

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the research in details to find out the answers of the research questions. This chapter consists of research questions, aims of the research, research design, object of the research, population and sample, data collection, data analysis, selected samples, and concluding remark.

3.1 Research Design

The case study methodology fit the needs of this inquiry, which was to investigate how the teachers teach speaking on the 2013 curriculum and to find out the difficulties encountered by the teachers in teaching speaking based on the 2013 curriculum. Stake (1995) states that the “first obligation” (p. 4) in case study research is to fully develop and understand the case at hand. Case studies are chosen because the research requires the “close examination of people, topics, issues, or programs” (Hays, 2004, p. 218). Each of the preceding items would constitute a case or what is termed a “bounded system.” Bounded system is the term used to define the focal point of the study (Stake, 1995). The bounded unit for this study was teaching speaking in 2013 curriculum in junior high school.

Yin (2003) argues that the system can be studied with one of three types of case studies, depending on the purpose: exploratory case studies, explanatory case studies, and descriptive case studies. Exploratory case studies are often used to define the framework of a future study. “In this type of case study, fieldwork and data collection are undertaken prior to the final definition of study questions and hypotheses” (Yin, 2003, p. 6). Explanatory case studies, on the other hand, seek to define how and or why an experience took place. Their purpose is to suggest “clues to 65 possible cause-and-effect relationships” (Yin, 2003, p. 7). Because these studies sometimes suggest causality, they risk the chance of being challenged on the basis that one case does not make for a true experiment. Finally, the descriptive case study is used to develop a document that fully illuminates the intricacies of an experience (Stake, 1995). These are often used to present answers to a series of questions based on theoretical constructs (Yin, 2003).

The descriptive case study was chosen for this study for two main reasons. First, one of the goals of all case study research is to develop an understanding of the bounded system (Yin, 2003). A bounded system is a case being analyze or observed by the researcher in a case study (Creswell, 2007). The main purpose of this research was to investigate teachers' understanding in teaching speaking in the 2013 curriculum. Second, descriptive case studies answer questions based on theory. The theoretical foundations of scientific approach and teaching speaking will help the researcher to discover the teachers' suitability in teaching speaking in the 2013 curriculum.

The results of the study may be used by the teachers to enhance their ability in teaching speaking in the 2013 curriculum. Other teachers and administrators may use the results to better understand what is happening in teaching speaking in the 2013 curriculum and adjust their practices as needed.

3.2 Site and Participant

This section would elaborate setting of the study and participant of the study. Detail description would be elaborated as follows.

3.2.1 Setting

The study was conducted in one junior high school in Bandung, West Java. The school was chosen for several reasons. First, the school was easy to access by the researcher since it only take 20-30 minutes from where the researcher stayed. Second, the school already implemented the 2013 curriculum and the focal point of this research is to study the 2013 curriculum being implemented in the school. Thus, the school is considered a supportive environment for the researcher to study the teaching speaking in the 2013 curriculum.

3.2.2 Participant

The participants of this study were English teachers from the selected school. Participants which were involved in this study are English teachers who are teaching speaking based on the 2013 curriculum. The participants were chosen based on the purpose of the study in which to investigate how the teachers teach speaking and based on 2013 curriculum and to discover the problems encountered by the teachers in teaching speaking in the 2013 curriculum. The participants also chosen based on random sampling.

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AN OBSERVATION OF CLASSROOM PRACTIES IN TEACHING SPEAKING BASED ON THE 2013 CURRICULUM

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In this study, the first teacher was labeled MRS. A for the first teacher, while MR. B for the second teacher. The English teachers involved are female and male, MRS. A is female and I.F is male. The further information about the teachers is described as follows:

1. Teacher 1 (MRS. A)

She studied in the English Department in one university in Bandung. After graduating, she taught in an informal school for 10 years. After that she was placed in her current school with her status as public servant teacher or *Pegawai Negeri Sipil (PNS)*

2. Teacher 2 (MR. B)

I.F is a young English teacher teaching in Junior high school. He studied English in one university in Bandung. After graduating, he taught in an English course for three years. After that he tried to register to be a civil servant. And after being accepted as a civil servant, he currently teaches in one junior high school in Bandung.

3.3 Data Collection

In this research, the researcher used three data collection techniques, namely; classroom observation, interview and document analysis. Each data collection will be discussed below.

3.3.1 Classroom Observation

The first instrument that is classroom observation was employed to attain information about teaching learning activities in the classroom, especially about the teachers' competence in implementing 2013 curriculum. This was in line with Fraenkel&Wallen (2006) stating that observation is conducted to get more detailed and accurate information about what students and teacher doing in the class than interview does. So, by using these kinds of instrument, the researcher can capture all of the aspects and details in the lesson and also it will give a complete information for the researcher.

The observation that was employed in this research was non-participant observation. This particular kind of observation is used because the researcher acted as a complete observer, who did not participate in classroom activities (Fraenkel&Wallen, 2006, p.384). The researcher observed and recorded the whole process of teaching-learning that had been determined

regarding to how the teachers implement 2013 curriculum in teaching speaking, especially in this case whether or not the lesson plan and what the teacher does in the class are appropriate, and also how the strategies in teaching speaking that is applied by the teacher in the classroom.

3.3.2 Interview

The interview was held after the researcher finished conducting the classroom observations. This interview had several purposes. Firstly, the purpose of this interview was to gain information about the problems encountered in implementing the 2013 curriculum in teaching speaking. Secondly, it is hoped that the interview can add the collection of data from the observations. And for the last this interview was conducted to check the appropriateness of the observations conducted by the researcher. This interview used Indonesian to prevent misunderstanding between the researcher and the interviewee during the process of interview.

3.3.3 Document Analysis

Document analysis also conducted by the researcher in this study. The documents being analyzed were the lesson plans collected from each teacher after conducting the observations. There were two lesson plans analyzed in this study. The first lesson plan labeled L1 for lesson plans made by MRS. A and L2 for lesson plan made by MR. B The two lesson plans were written in Indonesian and applying the standard format of the school. The teachers' lesson plans results will be discussed in data findings and discussion.

3.4 Data Analysis

The data obtained from classroom observations, interview and document analysis were analyzed in the following steps.

3.4.1 Classroom observation

After the researcher finished conducting the observations, the results of the observations in the form of recording will be transcribed into written form. Checklist will be used to analyze the description of observation and learning process. Checklist will be used in two steps. The first step is to identify the stages of scientific approach as stated in the Decree. And the second step is to measure the practice of teaching speaking in the classroom activity as stated by Brown (2001, p. 275-276) in "The Principles of Teaching Speaking". Finally, the researcher summarized the

results related to the focal point of the research which is the suitability of teachers in teaching speaking in 2013 curriculum to answer the research question.

3.4.2 Interview

In this step, the researcher will transcribe the audio-recording of the interview into written form. Then the data taken will be categorized to answer the research question related to the problems encountered by the teachers in teaching speaking based on the 2013 curriculum.

3.4.3 Document Analysis

The teachers' lesson plans will be analyzed in terms of components of lesson plan stated in the Decree of Minister of National Education no. 65/2013. The researcher only analyzed the component of lesson plan, such as indicators, objectives, materials and media, teaching procedures, and conducting students' evaluations.

3.5 Concluding Remark

This chapter has explained the design and methodology of the research which is aimed to improve teachers' ability in teaching speaking based on the 2013 curriculum.

This chapter has explained the research design and method, site and participants, data collection, and data analysis. After explaining the research methodology, the next chapter is going to discuss and analyze the data gained from the data collection.