

CHAPTER III

RESEARCH METODOLOGY

This chapter presents the methodological aspects of the present study. It discusses research design, research site, participant, data collection techniques, and data analysis techniques.

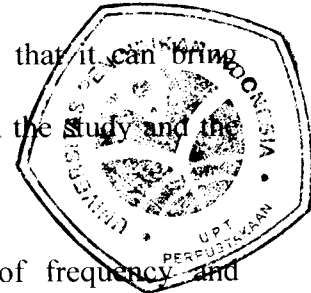
3.1 Research Design

This study was largely a qualitative research design taking on characteristics of a case study. The case study is considered as the appropriate research method for this study because it focuses on a particular phenomenon, situation or event (Merriam, 1998:29) and concerns with a small scale and a single case (Bogdan & Biklen, 1998:54). In addition, as a type of qualitative study, it has some advantages in investigating a phenomenon in detail so that it can bring enlightenment (Alwasilah, 2006b:97) to the people involved in the study and the readers of the research paper.

Moreover, some quantitative calculations in terms of frequency and percentage were employed in this study.

3.2 Setting

The site of this study was one of the junior high schools in Kabupaten Bandung Barat. This school was a member of teacher clusters group 03 in Kabupaten Bandung Barat. UPI (Indonesia University of Education) collaborated



with teacher cluster 03 Kabupaten Bandung Barat to implement Lesson study interschool based. This school was chosen because one of the teachers got a turn to be a teacher model. Thus it could be easier for the writer in reaching the aims of the study, which is to investigate the perspectives of teachers and students and teachers' difficulties in implementing lesson study.

3.3 Participants

The participants of this study were ten English teachers and 37 students of the seventh grade. English teachers in this study refer to the teachers who involved in implementing lesson study at least for one semester. Hence, they will find it easier to express their opinion or perspective on the lesson study. They come from different school which spread in Kabupaten Bandung Barat. It may invite different perspectives on the lesson study especially in terms of principal participation and budget. Meanwhile, seventh grade students were chosen because they already have experienced the learning using the lesson study program. Thus, the result of this study will enlighten teachers toward the implementation of lesson study in that school.

3.4 Data Collection Techniques

To collect data, two techniques were employed in this study; these were interview and questionnaire. Each technique of data collection will be described below.

3.4.1 Interview

Interview was used as a main instrument of this study. Since, “it is not simply a matter of using questions and answer to elicit information that the researcher goes on to analyze, but a data collection method that offers different ways of exploring people’s experience and views” (Richards cited from Croker, 2009:183). Besides, it can provide in-depth information about participants’ feeling, ways of thinking, or experience.

The interview was conducted with three teachers and five students. It was caused by the limited time of all the participants. Thus, only a few teachers and students agreed to be interviewed. The teachers were interviewed after they finished a cycle of the lesson study. It was not only to get more evidence regarding the aims of this study, but also to obtain their understanding and perspective on implementing the lesson study. Meanwhile, the students were interviewed after teaching and learning activity in the classroom was end. The teachers and the students were interviewed individually, since Emilia (2005:81) states that individual interviews were intended to allow for grater depth, that is the case with other methods of data collection techniques, and it “provides access to what is inside an interviewee’s head, ... what he/she thinks” about the teaching program (Cohen and Manion, 1980:242; 185 cited in Emilia, 2005:81). Further, *Bahasa Indonesia* was used to get clearer conversation between the writer and the participants.

The type of interview used in this study was semi-structured interview. It was aimed to get in-depth information from the participants as much as possible,

since the writer is permitted to probe far beyond the answers to her prepared and predetermined questions (Berg, 2001:70). The interview questions clarified how the implementation of the lesson study was perceived by the teachers and the students and the difficulties of teachers in implementing lesson study.

Audio recording was employed in the interview. Audio recording was used to record the conversation, thus, the writer could keep the information safely. The recording also enabled the writer to play back and it could be transcribed later.

Moreover, the questions (see appendix A) addressed to the teachers were related to the lesson study. It included how the teachers perceive the lesson study in terms of its characteristics and strengths, the benefits, and the steps in implementing the lesson study, and the difficulties faced by the teacher during the implementation of lesson study. Meanwhile, question addressed to the students were how they perceive the lesson study as a method to improve learning activity and the benefits of lesson study for them.

3.4.2 Questionnaire

A questionnaire is a complement instrument in this study. Since, it is a self-report data collection instrument that is filled out by research participants. It is extremely flexible and can be used to gather information on almost any topic involving large or small numbers of people (Saeidi, 2002:41). It allows the participants to fill it out at their own convenience. The questionnaire was distributed to ten teachers and 37 students of seventh grade of junior high school.

In this study, to gather more information about teachers' and students' perspectives on the lesson study and define teachers' difficulties in implementing lesson study, closed or fixed choice questions were used. Since, it is easier to collect and analyze (Nunan, 1992). The participants were required to answer by choosing an option from a number of given answers. The questionnaire used Likert response scale – from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SDA) with the same order of interval so the scores will be 4, 3, 2, and 1. The result of the questionnaire can be seen in Chapter IV.

Table 3.1

The scoring system of the questionnaire

Category of Response	Strongly Agree	Agree	Disagree	Strongly Disagree
Score	4	3	2	1

Teachers' questionnaire consists of 55 questions, and students' questionnaire is 18 questions (see appendix A). The questionnaire for the teachers and the students are different in terms of content. The teachers were asked about their understanding of lesson study, such as definition, benefits, characteristics, strengths, steps and their difficulties during the implementation of the lesson study. Meanwhile, the students were invited to respond teaching and learning activity during the implementation of lesson study and the benefits of lesson study for them. The statements in both questionnaires were made in positive statements in order to 'avoid respondents agreeing with a set of statements without thinking clearly about each one' (Saeidi, 2002:42). Here are the frameworks of teachers' and students' questionnaires.

Table 3.2**The Framework of Teachers' Questionnaire**

No.	Categories	Sub Categories	Item Number	Total
1.	Teacher's perspective on lesson study.	Understanding of lesson study.	1, 2, 3,4	4
		Steps of lesson study.	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	11
		Characteristic of lesson study.	16, 17, 18, 19, 20, 21	6
		Strength of lesson study.	22, 23, 24, 25, 26, 27	6
		Benefits of lesson study.	28, 29, 30, 31, 32, 33, 34, 35, 36, 37	10
2.	Teachers' problems in implementing lesson study.	Misconception on lesson study.	38, 39, 40, 41, 42, 43	6
		Other difficulties in implementing lesson study.	44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55	12

Table 3.2**The Framework of Students' Questionnaire**

No.	Categories	Sub Categories	Item Number	Total
1.	Students' perspective on implementing lesson study.	Students' difficulties in learning English.	1, 2, 3, 4, 5, 6	6
		Teaching and learning process during implementation of lesson study.	7, 8, 9, 10, 11, 12, 13, 14	8
		The benefits of lesson study for students.	15, 16, 17, 18	4

3.5 Data Analysis

After collecting the data through interview and questionnaire, the data were analyzed to draw the conclusion. The analysis of each method was explained below:

3.5.1 Analysis of Data from Interview

The data from the interview was recorded through audio recording. It enables the researcher to keep the information safely. There were the steps in analyzing the data obtained through the interview:

1. Transcribing the data based on the audio recorded. A condensed version of interview can be seen in Appendix 1.
2. Reducing inappropriate data which is not relevant to this study.
3. Categorizing the data into several themes which is relevant to the research questions. They are the teachers' perspectives on lesson study, students' perspectives on lesson study, and the difficulties faced during the implementation of lesson study.
4. Relating the data to theories and previous research to address the research questions. Then the results were merged into a condensed body of information as presented in Chapter 4.

3.5.2 Analysis of Data from Questionnaire

After collecting the data through questionnaire, the obtained data were analyzed and interpreted based on the following steps:

1. Scoring teachers' and students' answers. A complete description of questionnaires can be seen in Appendix C.
2. Calculating the frequency and the percentage of teachers' and students' answers on the questionnaire by using Microsoft Excel.
3. Comparing and contrasting the data with theories and previous research then the results were merged into a condensed body of information as presented in Chapter 4.

3.6 Concluding Remark

This chapter was explained the research design, setting, participant, data collection techniques, and data analyzing techniques. The following chapter will be described data analysis and discussion.

