

CHAPTER III

METHODOLOGY

This chapter presents the methodology of the study in order to discover the answers for the three questions proposed on the first chapter. In accordance with it, this chapter covers method of the study, respondents of the study, technique in collecting data, data analysis, constructing trustworthiness and procedure of study.

3.1 Method of the Study

This study comprises descriptive research by conducting case studies method as the framework. The descriptive research is aimed at getting the description of phenomena occurs without giving any treatment and manipulation to the related variable (Sukmadinata, 2005).

The main reason underlying the selection of the case study method is that it focuses on one or few individual respondents (Gay, 2000 cited in Amalia, 2007). In this case, this study was conducted at three selected schools in Bandung. Besides, the study deals with the difficulties encountered by English teacher in designing instructional plan and the strategies against the difficulties. It is in line with Sukmadinata (2005) who states that case study method is used to collect and analyze the data regarding the case, difficulty, obstacle, and discrepancy. He adds that it is then driven to find out problem and aid which can be offered.

However, considering the bounded system in case study, Johnson (1992) enlightens that a researcher should make the boundaries depends on the goals of study. In this case, this study was aimed at describing the difficulties encountered by English teachers in designing instructional plan. Meanwhile, in focusing the description of English teacher's difficulties, it is also important to review their procedure in designing instructional plan. Thus, the boundary that was set for the study encompassed teachers' way in designing instructional plan. Then, the study was actually expected to find out the alternatives of strategy to overcome those difficulties.

3.2 Sites and Respondents

Since the study is related to the implementation of *KTSP*, it chose schools which have implemented that new curriculum. Besides, the selection also considered the cluster system made by Education Service in Bandung. This study chose the school from first cluster until third cluster. By choosing the different school from different cluster, it was expected that the study could discover and describe phenomenon occurs in each school.

The respondents were chosen from a group of teachers in which the results of the study are intended to be achieved, that is English teachers. In this case, the study selected English teachers at SMP Negeri 12, SMP Negeri 15, and SMP Negeri 26 in Bandung. They teach eleventh until thirteenth class. It also used SMP Negeri 29 to try out the instruments.

3.3 Technique of Data Collection

In collecting the data, this research employed three techniques such as interview, questionnaire, and the study documents of instructional plan. Along with those three techniques, this study evidently used the instrument of questions guide on the interview section, questionnaire on the questionnaire section, and the checklist on the study of instructional plan document section. The use of questionnaire and interview is expected to be the cross checks (Arikunto, 2006).

3.3.1 Questionnaire

Questionnaire is a list of questions that should be answered by the respondents. The types of opened and ended questionnaire were used to give the opportunity to respondents to give their own answer. The questionnaire was employed as the foreword study. The results of questionnaire were followed up by the interview.

The questionnaire was not only constructed to obtain the respondent's data, but also to obtain the main issue of the study. It constitutes 29 questions, some were formed on the statements, and some others were formed on the questions. The questionnaire was divided into three parts. The first part is respondents' demographic included gender, age, educational background, years of teaching experience, and years of implementing *KTSP*. The information of respondent's demographic represents additional data for this study. The second part consists of 12 questions. It is

the combination of open-ended close-ended question. The open-ended question is expected to gain the teacher's opinion that cannot be obtained on the other parts. Then the third part constitutes 14 questions with close-ended question. It is figured out below:

Table 3.1. Content of Questionnaire

No.	Object investigated	Indicator	No. Items	Total
1.	Respondent's data	<ul style="list-style-type: none"> • Respondents' data 	Part I: 1-5I	5 items
2.	Curriculum Development	<ul style="list-style-type: none"> • Socialization • Planning • Implementation • Evaluation • Parties involved in curriculum planning 	Part II: 1,2,3,4,5,6,9,10,11 Part III: 11	10 items
3.	Designing Instructional Plan	<ul style="list-style-type: none"> • Reviewing the relevant document • Analysis of students' needs situation • Objective • Material • Method • Activity • Media • Assessment tools 	Part II: 8 Part III: 1-9.	10 items
4.	The Difficulties Encountered	<ul style="list-style-type: none"> • Kinds of difficulties • The cause of the problem 	Part II: 7, 12 Part III: 10, 12, 13, 14.	6
Total			31	31 items

3.3.2 Interview

The interview technique in this descriptive study concerns the quality of respondents' answer. The typical of guided interview employed in order to facilitate this face-to-face the interview to achieve the aims of the study.

Fraenkle and Wallen (1993 cited in Amalia, 2007) argue that interview is conducted to acquire what on their mind is, what they think, or how they feel. While questionnaire have no direct communication, the interview within direct communication is purposed to receive the accuracy of the answer of the phenomenon studied from the source. The instrument of question guide was expected to gain the effectiveness in interview. It thus could take the information intended in this study. Although the study used interview guide, the interview conducted was informal. It was aimed in getting close relationship with the respondents.

Table 3.2. Question Guide

No.	Content of interview	No. items	Total
1.	Teachers' knowledge of existing curriculum	1,4	2 items
2.	Curriculum development stages	2,3	2 items
3.	Stage in designing instructional Plan	5-15	11 items
4.	Difficulties encountered by teachers in designing instructional plan	16-18	3 items
Total		18	18 items

of question guide was constructed as the building block to achieve the essential information. The study applied 18 questions guide on the interview. They were divided into the classification of question such as experience question, opinion question, feeling question, knowledge question, and sensory question (Alwasilah, 2002).

3.3.3 Study of Document

The study of documentation is referred to the technique analysis of something documented. Since this study focused on the instructional plan design, the study of document employed two instructional plans to be analyzed.

The instructional plans were analyzed by using the checklist based on the process of systematic instructional plan by Dick and Reiser (1996) that actually integrated to the systematic instructional plan in *KTSP*. The part of instructional plan were analyzed by the criteria theorized by them which were formed on checklist. The information gathered from interview and questionnaire about the way of designing instructional plan were confirmed by the document analysis. Here is the checklist on the table below:

Table 3.3. Check List of Instructional Plan Study
(Adapted from Dick and Reiser, 1996)

Steps	Indicators	Occur	Does not occur
Identify instructional goals	<ul style="list-style-type: none">- Stated explicitly- Based on the relevant document- Translated on the instruction- Measured on the assessment tools		
Identify objectives	<ul style="list-style-type: none">- Match with the goal(s)- Reveals the specific skill- Considering the domain of learning- Measurable		
Plan instructional activities	<ul style="list-style-type: none">- Motivate students to learn and to expose foreign language- Helping students to recall prerequisite		

		<ul style="list-style-type: none"> - Presenting information and examples - Providing practice and feedback 		
Choose the material		<ul style="list-style-type: none"> - Appropriate with the goals and objective - Appropriate with student's level - Appropriate with student's need - Appropriate with students' characteristic 		
Choose the method		<ul style="list-style-type: none"> - Reflects students-centered - Reflects communicative method - Facilitate students to get specific skill - Integrating the four skill 		
Choose instructional media		<ul style="list-style-type: none"> - Practical - Motivated - Relevant with material - Relevant with the condition and students' characteristics 		
Develop assessment tools		<ul style="list-style-type: none"> - Measure the objective - Match with the material - Match with students' grades - Reliable 		

3.4 Data Analysis

As stated in Mulyasa (2006) that in *KTSP*, instructional planning has, at least, three activities comprising identification of student's need, identification of competency and the planning of instructional activity. In addition, Dick and Reiser (1996) propose the effective instruction that can be engaged by using the systematic approach in formulating the instructional plan.

Moreover, as declared on the introduction of *KTSP*, the goal of junior high school curriculum is laid down on the communicative skill in which students' real-

life needs for English will be met. It consequently drives the instruction to the further focus on the learner's factor (Brown 2001). It includes who the students are and what their specific language needs is.

The steps are readily available on the systematic instructional planning in *KTSP* that integrated to theory of Dick and Reiser (2006) and the learner's factor in the construction of language instructional plan were employed as the framework in analyzing the data.

3.5 Procedure of Analysis

The results gained from questionnaire were analyzed by conducting the following steps:

1. Collecting the result of the answer
2. Synthesized the data
3. Analyzing the data
4. Classifying the data into selected categories
5. Interpreting the results
6. Presenting the result into coherent description

Furthermore, the data gained from interview were analyzed by conducting the following steps:

1. Recording the interview with the respondents
2. Retyping the result of interview as the transcripts
3. Synthesizing the transcript of the result

4. Analyzing the result
5. Classifying the data into selected categories
6. Interpreting the results
7. Presenting the result into coherent description

Moreover, the results of the study of document were analyzed by conducting steps below:

1. Collecting the instructional plan from respondents
2. Synthesized each part of instructional plan
3. Analyzing the instructional plan by using check list
4. Interpreting the results
5. Presenting the results

3.6 Constructing Trustworthiness

Instrument is one of the important elements in doing the research. It should be designed in such a way that can give the valid and reliable data. It also inquires the researcher's seriousness because the good instruments will result the good quality data.

The lecturer as the professional did the test of validity of the instruments. Besides, the use of multiply sources of evidence to demonstrate convergence of data from all sources is one of the ways in improving the validity (Johnson, 1992). Moreover, the instrument arrangement through the experience of try-out can gain a

logic validity of the instrument. By the experience of trying out the instruments, the level of empirical validity of instruments can also be acknowledged (Arikunto, 2002).

Burns (1990 cited in Amelia, 2007) states that the notion of reliability of instrument in a case study can be applied within testing instrument. It can be applied to human observers because human becomes more reliable by training and practice. The instruments in study were tried out in SMP 29 Bandung.

