

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodological aspects of the study. It discusses research design, research site and participants, data collection, and data analysis. Research design focuses on the method employed in this study including its principles and characteristics. The research site and participants emphasize on the place where the study takes place and the participant involved. The data collection section presents data types and data collection techniques. The data analysis elaborated procedure of analyzing data.

3.1 Research Design

A qualitative descriptive research design was selected as the method in this study because it was suitable with the purposes of this study; to give a complete description about the teacher's ways of developing the lesson plan according to the 2013 curriculum and the difficulties faced in developing it. This argument was in line with Best and Kahn (2006, p. 24) who said, "Qualitative descriptive research uses non quantitative methods to describe what is being studied. Qualitative descriptive research uses systematic procedures to discover non-quantifiable relationships between existing variables." It was also supported by (Fraenkel, *et al.* 2012, p. 426) who stated, "Research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research."

Qualitative researcher typically gather multiple forms of data as this study conducted a methodological triangulation – a process of collaborating data gained from different techniques namely, classroom observation, document analysis, and interview (Alwasilah, 2002; Burns, 1995; Creswell, 2009, 2012; Silverman, 2007).

This study aimed at describing how teacher develops the lesson plan of the 2013 curriculum in teaching English. This study also aimed at explaining the difficulties faced by teacher in developing the lesson plan of the 2013 curriculum in teaching English.

3.2 Research Questions

It was necessary to identify the problems of the study in order to meet the purposes of the study. According to Arikunto (2006), to have research conducted appropriately, a researcher should formulate the problems as clearly as possible. Therefore, this study formulated these two following questions:

1. Are the lesson plans developed by the teacher relevant to the 2013 curriculum?
2. What are the difficulties faced by the teacher in developing lesson plan in teaching English?

3.3 Purposes of the Research

The aims of this study were to find out the teacher's ways of developing lesson plan of the 2013 curriculum in teaching English and the difficulties in developing it.

3.4 Site and Participants

This study was conducted at one Senior High School in Tasikmalaya, West Java. The place was chosen for several reasons. Firstly, it was due to accessibility and feasibility. The researcher was graduated from this school, the researcher hoped to get access easily. Secondly, it was related to the implementation of the 2013 Curriculum. This school has applied the 2013 curriculum on the teaching and learning process, since the 2013 Curriculum released. Last but not least, it was related to the result of the study. It is hoped that the result of the study can give contribution to the school especially to improve the quality of lesson plan developed in teaching English.

The main participant of this study was the English teacher who has arranged the lesson plan based on the 2013 curriculum in teaching English. The approximate participants involved in this research were two teachers. Each teacher created four lesson plans. However in interest of space, only two lesson plans were chosen to be analyzed and discussed in depth in Chapter IV.

3.5 Data Collection Techniques

The data of this study were collected by using documentation and interview. As stated by Creswell (2007), the data collection in descriptive study was typically extensive, drawing on multiple sources of information, such as observation, documents and audiovisual materials. Each technique is described below.

3.5.1 Document

The documents help the writer to gain richer data related to the lesson plan and the school. The document was the lesson plan made by the teacher. The writer copied the lesson plan to review it and utilize it as additional and relevant information. In qualitative research, personal and official documents were considerably important because they could provide access to the understanding the subject matter being studied (Bogdan & Biklen, 2007).

3.5.2 Interview

Interview was used to gain the data about the difficulties faced by the teacher in developing lesson plan. Moreover, the interview was a good instrument to gain deep information about the issues arisen from the informant (Nasution, 2003, p. 144). Interview was also used to find out additional and relevant information which were not obtained through the analysis process, such as background of education, experience of teaching, participation in related training, seminar or workshop, ways of lesson plan development and its hindrances, and

general knowledge of curriculum and teaching-learning concepts, students' backgrounds and the school.

Nazir (2006) asserted that interview was the process of gaining the information for the specific goal of the study by proposing some questions to the respondent by the interviewer. The interview used in this study was semi-structured form with open-ended questions. This type of interview was used because it let the researcher take control of the interview (Nunan, 1992, p. 149). Additionally, it allowed the researcher to get in-depth information about the data (Cohen and Laurence, 1994 cited in Gantika 2013). Therefore, the participant was allowed to give his answer freely without being limited to any specified alternative answer as well as expected to be able to give the complete and deep explanation in answering the questions.

The interview session was conducted in two sessions and addressed to the English teacher and recorded by the recorder. This first interview session was conducted on Thursday, December 18th 2014 and the second interview on Saturday, December 20th 2014. The questions of interview are in Bahasa Indonesia and they would be transcribed and translated when necessary.

3.6 Data Analysis

After collecting the data through documentation and interview, those data were then analyzed by descriptive qualitative analysis. In analyzing and presenting the analysis of each research instrument, this study proposed descriptive explanation. After all data were collected, the data analysis was conducted into two stages, namely data analysis of document and data analysis of interview. The following stages will be elaborated as follows:

3.6.1 Document

The data collected from documentation were the syllabus and lesson plan developed by the English teacher. These documents were analyzed by using coding technique. According to Creswell (2012, p. 243), "Coding is the process of

segmenting and labelling text to form descriptions and broad themes in the data.” The data of this research were categorized based on the aspects of lesson plan of the 2013 curriculum from Ministry of Education and Culture (2013), those were: 1) core competence and basic competence, 2) indicator of achievement competency, 3) learning objective, 4) learning materials, 5) methods of teaching, 6) teaching activities, 7) assessment. The example of document analysis with coding is the analysis of the component of lesson plan, for example to analysis of core competence and basic competence, then analysis of the suitability of the basic competence and core competence to the syllabus from The Ministry Education and Culture. The more suitable the lesson plan with the 2013 curriculum, the more lesson plan appropriate is.

3.6.2 Interview

The interview sessions were recorded, replayed, and transcribed. After transcribing the result of the interview, then it was analyzed and classified into some categories i.e. how the teacher overcome difficulties in developing lesson plan based on the 2013 curriculum. The writer appraised all of the data including from document and interview as the supporting data.

The last, the data of interview were analysed by using display technique. According to Miles and Huberman (1994, p. 11), a display was an organized, compressed assembly of information that permits conclusion drawing. The most frequent form of display for qualitative data was extended text. The displays included many types of matrices, graphs, charts, and networks. All were designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusion. In this research, the data of interview are presented in an extended text.

3.7 Concluding Remarks

This chapter has presented the details of the research methodology of the study to find out whether the lesson plan was relevant to the 2013 curriculum or

not. In addition, this study aimed at explaining the difficulties faced by teacher in developing the lesson plan. The data were obtained from interview and document including syllabus and lesson plan. Those data were analyzed by descriptive qualitative method and the whole findings from those data will be discussed in chapter IV.