CHAPTER III
METHODOLOGY

This chapter focuses on an elaboration of methodology conducted in this study in order to investigate the creativity features of three primary English teachers in designing theme-based lesson plans for teaching English to young learners. It covers research design, site and respondent, data collection, and data analysis.

3.1. Research Design

This research is intended to identify the creative approaches the English teacher used and to reveal the considerations taken in designing creative theme-based lesson plans.

Due to the aim of this research, this study employed qualitative research and applied descriptive study as its framework. Qualitative research is employed to find detailed data because of directness source of data, the concern to the process and product of the data, and the analysis of the data inductively (Fraenkel, *et al.*, 2012; p. 426-427). In addition, qualitative research is used to understand the perspective or idea behind individual's action which relates to the aim of this study (Hatch, 2002; p.7).

3.2. Site and Respondents

This section will elaborate setting of the study and participant of the study. Detailed description will be elaborated as follow.

3.2.1. Setting

The study was conducted in three of different private and public Primary Schools in Bandung. These schools are chosen for several reasons. First, the schools gave permissions to the researcher to get access to the English teachers and the available theme-based lesson plans. Second, the schools have English subject as a compulsory subject that has to be taught to the children as the language learners. Third, the curriculum of the schools affect the primary English teacher to design and teach

English in the form of theme-based instruction, which related to the purpose of this study.

3.2.2. Respondents

The participants of this study were three primary English teachers. They were chosen because they teach in the primary schools as distinct English teachers. Moreover, they provided the researcher with the theme-based lesson plans that they had designed and implemented in their classroom. The teachers then were abbreviated with the label of T1, for the first teacher who teaches second graders; T2, for the second teacher who teaches third graders; T3, for the fourth teacher who teaches fourth graders. The description of the three teachers and the lesson plans is presented in Table 3.1 below.

Table 3.1
Respondents of the Study

Teacher	Grade	Theme	Number of Meetings	Educational Background	Length of English Teaching Experience
Teacher 1 (T1)	I	"Family Members"	2	English Education (undergraduate)	± 9 years
		"Nico and I Can Make (letters p – z)"	2		
		"Parts of Body"	2		
		"Colors"	2		
Teacher 2 (T2)	II	"Greeting"	2	English Education (undergraduate)	± 4 years
		"My Classroom"	2		
		"My Number (11 – 20)"	2		
		"Farm Animals"	2	English Education (magister program - ongoing)	
Teacher 3 (T3)	IV	"Comparing Two Persons and Giving a Compliment"	2	English Education (undergraduate)	± 8 years
		"Inviting and Accepting	2		

		Invitation"		English Education (magister program - ongoing)	
		"Thanking and Acknowledging"	2		
		"Asking for and Telling Times"	2		

3.3. Data Collection

The data collection in this study is done through analyzing archived documents and interviewing the participant. Detailed description will be elaborated below.

3.3.1. Document Analysis

This study was conducted with the technique of document analysis in which the analyzed documents provide the data needed to be investigated. The theme-based lesson plans of the teacher are beneficial to be investigated since it is a public document that represents the thoughts, ideas, and perspective of the teacher who created it which is ready to be investigated at any time the researcher wants (Cresswell, 2012; p. 223; and Furlong, Lovelace, and Lovelace, 2000; p. 539).

The content of the theme-based lesson plans will be matched with the theories of creative features of primary English teacher proposed by Cremin (2009); Grainger, Barnes, and Scoffham (2006); Horner and Ryf (2007); and Jones and Wyse (2004) to analyze the creativity features contained in the lesson plans. The theories then were made into rubric on which the analyses of creative approaches were based. The rubric serves as framework of this study and can be found in the Data Analysis section of this chapter.

3.3.2. Interview

There are some reasons why the researcher conducted interview to the teachers. First, interview was conducted to get detailed information about the participant's perspectives on one particular issue, the considerations taken on designing creative theme-based lesson plan, which is one of the focuses of this study (Hatch, 2002; p.

23). Second, interview helps the researcher to confirm and clarify the ideas or meaning which is stated in the documents of analysis—theme-based lesson plan—in which the researcher did not have access to observe the implementation of the theme-based lesson plan directly (Cresswell, 2012; p.218).

This study conducted one-on-one interview in the form of structured interview. One-on-one interview is employed in which the researcher ask questions directly to the participants, who are the primary English teachers (Cresswell, 2012; p.218). Structured interview is employed in order to seek the teachers' perspectives and considerations taken in designing creative theme-based lesson plans (Furlong, Lovelace, and Lovelace, 2000; p. 536).

3.4. Data Analysis

3.4.1. Data analysis for Document Analysis

The data obtained from documents of the teachers were analyzed in terms of their content. The content of the theme-based lesson plans will be matched with the theories of creativity features of primary English teacher proposed by Cremin (2009); Grainger, Barnes, and Scoffham (2006); Horner and Ryf (2007); and Jones and Wyse (2004) to analyze the creativity features contained in the lesson plans. The framework employed in this study to identify the creative approaches which are included in the theme-based lesson plans is presented below.

Table 3.2

Rubric to analyze the aspects of creative approaches in designing theme-based lesson plans

(Adapted from Cremin (2009); Grainger, Barnes, and Scoffham (2006); Horner and Ryf (2007); and Jones and Wyse (2004)).

No	Aspects of Creativity Features	
	Aspects	**Characteristics**
1	**Profiling meaning and purpose**	Explained the purpose of the teaching and learning process explicitly to

		the students
		Explicitly teach linguistic features of texts in reading and writing
2	**Foregrounding potent affectively engaging texts and media**	Use various forms of texts
		Use various forms of teaching media
		Give students chances to response to the various forms of texts the teacher provided
3	**Fostering play**	Create a play that is in the form of story-telling, discussion, art, drawing, dance, or drama.
		Create a play that can make children getting involve and comprehend the materials at the same time.
4	**Promoting curiosity and questioning stance**	Share teacher's own interest and passion regarding the theme that will be done and the text that will be employed
		Generate activities that foster students' curiosity, wonder, posing questions, and pondering
		Generate circumstances in which children will have the chances to think about the solutions of the problems or questions they have encountered
5	**Encouraging collaboration and making connections**	Create activities that foster collaboration among children (inside school) or between children and parents or professional (outside school)
		Create activities which are based on students' interest and passions that is in line with the objectives of the lesson
		Create possibilities to link the theme of English subject to different subject area as long as it relates to students' previous knowledge and personal experience.
6	**Autonomy**	Make her/his own lesson plan and assessment schema for the students
		Provide numerous texts that can be sorted by the students in accordance to their personal interest
		Create possibilities that enable students to learn to evaluate and make self-judgment regarding their ideas
		Give supportive and truthful feedback
		Publish students' work in order to appreciate their works
7	**Fostering originality**	Try out new ideas and experiment with a variety of resources

3.4.2. Data analysis for Interview

The interviews to reveal the teachers' consideration in designing creative theme-based lesson plan was recorded and then transcribed. The interview's guidance of questions is shown in the table below.

Table 3.3

Rubric to analyze teachers' considerations in designing creative theme-based lesson plans.

(Adapted from Cremin (2009); Grainger, Barnes, and Scoffham (2006); Horner and Ryf (2007); and Jones and Wyse (2004)).

No	Consideration taken in Designing Creative Theme-Based Lesson Plans	
	Aspects	**Classification**
1	**Teachers' view of creative teaching in implementing theme-based lesson plan for TEYL**	Teacher's perspectives on creating creative theme-based lesson plans
2	**Profiling meaning and purpose**	Teacher's belief about profiling meanings and goals
3	**Foregrounding potent affectively engaging texts and media**	Teacher's considerations in choosing texts and various media
4	**Fostering play**	Teacher's considerations in choosing play
		Teacher's techniques in choosing play
5	**Promoting curiosity and questioning stance**	Teacher's considerations in choosing activities that trigger students' curiosity and questioning stances
		Teacher's techniques in choosing activities that trigger students' curiosity and questioning stances
6	**Encouraging collaboration and making connection**	Teacher's perspectives on the importance of making collaboration and connection
		Teacher's techniques in choosing activities that foster the creation of collaboration and connection
7	**Autonomy**	Teacher's perspectives on the importance of students' autonomy

8	**Fostering originality**	Teacher's perspectives on the importance of fostering teacher's own originality

3.5 Concluding Remark

This chapter has presented and discussed the methodology used in conducting the study including research design, site and participant of the study, data collection, and data analysis.