

CHAPTER III RESEARCH METHODOLOGY

The previous chapter has reviewed relevant literature which functions as foundational theories to this study. This chapter discusses the methodology used in the study. It encompasses research aims, research questions, research design and method, research setting and participant, data collection and data analysis. This chapter is ended with conclusion.

3.1 Research Aims

As mentioned in chapter I, this study was carried out in order to achieve the following aims. (1) To explore the development of lesson plans written by two vocational English teachers. (2) To elaborate implementation of the lesson plans in the classroom.

3.2 Research Questions

Based on the research aims above, the study was done in order to answer the following research questions. (1) How do the teachers construct their lesson plans? and (2) How do the teachers implement the lesson plans in the classroom?

3.3 Research Design and method

This study utilized a qualitative design and a case study method because it views several characteristics of a qualitative case study (Lythcott & Duschl, (1990) in Wiseman, 1993; Connole et.al, 1993; Cresswell, 1998; Cohen & Morrison, 2007; Alwasilah, 2011). First, this study employed interview transcripts (Lythcott & Duschl, (1990) in Wiseman, 1993) which were conducted in two sessions of interview about how the participant English teachers constructed their lesson plans and how they implemented their constructed plans. (2) This study employed purposive samples (Maxwell, 1996) and applied to small number (Alwasilah, 2011) or small scale (Connole et.al., 1993) involving two English teachers and their classes in different competence of expertise in a state vocational school in the research site.

(3) This study collected the data in words rather than in numbers (Miles and Huberman (1984) in Connole et.al, 1993) because the collected data were in forms of documents of English lesson plan, observation, and interviews. (4) This study inquired process of understanding based on distinct methodological traditions to explore a social problem (Cresswell, 1998) of how participant teachers of English constructed their lesson plans and how they implemented their constructed lesson plans in their classrooms.

(5) “It blends a description of events with the analysis of them” (Cohen & Morrison, 2007: 253), in the sense that this study presented result of the first stage interview analysis triangulated with document analysis to describe how the participant teachers of English constructed their lesson plans. In addition, this study presented results of classroom observation and the second interview analysis to portray how the lesson plan designers (here the participant teachers of English) implemented in their lesson plans in the teaching-learning process. (6) “The writer is greatly involved in the case” (Cohen & Morrison, 2007: 253), since the researcher involved in the observation, interview, analyzing the gathered data, writing and reporting the research result.

This study utilized a single-case study design to examine the nature of a program (Yin, 2003) of how participant teachers of English constructed and implemented their lesson plans. The single case was selected due to several rationales. The first rationale was that this case study type was a typical case with the objective was to capture the circumstances and conditions (Yin, 2003) of how participant teachers of English constructed and implemented their lesson plans in their teaching learning process.

The second rationale was that the multiple data gathering of documents of English lesson plans, observation and interview allowed the case study “to present more rounded and complete accounts of social issues and processes” (Hakim.(1987) in

Emilia, 2000: 5) of how the participant teachers of English English constructed and implemented their lesson plans in classrooms. The third rationale was that those kinds of multiple data were possibly effective to “compensate for the weaknesses of one data gathering method with the strengths of another data gathering method used in the study” (Emilia, 2000: 5).

This study tried to present a logical set of statement in some ways. The first logical set of statement was that this study tried to address the construct validity, dealing with establishment of correct operational measures (Yin, 2003), by conducting data triangulation (Yin, 2003). Data triangulation was conducted by comparing and interpreting the results of analysis from the first stage interview and document analysis to portray how the participant teachers of English constructed their lesson plans and how the lesson plans were like. Data triangulation was also conducted by comparing and interpreting the results of observation and the second stage interview analysis to describe how the participant teachers of English implemented their lesson plans (the gap between the plan and its implementation).

The second logical set of statement was that this study tried to meet the external validity, concerning with the establishment to which the findings could be generalized, by referring to the theory (Yin, 2003) of systematic design of instruction. And the third logical set of statement was that this study tried to link the reliability, concerning whether demonstration of the study operation could be repeated with the same result (Yin, 2003), by making the database presentable in the appendices.

This case study analyzed the data by implementing a strategy of relying on theoretical proposition (Yin, 2003). Precisely, it meant that the case study was guided by two theoretical propositions (Yin, 2003) of systematic design of instruction. (1) Participant teachers of English may construct their lesson plans by following systematic design of of instruction. (2) Participant teachers of English

may implement their lesson plans by providing rooms for modification based on the classroom condition (Reiser & Dick, 1996; Brown, 2001; Sundayana, 2010).

To implement the strategy of relying on theoretical proposition, this study employed a technique namely pattern-matching logic (Yin, 2003). This technique analyzed patterns of participant teachers of English in constructing their lesson plans to match the theoretical pattern of lesson plan construction in systematic design of instruction. This technique also analyzed patterns of participant teachers of English in implementing their lesson plans in classrooms to match procedures of teaching learning process as suggested in Regulation of Minister of Education No. 41, 2007 on Standard of process. In the analyzing process, each data was processed through several steps of coding, categorizing, and interpreting (Creswell & Clark, 2005; Brenner et.al. (1985) in Cohen et.al., 2007).

3.4 Research Site and Participants

The research was conducted in one state vocational high school in Majalengka, West Java. This school was selected based on two reasons. Firstly, the school was considered as one of the referred vocational high schools in the region which was frequently selected as a pilot school for various programs (environment, ISO, regional meetings, etc) in the region. By having this school as the research site, it is hoped that the study can improve the school quality by presenting good enhancement in terms of classroom management because of good lesson planning. Secondly, the school is easily accessed since the researcher is working in that place providing an easy access for the researcher to manage her study.

Further, this study involved two English teachers who taught in different program of expertise as the participants. The selection was purposive sampling strategy viewing from its features (Teddlie & Yu.(2007) in Liamputtong, 2009). The purposive sampling was selected due to several features. First, it was due to individual uniqueness (Maxwell, 1996 in Alwasilah, 2011: 103). The study employed two types of sampling : (i) T1 was selected because she had been

working for more than six years as an instructor. It was intended to see how an experienced teacher handled the lesson planning process and implemented her plan. (ii) T2 was selected because she was a relatively new instructor with less than two years of experience but she possessed higher level of education (S2). These two types of sampling are interesting to see the degree of quality in constructing and implementing the lesson plan.

The second was due to a heterogenous sample (Maxwell, 1996 in Alwasilah, 2011: 103). The respondents taught in different program of expertise. This is intended to see how they accommodate students' needs or their knowledge related to vocational subject study.

Apart from that, the participants were selected since they were close with the researcher and they were aware of the existence of lesson plans. By inviting the teachers as research participants, later hopefully, they could share positive contribution that might be received from the research with other teachers in constructing and implementing the lesson plans in the school site.

3.5 Data Collections

This study applied multiple data collections by employing document of English lesson plans, observation, and interview techniques. Multiple data collections were aimed to attain in-depth information (Cohen et.al. 2007; Liamputtong, 2009; Silverman, 2005) about two things as stated in the research questions. (1) Analysis of documents of the lesson plans triangulated with analysis of the first stage interview was intended to portray how participants teachers of English constructed their lesson plans. (2) Analysis of observation triangulated with analysis of the second stage interview was aimed to describe how participants teachers of English implemented their lesson plans. In order to maintain clear description, each technique will be elaborated below.

3.5.1 Document Collection

In this study, the documents refer to the English lesson plans written by the participants in the research site. The collected documents comprised two English lesson plans for grade eleven, precisely in the second semester of 2013 – 2014. Grade eleven was selected because of several reasons. (1) School-Level Curriculum in which Regulation of Minister of Education No. 41, 2007 on Standard of Process Grade eleven of 2013-2014 was still implemented in grade eleven while grade ten used Curriculum 2013 in which the regulation was different and there was not instructional process in grade twelve after national examination.

Furthermore, the two lesson plans were different in terms of selected basic competences. The first participant (T1) selected basic competence of *Expressing various kinds of intention* (B5) because she intended to follow the syllabus in order. On the other hand, the second participant (T2) selected basic competence of *Understanding simple instruction* (B6) with the reason that the teacher may perform the basic competence not in predetermined order (Standard of Process, 2007). The second participant believed that the B6 is relevant to the students' situation since they had just returned from their job training in which describing process was common during their project work in industry.

In addition to document analysis, observation analysis is necessary to obtain comprehensive understanding towards the focus of this study. Observation analysis is discussed in the next section.

3.5.2 Observation

This study employed a non-participant observation because the role of the researcher was only to investigate and to report on how the participant teachers of English constructed and implemented their lesson plans in classroom. This is in line with what Emilia (2011: 6) stated that in a non-participant observation “the

researcher usually observes the classroom, sitting in a specific place, or use a video to record what is said and done by the teacher and the students in the class.”

In addition, by conducting non-participant observation, the researcher gained some advantages. (1) It provides answer to the second research problem of how the participant teachers of English implemented their lesson plans because it was intended “to understand what goes on in the classroom” (Van Lier, 1999) conducted by other people. (2) Non-participant observation provides valuable application to conduct a research in a short time but still can demonstrate collection of relatively rich and direct observed data for low cost (Cooper *et.al*, 2004). (3) The observation was conducted to achieve rich information about view point, event, happening, and process observed (Alwasilah, 2011: 110) dealing with the participants’ implementing their lesson plan in their classrooms in relatively short time.

(4) A non-participant classroom observation also allowed the researcher to “learn about behavior and the meaning attached to that behavior” (Allwright, 1993) related to the implementation of the plans. (5) It is also easier to record information and observations if the researcher is not participating, so data can be recorded more easily (Cook, 2011).

Further, classroom observation can be conducted in one or two visits in a semester (UM Center for Teaching and Learning, 2008). In this study the observation was conducted in four meetings for each participant. This is due to the reason that each constructed lesson plan was allocated for four meetings. Therefore four times of class visits for each participant were enough to notice the consistency between the plan and its implementation.

The observation was conducted by videotaping the learning process as well as by taking notes on what the teacher said and done in the classroom (see appendix 3). Such techniques were relevant to idea which states that non-participant

observation argues for a program of observing, recording, and transcribing (Lier, 1994). By videotaping and taking notes on the learning process, deep information about what was happening could be obtained without intrusion on the learning. The observation schedule was arranged as in the table 3.1 below.

Table 3.1 Observation schedule

Teacher	Date
Teacher 1	<ol style="list-style-type: none"> 1. April 3, 2014 : meeting 1 2. April 7, 2014 : meeting 2 3. April 17, 2014: meeting 3 4. April 28, 2014: meeting 4
Teacher 2	<ol style="list-style-type: none"> 1. March 31, 2014 : meeting 1 2. April 3, 2014 : meeting 2 3. April 7, 2014: meeting 3 4. April 21, 2014: meeting 4

In order to obtain more complete and in-depth information about the phenomenon understudy, this study provided more data in form of semi-structured interview which is discussed in the following section.

3.5.3 Interview

This study employed semi-structured interviews. The use of semi-structured interviews was due to the reason that "... there is openness to chance the sequence and forms of questions in order to follow up the answers given and the stories told by the subjects" (Kvale, 1996: 124). In addition, semi-structured interviews provides flexibility for the interviewee to respond and to describe the concepts as well as flexibility for researcher to get the information required as stated by Field & Morse ((1985) in Emilia, 2001). Based on those two reasons, semi-structured interviews were applicable in this study and provided rooms for dynamic changes of questions in the process.

In this study, two stages of semi-structured interviews were employed to the participants. The first stage interview was thematized to obtain information about how the participant teachers of English constructed their lesson plans. It was conducted before the first meeting and after the participant teachers sent their

lesson plans to the interviewer. The first stage interview was conducted before the first meeting because it could make the participant focus on the questions dealing with how they constructed their lesson plans.

The second stage of semi-structured interview was thematized to gain information of how the participant teachers implemented their lesson plans in their classrooms. It was conducted after each observation to maintain the teachers' memories of the teaching learning process. By doing so, information of implementation of the lesson plans could be obtained based on the learning process in each meeting.

Questions of the interviews were designed in Indonesian language to obtain deeper understanding of the phenomenon and were tested to one non participant in the preparation stage to maintain its validity. This was in line with an idea stating that "Questions in the interview should be tried out to ensure that all the questions are not ambiguous" (Emilia, 2011). The questions include several aspects such as, what the participants did in each stage of the learning process and their reasons, reasons why they accommodated individual or group practices, types of feedback and their reasons, etc. The interview was arranged in a schedule as shown in the following table.

Table3. 2: Interview schedule

Teacher	Interview 1	Interview 2
Teacher 1	April, 2014 : Week 1	April 3, 2014 : meeting 1 April 7, 2014 : meeting 2 April 17, 2014: meeting 3 April 28, 2014: meeting 4
Teacher 2	March, 2014 : week 4	March 31, 2014 : meeting 1 April 3, 2014 : meeting 2 April 7, 2014: meeting 3 April 21, 2014: meeting 4

The interviews were further transcribed from oral speech into written text to be used later in the analysis. The interview analysis covered verification or interpretation of the result to be linked with the theory and other sources of data.

The last stage was that the result of interview interpretation was reported as the findings of the study.

3.6 Data Analysis

The analysis of the collected data was carried out during the data collection and after the data had been entirely completed. The analysis followed a strategy of relying on theoretical proposition (Yin, 2003) containing systematic design of instruction. It was guided by some theoretical propositions (Yin, 2003) as follows: (1) The participant teachers constructed their lesson plans in a systematic design of instruction. (2) The participant teachers implemented their lesson plans within a procedure proposed in Standard of Process.

To implement the strategy of relying on theoretical proposition, this study employed a technique namely pattern-matching logic (Yin, 2003). This technique analyzed patterns of participant teachers of English in constructing their lesson plans to match the theoretical pattern of lesson plan construction in systematic design of instruction. This technique also analyzed patterns of participant teachers of English in implementing their lesson plans in classrooms to match procedures of teaching learning process as suggested in Regulation of Minister of Education No. 41, 2007 on Standard of process. In the analyzing process, each data was processed through several steps of coding, categorizing, and interpreting (Creswell & Clark, 2005; Brenner et.al. (1985) in Cohen et.al., 2007).

The analysis was organised by instruments in conjunction with another method - by issue (Cohen *et al.*, 2007) covering document analysis, observation analysis, and interview analysis. This method of analysis was used because it was believed to retain fidelity to the coherence of the instrument, to enable readers to see which data was derived from which instrument, and to maintain the connection between data to find the content of the responses by issue (Cohen *et al.*, 2007).

3.6.1 Analysis of the Document

The document analysis covered five elements of a lesson plan with discussion for each element based on synthesized theory supported by explanation from Standard of Process. The document analysis, triangulated with analysis of the first interview, was aimed to describe how the participant teachers of English constructed their lesson plans. The result of the analysis was used as the basis of information for the “modification or curtailment” (Nunan.(1992) in Puspendari, 2008: 36) of how the participant teachers constructed their lesson plans.

The document analysis was processed through several steps including coding, categorizing (Creswell & Clark, 2005; Brenner *et al.*(1985) in Cohen *et al.*, 2007; Emilia, 2009), and interpreting the data (Brenner *et al.*(1985) in Cohen *et al.*, 2007). In this study, coding was done by making codes (Alwasilah, 2011) on each aspect of lesson plan. In analyzing learning objectives, for example, the codes used were TV: transitive verb used in the objectives, A was for affective domain, C for cognitive domain, Ps for psychomotor domain, Ad for audience, Con for condition, Deg for degree; and B for behavior. Such coding was relevant to the theory related to aspects contained in learning objectives (Mager, 1984).

Categorizing in analysis of document of lesson plans was conducted by classifying (Alwasilah, 2011) each element of lesson plan into four categories: (1) each element of a lesson plan covered all the requirements based on the theory, (2) each element of a lesson plan contained most of the requirements mentioned in the theory, (3) each element of a lesson plan covered some of the requirements mentioned in the theory, and (4) none of the requirements mentioned in the theory. Such categories helped the researcher tabulate and notice the tendency of how the participant teachers construct their learning plans.

Interpreting in analysis of document of lesson plans was conducted by making meaning of the data about (Cohen *et al.* 2007) the aspects of lesson plans and

relating them with the theory, comparing findings in the two lesson plans. Such procedure helped the researcher presented the result of document analysis.

3.6.2 Analysis of the Observation

Analysis of the observation was conducted by by coding, categorizing, , and interpreting the findings (Creswell & Clark, 2005; Brenner *et al.* (1985) in Cohen *et al.*, 2007).

In this study, coding was done by making codes (Alwasilah, 2011) on each aspect of learning activities. For example, the codes covered PRE for pre activities, CORE for main activities, and POST for post activities. Such coding helped the researcher in categorising the phenomenon.

Categorizing in analysis of implementations of lesson plans was conducted by classifying (Alwasilah, 2011) what conducted by the teachers in their classrooms into three categories: (1). implementation did not refer to the plans in all stages (2), implementation referred to the plans in some of the stages and provide rooms for modification (3) implementation referred to the plans in all stages. Such categories helped the researcher tabulate and notice the tendency of how the participant teachers implemented their learning plans.

Interpreting in analysis of observation was conducted by making meaning of the data (Cohen et.al., 2007) about aspects of learning activities and relating them with the theory, comparing findings in the two lesson plans. Such procedure helped the researcher presented the result of observation analysis.

3.6.3 Analysis of the Interview

Analysis of the interviews were conducted by transcribing, coding, categorizing, , and interpreting the findings (Creswell & Clark, 2005; Brenner *et al.* (1985) in Cohen *et al.*, 2007).

In this study, transcribing was conducted by typing what the interviewee said during the interview and sending the transcript back to see if they were what the interviewee intended to say.

Coding of the first stage interview was done by making consistent codes (Alwasilah, 2011) on each aspect of learning plans. For example, the codes for learning objectives covered: CONS for consideration, ASP for aspects covered, MISS for aspects missed in each elements of the plans. Such coding helped the researcher in categorising the phenomenon. Coding for the second stage interview was conducted by making codes if the interview covered (1) reasons of implementation and (2) aims of the implementation, .

Categorizing in analysis of the first stage interview was conducted by classifying (Alwasilah, 2011) the elements stated into: (1) N/A as not available, (2) NS as not sufficient and (3) sufficient. Categorizing in analysis of the second stage interview was conducted by classifying what conducted by the teachers in their classrooms into three categories: (1). Implementation did not refer to the plans in all stages (2), implementation referred to the plans in some of the stages and provide rooms for modification (3) Implementation referred to the plans in all stages. Such categories helped the researcher tabulate and notice the tendency of how the participant teachers implemented their learning plans.

Interpreting in analysis of the first stage interview was conducted by making meaning of the data (Cohen et.al., 2007) about the aspects of lesson plans and relating them to the theory, comparing findings in the two lesson plans. Interpreting in analysis of the second stage interview was conducted by making meaning (Cohen et.al., 2007) of the gap between the planned and implementation, comparing implementation between the teachers and related the interpretation to the theory. Such procedure helped the researcher presented the result of the first and the second stage of interview analysis.

3.7 Ethical Consideration

Ethical consideration was implemented in this study through some steps of including (1) asking permission to the head of the institution; (2) requesting the volunteering teachers to be the participants in this study; (3) utilizing appropriate and not demanding questions to the participants; and (5) maintaining the secret of the participants (University of Minnesota, Center for Bioethics, 2003).

3.8 Conclusion of the Chapter

This chapter has discussed the methodology of the study. By discussing those aspects, this study, hopefully, could clearly explained and reported how the study was conducted to meet the aim of the study. Further issues on data analysis and discussion were presented in chapter four, which elaborated research findings and discussion.