

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design of the study which discusses qualitative approach using descriptive method where the research taken and the respondents will be presented. There is also data collection which includes document analysis, classroom observation and interview. The data analysis in this chapter also discussed.

3.1 Research Design

This study attempts to investigate the difficulties in using textbook and textbook adaptation processes in EFL classroom. The approach used in this study belongs to the qualitative approach because it fits with the following description and explanation. According to Creswell (2007), in qualitative approach, a case is for a specific period of time using a detailed and in-depth data collection, and produces the final result of a case description.

In this study, descriptive case study is used as research design. Yin (2003: 13) defined case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident”. This study was started by identifying the problems from the phenomenon. Then, this study formulated the problems into a research problem. After formulating the research problem, it was important to categorize the problem into variables. The variables of this study take from the formulated problems. From the variable of the study, the data sources are needed. The data sources were collecting the teachers’ opinion about the difficulties in using textbook by interview, classroom activities taken by the document (two textbooks and lesson plans) analyzed by document analysis technique and classroom observation data collecting technique.

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3.2 Research Site

This study was conducted in one of the junior high schools in Bandung. The observation took nine classes. The classes were VIIA, VIIB, VIIC, IXA, IXB, IXD, IXE, IXF, and IXG. It investigated the teaching learning process designed by the English teachers. This study was conducted in this school because the school is open in educational research. In addition the school also had a good relationship with Indonesia University of Education.

3.3 Respondents

The respondents of this research were three English teachers in a junior high school in Bandung. The first teacher (T1) taught three classes, there were VIIA, VIIB and VIIC. The second teacher (T2) taught three classes, there were IXE, IXF, and IXG. The third teacher (T3) taught three classes, there were IXA, IXB, and IXD. The reason for choosing this school because this school uses a textbook that was recommended by the government (*BSE: English in Focus, 2008*). Furthermore, the teachers have possibility to do some adaptation of the textbook in order to fit the students' need. Then, they were willing to fully participate and to be the respondents in this research.

3.4 Data Collection

This research employed interview, document analysis, and classroom observation to obtain the data needed. The interview was conducted before the teaching learning process. The documents which were analyzed were teachers' lesson plans and the textbook as the main material. Observation was conducted to find how the teachers deliver the textbook and other materials in the classroom. Those instruments were used to elicit the data about the use of textbook by the teachers in the classroom.

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3.4.1 Interview

Interview that was used in this study was semi-structured interview and was recorded. The type of interview was included in the category of in-depth interviews, in which the purpose of this research was to get issue more openly in which the parties who are invited to interview were asked the opinions and ideas (Sugiyono, 2010). Teachers' interview was aimed to answer the first question, the difficulties faced by the teachers in using the textbook before adapting it. Meanwhile, the interviews consist of 9 questions which are specifically organized based on the following guideline. The complete questions can be seen in Appendix A.

Table 3.1 Guideline of the Interview

Kind of Questions	Number of Questions
Teachers' background.	1 – 3
Teachers' opinions about textbook (<i>BSE: English in Focus, 2008</i>).	4 – 6
Teachers' opinions about textbook adaptation (<i>BSE: English in Focus, 2008</i>).	7 – 9

3.4.2 Document Analysis

A document is any substance that gives information about the investigated phenomenon and exists independently of the researcher's actions. It is normally produced for specific purposes other than those of the research but it can be used by the researcher for cognitive purposes, e.g. letters, newspapers, diaries and websites. (Corbetta, 2003). Yin (2003:87) asserted that "*For case studies, the most important use of documents is to corroborate and augment evidence from other sources*". Corbetta (2003) identified a number of advantages of the documents over other research methods. (a) It is a non-reactive technique where the information given in a document is not subject to a possible distortion as a result of the interaction between

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theresearcher and the respondent, e.g. as in interviews; (b) it helps theresearcher to study the past; (c) it is a cost-effective method as theinformation has already been produced (Denscombe, 1998). However,documents may have some limitations in terms of the accuracy andcompleteness of the data (Patton, 2002).

In this study, the document analysis was examined because in term of adaptation, it would be a starting point of adaptation and the result. The documents analyzed were teachers' lesson plans and some chapters from two textbooks being the main material of teaching learning process. The chapters in the textbooks which are analyzed were Chapter 6, Chapter 7 and Chapter 8 in BSE: English in Focus, 2008 for grade VII and Chapter 1, Chapter 2, and Chapter 4 in BSE: English in Focus, 2008 for grade IX. Table 3.2 provides the chapters and detail pages in the textbooks.

Table 3.2 Textbooks Used by Teachers

Lesson Plan	T1 (VII Grade)	T2 (IX Grade)	T3 (IX Grade)
1	Chapter 7 Page 136 and Chapter 8 Page 152-154	Chapter 1 Page 7, 8, 11, 12, and Chapter 2 Page 39	Chapter 1 Page 11-16
2	Chapter 7 Page 133-138	Chapter 2 Page 28-30, 34, 38	Chapter 1 Page 18-22
3	Chapter 6 Page 107-111	Chapter 1 Page 11-12 and 14-16	Chapter 4 Page 76-81

3.4.3 Classroom Observation

This observation used video recorder in order to propose detailed information. This study also used observation sheet as detailed, concrete, and chronological as possible (Maxwell, 1996). The observation sheet was used after video recording to make sure every activity and instruction in the classroom. This observation was expected to give detailed information on how the teachers used and adapted the textbook in the classroom.

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In this study, there are two steps in executing the observation. The first step is video recording. This step was important to prove and get detailed information in teaching and learning processes. The second step is categorizing. In this step the data from video recording was categorized in some aspects. It was focused on the textbook adaptation processes that teachers did in the teaching and learning processes. The observation aimed to answer the second research question, the textbook adaptation processes that the English teachers do in EFL classroom.

3.5 Data Analysis

Data analysis was a process of systematically searching and arranging the interview transcripts, documents analysis, video recordings, and other materials that accumulate to increase the understanding of them (Bogdan, 1975, cited in Sugiyono, 2010). There are many different ways to analyze the qualitative data. After having the data from the interviews, documents analysis, and video recordings, the researcher analyzed the data employing the following steps adopted from Dornyei (2008)

In analyzing the data, this study employs the interactive model of Miles and Huberman (1994:12) which divides the data analysis procedures into three steps; they are data reduction, data display and conclusion drawing or verification. The description of data analysis shows below.

1. Data Reduction

In this stage, the data from observation, interview and document analysis were reduced if the data did not refer to the research study. To process the data that had been collected through observation, interview and document analysis, the writer typed and categorized the data.

2. Data Display

After the first stage synthesized the data from observation, interview and document analysis, followed by presenting and interpreting the result of data

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collection. In displaying the collect data in qualitative research form, the narrative form is the most frequent form has been used as stated by Miles and Huberman (1984, cited in Sugiyono, 2010).

3. Conclusion Drawing/Verification

After all data were displayed made conclusions from the observation, interview and document analysis as the findings of this present study.

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

3.5.1 Interview

The interview was simultaneously carried out with tape-recording. Tape-recording the interviews allows to later analyzing interviews' statement thoroughly, comparing them with previous or following statements and with the interviews given to others as well. The steps to analyze the interview data were recording the teachers' statements in difficulties that faced by them in using the textbook before doing some adaptation, and then describing the recording. The next step was categorizing the data based on some aspects. The aspects were teachers' opinion about the textbook (*BSE: English in Focus*, 2008) and teachers' opinions about textbook adaptation. Data collected from interview were analyzed by using descriptive qualitative analysis method. Descriptive describes the findings found in research, interpretation explains the meaning of finding, and theory will combine the findings and meaning.

3.5.2 Document Analysis

In this study, lesson plans and the textbooks were analyzed to get a broad picture of the adaptation and instruction before it was conducted in the classroom. And also document analysis was examined because in term of adaptation, it would be a starting point of adaptation and the result. Later, the lesson plans and the textbooks

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were analyzed using table of analysis sheet. The table can be seen as follow. The complete documents analysis can be seen in Appendix B.

Table 3.3 Document Analysis Sheet

No.	Focus of Analysis	Lesson Plan	Textbook	Description
1.	Learning Objectives			
2.	Learning Methods			
3.	Learning sources			
4.	Exercises			

3.5.3 Classroom Observation

The observation was held three times for each teacher's classroom. Table 3.3 provides the observation schedule:

Table 3.4 Observation Schedules

Observation	T1 (VII Grade)	T2 (IX Grade)	T3 (IX Grade)
1	Procedure Text (Listening Skill)	Procedure Text (Listening Skill)	Procedure Text (Reading Skill)
2	Procedure Text (Speaking Skill)	Expression of Responding Hesitation (Speaking Skill)	Procedure Text (Writing Skill)
3	Descriptive Text (Listening & Speaking Skills)	Procedure Text (Reading Skill)	Expression Telling Interesting News (Listening Skill)

During the teaching and learning process, there were three English teachers as observers. Observation sheet was applied after video recording, in order to categorize the data. The observation sheet focused on investigating the techniques applied by the

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teachers in adapting textbook. The observation sheet can be seen as follows. And the complete observation sheets can be seen in Appendix C.

Table 3.5 Observation Sheet

No.	Activities	Textbook Usage	Adaptation	Categories of Adaptation
1.				
2.				
3.				
4.				
5.				

3.6 Reliability and Validity of the Study

In conducting qualitative research, the data bias might occur. To avoid data bias there are several steps to be used in order to make the research more valid.

1. Triangulation

In collecting data, the study applied three different methods, such as observation, interview and document analysis. Triangulation is a strategy that can be used to strengthen the confidence of the research finding (Arksey and Knight, 1999). In line with triangulation Stainback (1988, cited in Sugiyono, 2010) states that the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.

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2. Member checking

As stated by Alwasilah (2008) it is important to gain suggestion from the respondents of the research. It is aimed at preventing misunderstanding of answer from respondents when they were interviewed and help the researcher to find out new interpretation. To verify the data and avoid misinterpretation, the writer confirmed the interview result to the respondents.

3. Rich data

To get the rich data, the writer made a complete transcription of the interviews. It is useful to enrich the interpretation of the data. Maxwell (1996, cited in Alwasilah, 2008) says that the purpose of rich data only as evidences resources of supporting conclusion but also as a test for theories being developed.