

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology used in the present research which has been briefly described in chapter I. The discussed points are about the formulation of the problem; the research design; the subject; the data collection; the data collecting procedure; and the data analysis.

3.1 Formulation of Problem

This research is going to investigate and analyze the following thing. First, it is for investigating how the teacher makes lesson plans for reading class by implementing the use of bilingual dictionaries. Secondly, it is for seeing how the implementation of using bilingual dictionaries in reading class. The last is for seeing how teacher evaluates the learning process.

3.2 Research Method

3.2.1 Research Design

The design used in this study was qualitative design. The case study was used in this research.

Creswell (1998) states that a case study is chosen to study a case with an obvious boundary. The case study is particularly used by its special features.

According to Merriam (1998: 29), qualitative case studies have several characteristics.

- a. *Particularistic*, which means that case studies focus on a particular condition or phenomenon. The case studies are good for analyzing practical problems like from daily practice.
- b. *Descriptive*, which means that the result from case studies are complete since case studies analyze the lifelike conditions.
- c. *Heuristic*, which means that case studies give illumination to readers about the phenomenon under study and provide new thing or experience.

Merriam also states about the strength of case study research design. First, the case study knowledge is more concrete since it has relations with researcher's experience. Secondly, it is more contextual where the researcher's experience is based on context.

Merriam also quotes from Yin (1994) about why we should use case study as a research design. Yin suggests that case study is suitable for analyzing "how" and "why" questions. It is good to use if a researcher is interested in process and characteristic.

3.2.2 Subjects

In qualitative research, the subject used to find out the data is purposeful sampling (Creswell, 1998). Creswell states that purposeful sampling in a qualitative

research is an important point. The type sampling used was maximum variation as suggested by Creswell to use in case study from sampling strategies identified by Miles and Huberman (1994). Maximum variation is aimed to see variations and identify important common patterns.

The subjects in this research were an English teacher and her students at 8th grade at SMPN 2 Cibadak Sukabumi.

3.3 Data Collection

The instruments used to collect the data were observations, documents and interview.

3.3.1 Observations

For the observational data, the researcher used keeping journal or field notes during the research. The researcher acted out as observer and participant (Creswell, 2003: 186) where the researcher's role is known. Creswell notes that the advantage of this kind of role is that the researcher can record information as it is showed.

The observation was done in reading session covering students and English teacher's activities. The observation was done in six sessions.

3.3.2 Documents

As suggested by Creswell (1998), it is very convenient for a researcher to access documents since seeing to documents is not noticeable and naturally-looking.

The documents were used as data sources for these several reasons. First, it was chosen because of its availability and it's not time consuming. Second, it was chosen because documents were stable and can be re-analyzed. Third, it was chosen because it was relevant and contextual. The documents used in this research were got from teacher's syllabus, lesson plans and students' daily test score. The three documents were used to answer the first research question.

3.3.3 Interview

Interview is good to use since the questions can be limited by the researcher due to the need of the interview (Creswell, 2003: 186). The interview used group interview since the interviewees seemed to be similar and the time available was limited. Creswell also says the same thing that group interview is good to use due to time, interviewees cooperation and similarities, and the information provided by the group.

The interview was conducted to the students and the teacher. The students' interview was to check out, clarify and complete some information gained from observation, while the teacher's interview was done to clarify and find out other information that was not found in the lesson plans.

3.4 Data Collection Procedure

For collecting the data, the researcher used the following steps. Firstly, the researcher did the initial observation in the class because it could help constructing the research properly and making guidance for the interview schedule.

Secondly, the researcher asked for the teacher's lesson plans and students' daily test score.

Thirdly, the researcher did the observation. The observation was conducted for 6 classroom sessions. The researcher observed the students and the teacher's activity and made a field note.

Fourthly, the researcher arranged group interview for students outside their class. There were 5 group interviews and the interviewees in one group consisted of 6 students. After interviewing the students, the researcher also interviewed the teacher to clarify information which regarded to complete the information from the teacher's document.

3.5 Data Analysis

In this research, since the data collection was done altogether with the data analysis, the data was then analyzed by using guidance from Bogdan and Biklen (1982: 146-153) which consisted of these following steps:

- a. Limiting the research;
- b. Determining the type of the research;

- c. Developing analysis questions;
- d. Planning the data collection procedure by concerning the initial observation;
- e. Writing the researcher's own comments when seeing a phenomenon;
- f. Doing relevant literary study before the research is conducted.

The main data analysis was done through the following steps. First, it was checking the completeness of the teacher's documents. Second, it was checking the completeness of researcher's field notes and personal comments. Third, transcribing the data from the group interview and teacher interview.

The last step was doing triangulation. The triangulation is needed to check the validity and reliability of the data. Unlike quantitative data which check the validity and reliability of the instruments, qualitative data validity and reliability is checked by triangulation.

As suggested by Creswell (1998), triangulation is needed for two items, namely data sources and method. The data sources triangulation was done by comparing the observation data, the documents and the interview data, whether or not there was a difference between the plan and the implementation. Furthermore, the method triangulation was done by checking the data collection procedure. The purpose was to check the similarity, whether or not the information gathered from the observation was same as the information gathered from the interview or documents.

3.5.1 Data Analysis on Observations

In analyzing the observations result, the researcher first checked the completeness of the field notes and personal comments which were made during the classroom sessions. It was then interpreted and analyzed by using several theories which has been explained earlier.

3.5.2 Data Analysis on Documents

In analyzing the documents which consisted of English syllabus, lesson plans and students' daily test score, the analysis covered the following items:

- a. Standard competence and basic competence;
- b. Indicators and objectives;
- c. Learning material;
- d. Learning method;
- e. Teaching phase;
- f. Instructional media;
- g. Learning sources;
- h. Evaluation; and
- i. Students' score.

3.5.3 Data Analysis on Interview

The first step done to analyze the interview was transcribing the data. The answer was then categorized into some indicators used in the interview schedule. The last was interpreting the data using a relevant theory.

