participants**

### **JUNIOR SECONDARY ENGLISH TEACHERS SELF-EFFICACY BELIEFS**

Dear fellow teachers,

Thank you for your participation in the teachers' self-efficacy beliefs survey. We are now conducting a follow-up data collection focusing on teachers' self efficacy beliefs and classroom implementation of *Curriculum 2004* in Junior Secondary Schools in Yogyakarta Province, Indonesia.

You are invited to participate in this follow-up research which focuses on practices in the classroom in relation to your self-efficacy beliefs. Your participation will involve two regular-timed classroom observations and an interview of not more than 30 minutes. Your participation will be very valuable in the understanding of your teaching practices in relation to the level of your self-efficacy beliefs for the classroom implementation of *Curriculum 2004*. The observations will be recorded using a classroom observation schedule and will be presented in the form of vignettes. The interview will be recorded and access to the recorded information will be available on request.

All the data gathered from both the classroom observation and the interview will be kept strictly confidential with findings reported in the form of summary averages so that no individual will be identifiable in the reporting of results. Names will in no way be used in the reporting results. The results of this study will be reported in the form of a graduate thesis and educational journal articles. A summary of the findings can be delivered to individual participants on request. Data will be kept in a secure location and only the researchers will have access to the completed surveys, which will be destroyed on completion of the study. Your participation in this study is voluntary and you may withdraw from the research at any stage.

This research does not foresee any risks that may cause any form of distress or discomfort to the participants. However, if you have any questions or concerns about the study, please feel free to contact Dr. Paul Richardson on +61399052771 or Basikin on +62274550843 or by email at [paul.richardson@education.monash.edu.au](mailto:paul.richardson@education.monash.edu.au) or [basas2@student.monash.edu.au](mailto:basas2@student.monash.edu.au). Thank you for your consideration.

**Paul Richardson and Basikin**

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Email: [scerh@adm.monash.edu.au](mailto:scerh@adm.monash.edu.au)

## **Participant Consent Form**

(For Survey Participants)

I understand that:

- I am free to participate or not participate in this study.
- The study involves about 30 minutes of my time for completing a questionnaire.
- All of the information I provide will be kept confidential.
- I am free to skip any questions that I do not want to answer.
- I am free to withdraw from the study at any time.
- I understand that I might also be contacted for a follow up study
- I understand that I am free to decide not to participate in the follow up study

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Participant Consent Form

(For Classroom Observation and Interview Participants)

I understand that:

- I am free to participate or not participate in this study.
- The study involves me in 1) a two-session regular-timed classroom observation and 2) an approximately 30-minute interview outside teaching hours.
- The observation will be recorded in the observation schedule.
- I may receive a copy of the observation schedule.
- I can have access to the transcript of the interview.
- The interview will be tape-recorded.
- All of the information I provide will be kept confidential.
- I have the access to the result of the interview and the observation.
- I am free to skip any questions that I do not want to answer in the interview.
- I am free to withdraw from the study at any time.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **School Principal Permission** (For Classroom Observation)

I, the undersigned, am the principal of \_\_\_\_\_  
Junior High School, give permission to *Basikin* to undertake observation  
in English classes conducted in my school. The observations will take  
place during regular time classes.

I understand that:

- The observation is with the knowledge of the teacher.
- The teacher is free to participate or not participate in this study.
- The teacher is free to withdraw from the study at any stage.
- The observation is recorded in an observation schedule and the data are presented in vignettes.
- All of the information will be kept confidential.
- The school may have access to the result of the observation on request.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Interview Protocol

### **Q1 How long have you been teaching?**

### **Q2 Vision for teaching (Beliefs, values, expectancies)**

Q2a Could you describe the most English teaching you want to happen in your classroom?

Q2b Could you describe most English teaching you did not want to happen in your classroom?

Q2c Do you feel you belong to teachers that is successful in teaching English in the classroom?

### **Q3 Sense of teaching efficacy**

Q3a Tell me what instructional strategies you can use to promote learning in your classroom?

Q3b How do you think your English support your teaching?

Q3c To what extent can you manage your classroom in general?

Q3d What do you usually do when there is/are disruptive student(s) in your classroom?

Q3e What do you usually do in promoting active classroom involvement among your students?

Q3f Can you describe the extent to which you are successful in promoting English speaking in your classroom?

### **Q4 Implementation of Curriculum 2004**

Q4a What do you think of the better things related to the new curriculum, Curriculum 2004?

Q4b If you have to put in the scale of 1–10, what is your readiness in the implementation of the curriculum?

Q4c What do you expect should be in the curriculum, but they did not?

### **Q5 Influence of CBIT in English teaching**

Q5a Describe how your teaching is influenced by the Competency-based integrated training?

Q5b If you have to rank in 1-10 scale, on which scale the contribution of Competency-based integrated training has influenced your English teaching?

Q5c What are other things that have been influencing your English teaching? How?

### **Q6 Support from school and working environment**

Q6a How would you describe the culture of your school in terms of English teaching?

Q6b Do you feel supported by your school in making decision about your teaching?