CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with discussion of steps collecting the data and the methods used to analyze the data. Hence, this chapter is divided into four major parts. The first part describes the methodology used to conduct this study and how this study is carried out. The second part is a description of the participants involved in the study as well as the description of the research site. The third part depicts the phases to collect the data, the instruments used, and the role of the researcher. The last part elaborates the technique used to analyze the data.

3.2 Research Design

This study used a case study research design. The case study is used as an effort made to obtain an in-depth understanding of the situation and its meaning for those involved (Merriam1998, Alwasilah 2002, Soy 2006). It is in line with the proposed definition of a case study as

> …an empirical inquiry that investigates a contemporary phenomenon within real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984 as cited in Soy 2006: 3).

Referring to the characteristic of a case study, this study is very much context and situation specific. Besides, this study also elaborated the description of the way the teachers use the textbooks as constructed by the participants—the teachers and their students. So defined, the case study was chosen for this research.

3.3 The Research Site

The school under study is SMUN 24 Bandung. The school was selected for this school used *only* English textbooks for teaching learning process while other schools the researcher being interviewed used *LKS* (student's workbook) instead of textbook or used both textbook and LKS (student's workbook) at the same time. Under Competence-Based Curriculum (CBC), the decision to use LKS (student's workbook) is strongly prohibited while the use of textbooks for teaching is strongly supported.

> *Lembar Kerja Siswa (LKS) tidak diperlukan lagi dalam proses belajar dengan kurikulum berbasis kompetensi (KBK). Pasalnya, melalui KBK, siswa tidak belajar dari sisi pengetahuan (Knowledge) saja, tapi juga bagaimana mengembangkan kompetensinya. Penggunaan LKS dalam proses pembelajaran sama sekali tidak dianjurkan oleh Diknas. Penggunaan LKS merupakan kebijakan guru, padahal tidak ada dalam kurikulum* (Agustine, 2005)

> (Under *CBC*, the use of *LKS* for learning is not needed anymore, since under CBC the students learn not only to master the knowledge aspect, but also to develop their competences. The use of *LKS* is not recommended by *Diknas* since it is only teachers' policy, whereas it is not discussed in curriculum.)

The other reason for choosing the school is the fact that the researcher is a graduate from the school. The teachers and their officials warmly welcomed the researcher when she finally decided to conduct research in her alma mater. The researcher got the access easily to the research site, and thus it is expected to increase feasibility of the study. Started with school visit, the researcher had got the permission to conduct research in SMUN 24 Bandung on the topic '*How do Teachers Use Textbooks*'.

3.4 The Participants

The four EFL teachers, and their students, were purposively selected based on the following reasons.

a) Teachers' period of teaching experience—2 experienced teachers and 2 novice teachers. This is to see whether or not the length of experiences in teaching influence the way the teachers make use of textbook or make decision about how to use the textbooks for their teaching.

b) Teachers' willingness to be involved in this study. Since this study was a case study and required the participants to be involved in this study for months, their willingness was badly important for this research in order to provide the researcher with the complete and natural data from a very limited number of participants.

c) Teachers' practice on CBC and the 1994 curriculum. This is merely to reveal whether or not teachers' use of textbooks is different as the curriculum changes.

3.5 Data Collection Techniques

To obtain the data, the researcher utilized three techniques of data collections including observations, questionnaire and interview.

3.5.1 Observation

To obtain data about how teachers use textbooks in real application in their classroom, the researcher observed them for four months of their teaching time. The researcher used hand written observational notes as detailed, concrete and

chronological as possible (Maxwell, 1996). The aspects of teachers' performance to be observed were adapted from points proposed in TEXTOR—the instant category analysis to examine textbook use in teaching and learning in classroom (Horsley & Laws, 1990). The points to be observed covered detailed condition *before-during textbook* used; the length time where textbooks are used in teaching and learning; time taken to get involved into the texts; steps teachers make to use of the textbooks; students step by step response to the use of the textbooks; students' engagement to the instructions and class activities; task and homework set; and the use of other materials (See appendix 1).

The observations were done in all classes investigated started from 4 months. During the observation, the researcher played the role as non-participant observer (Merriam, 1998 as cited in Alwasilah 2002). The researcher only sat in the class in order to observe and compile the data by writing field memo.

3.5.2 Questionnaire

The questionnaire was used to gain data from teacher and students. The questionnaire was distributed to the teachers in order to get information about how teachers use textbooks to plan and to make decision about the instruction; and how they rationale their use textbook during teaching learning process through metaphor they used (See appendix 2). Meanwhile, the questionnaire also distributed to students was intended to obtain data about how the way the teachers use textbooks aids students' learning. The data gained from both parties were

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expected to complete one to each other and crosscheck or triangulate each data gained.

3.5.3 Interview

For this study, the teachers were interviewed three to six times, and the interviews were recorded. The interview occurred through out the teachers' spare time as well as after the class whenever it was possible. The interview was structured and unstructured one. This structured interview was chosen in order that the researcher got the same information about some problems from different participants. Meanwhile, the unstructured interview was done in order to get teachers' personal interpretation or paradigm about certain phenomena (Moleong, 2005). The questions posed were either structured one—using interview protocol (Patton, 1980 as cited in Moleong, 2005)—or spontaneous one. Spontaneous questions were usually posed to clarify some aspects of teachers' performance. In general, the interview questions are about issue about which the researcher became curious as an observer in the classes or as the result of teachers' input.

The recorded interviews were conducted 30 to 45 minutes or even more. These were done to get further clarification on what was not found clearly from the teachers' statement in the questionnaire, especially about the process of decision making done by the teachers related to designing their classroom performance.

3.4 Data Analysis

The data were analyzed using constant comparative method or grounded research (Glaser & Straus cited in Moleong, 2005). The process covered data reduction, coding, categorizing, synthesizing, and arranging working hypothesis or propositions.

Specifically, data from observation, which depicted how teachers use textbooks in the classroom performance, were analyzed according to some points proposed in TEXTOR such as detail condition before and during the textbooks are used (see appendix 1). The data presentations were divided to three parts: a) teacher's preparation, b) teacher's actual use of textbooks, and c) teacher's decision making.

Moreover, the data from the observations were enriched with the data from other sources—interview and questionnaire. Data regarding teachers' decision making process were obtained both from observations and interview as well as questionnaires. Data from the interview were presented in condensed version. The data were classified into the following aspects as proposed by Richard (2001:2):

- Planning decision refers to thinking about what it is that teachers are going to do.
- Interactive decision refers to decision made on the spot (classrooms).
- Evaluative decision refers to decision to review what has already happened and why it happens as so.
- Follow-up decision refers to what teachers' next planning having done evaluation on what had already happened in the classrooms.

Data from questionnaire were presented and analyzed according to each theme. Since the other focus of the study is on documenting and interpreting

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teachers' unshared experience of using textbooks and their self-conception as teacher, the *metaphors* occurred both in their interview as well as in their reflection or questionnaire will be further analyzed as modeled by Yero (2002) in chapter 2. The metaphors elicited will obviously reflect teachers' beliefs, self-concepts, and practices that cannot be analyzed through other instruments of data collections (McShane, 2002).

3.5 Summary

Since the aims of this study is to investigate how teachers use textbooks in real field of teaching, then the design of this study is qualitative research and descriptive type of study. This type of case study involves collecting and examining observations and records of four teachers in SMUN 24 and their individual experience concerning the use of textbooks, their belief about teaching, and their actions in the class, as well as the effects on the students learning process. This study was guided by four research questions which objectives are to find out the teachers' prevalent use of textbooks; to reveal teachers' beliefs regarding their use of textbook; to investigate teachers' actual use of textbook for classroom instruction; and to find out how their use aids student's learning. To gain the data, the researcher used variety instruments including questionnaire, observational notes, and interview. The data were presented and analyzed in the next chapter.