CHAPTER 3

RESEARCH METHODOLOGY

This chapter highlights the methodology employed in the study. The discussion covers research design, site and participants, data collection method, and data analysis procedure in the study.

3.1. Research Design

This study is conducted as a case study, in which the design focuses on a particular unit or set of units – institutions, programs, events, etc – and the aim is providing a detailed description of the units (Richards, 2003:20). Similarly, Creswell (2007:73) mentions that this design enables the researcher to understand an issue or problem using the case as a specific illustration.

As the study is trying to explore how the teachers prepare the lessons to be conducted in the classroom, including their considerations in selecting materials, learning activities and assessment procedures for the students; this design is well suited for the study for its specific-illustrated nature.

3.2. Site and Participants

The data are taken in a vocational school (*Sekolah Menengah Kejuruan – SMK*) in Bandung, West Java. The school is chosen as site of the study as it is accessible for conducting the study, which fits one of the considerations in conducting a research proposed by Cohen *et al.* (2007:100).

As this study is conducted in the context of school based curriculum *(Kurikulum Tingkat Satuan Pendidikan – KTSP)*, the participants are two English teachers who teach in Grade XI and XII which are selected as they have information to address the

research questions in this study; which are to do with lesson planning procedure in the school, especially in the context of *KTSP*. In addition, those teachers are available and willing to participate in this study. Those criteria match the considerations in conducting a research proposed by Gay *et al* (2006), also Hancock and Algozzine (2006).

3.3. Data Collection Method

The data used in this study are obtained from documents and interviews with the participants. As mentioned by Richards (2003:20), qualitative study usually involves multiple sources of information in order to generate rich description of the case. Thus, those procedures are conducted to get the clear information regarding the teachers' difficulties in planning lessons. The details of each instrument can be seen in the following subsections:

3.3.1. Documents

The documents used in this study refer to lesson plans which are collected from the participants in the beginning of the study. As mentioned by Gay *et al* (2006:421), qualitative researchers examine various types of records or documents to gain valuable insights, identify potential trends and explain a phenomenon (See also Hancock and Algozzine, 2006 for similar discussion).

The two lesson plans apply the standard format of the school, i.e. written in Bahasa Indonesia and consisted of several elements such as title, number of lesson plan, identity (school name, lesson, grade and semester), basic competence, competence code, competence standard, indicators, allotted time, lesson objectives, materials, teaching method, learning activities, teaching media, reference, and assessment procedures. However, this format is still in line with the elements of lesson plan mentioned in Decree of Minister of National Education No. 41/2007 regarding the process standard of education.

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Related to the aims of this study which focus on the teachers' decisions in setting indicators and objectives, selecting materials and media, plotting the teaching procedures and conducting students' evaluation, some elements of the lesson plans such as title, number of lesson plan, identity (school name, lesson, grade and semester), basic competence, competence code, competence standard, allotted time, and the reference will not be elaborated in the following chapters.

3.3.2. Interview

Another method of collecting data in this study is interview with the participants. Hancock and Algozzine (2006:39) mention that interviews are frequently used in case study research. The interviews in this study are conducted as non directive interviews, which mean that the interviewer has a number of key issues which s/he raises in conversational style instead of having a set questionnaire (Cohen *et al,* 2007:356).

In this study, the interviews are conducted with the teachers to find out how the teachers plan their lessons. The questions are developed based on the Process Standard in Decree of Minister of National Education No. 41/2007 regarding the development of lesson plan and principles of lesson planning, supported by Gagne and Briggs' (1979) theory about principle of instructional design (See Appendix 1 for the detailed list of the questions).

The interviews are conducted in Bahasa Indonesia in order to keep the conversation communicative and natural. Audio-taping is required in this study to avoid losing important information provided by the participants, as suggested by Creswell (2007:134).

3.4. Data Analysis

As the interviews have been conducted and audio-taped, the next step to do is analyzing the data. In this study, the data obtained from the documents and interview

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with teachers are analyzed using qualitative method in order to identify teacher's difficulties in planning lessons and their considerations in deciding classroom activities.

In analyzing the data, the writer employs the interactive model by Miles and Huberman (1994:12) which divides the data analysis procedures into three steps; data reduction, data display and drawing conclusion and interpretation. The data analysis begins as the observation conducted, and keeps on going during the whole study. The process can be seen in the following figure:
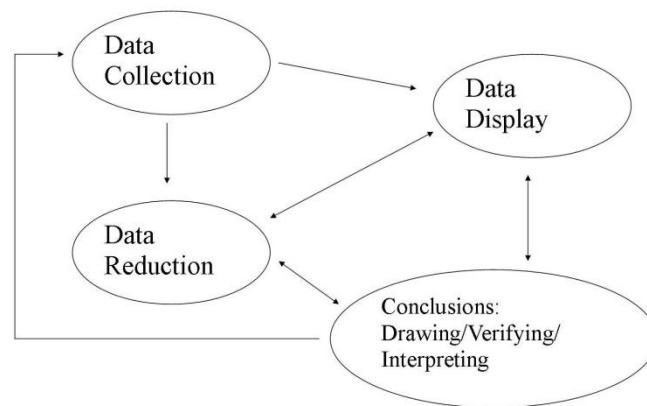

Figure 3.1. Components of Data Analysis: Interactive Model (Miles and Huberman, 1994:12)

After the data are collected, the first step of data analysis is data reduction, which refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions (Miles and Huberman, 1994:10).

The second process involved in the study is data display. Miles and Huberman (1994:11) define data display as "an organized, compressed assembly of information that permits conclusion drawing and action". In this study, the results of document

analysis and interviews are classified and analyzed to get clear description from the data. Regarding this, Hancock and Algozzine (2006:57) mention that summarizing and interpreting information are key aspects of doing case study research. In this step, the researcher is writing the research report, including the researcher's interpretation of the data (Lodico et al., 2010).

Finally, the last step in Miles and Huberman's (1994:11) interactive model is conclusion drawing. In this study, the conclusion is drawn to get a description of teacher's difficulties in planning lessons and their considerations in deciding classroom activities.

The detailed procedure of data analysis can be seen in the following subsections:

3.4.1. Document Analysis

In this study, lesson plans are analyzed to get a broad picture of the instruction before it is conducted in the classroom, in relation to the first research question. Later, the lesson plans are analyzed using several categories in Reiser and Dick's (1996) Systematic Planning, as mentioned previously in Chapter II. The checklist can be seen as follow:

Table 3.1. Checklist for lesson plan analysis based on Reiser and Dick's (1996) Systematic Planning (Adapted from Jannah, 2008)

Lesson Plan Elements	Lesson Plan	
	Available	Not available
Identify indicators: - Match with the objective(s) - Reveals the specific skill - Considering the domain of learning - Measurable		
Identify instructional objectives: - Stated explicitly - Based on the relevant document		

- Translated on the instruction - Measured on the assessment tools		
Choose the material: - Appropriate with the goals and objectives - Appropriate with student's level - Appropriate with student's need - Appropriate with student's characteristics		
Choose instructional media: - Practical - Motivating students' participation - Relevant with material - Relevant with the condition & students' characteristics		
Plan instructional activities: - Reflecting students-centered instruction - Reflecting communicative method - Motivate students to learn and to expose foreign language - Helping students to recall prerequisite - Presenting information and examples - Integrating the four skills (reading, listening, speaking & reading - Providing practice and feedback		
Develop assessment tools: - Measure the objective - Match with the material - Match with the students' grades - Reliable		

3.4.2. Interview

The results of interviews with participants are coded to get the information regarding the procedures of lesson planning and the difficulties faced by the teachers during the process. Miles and Huberman (1994:56) define codes as "tags or labels for assigning units of meaning to the descriptive or inferential information during a study". Further, they explain that coding involves how the researcher differentiate and combine the

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data s/he has retrieved and the reflections s/he makes about the information (Miles and Huberman, 1994:56). The detailed procedure can be seen in Appendix 5.