CHAPTER III

METHODOLOGY

This chapter presents research methodology of this study to investigate how the teachers develop the lesson plans based on 2013 Curriculum and the problems are faced by the teachers in developing lesson plans based on 2013 Curriculum. Furthermore, this chapter elaborates research questions, research method, site and participants, data collection, and data analysis of the study.

3.1 Research Questions

This research was conducted to investigate two questions. These questions are as follows:

1.   Are the teachers' lesson plans relevant to the 2013 Curriculum?
2.   What problems are faced by the teacher in developing the lesson plans based on the 2013 Curriculum?

3.2 Research Method

In line with the research questions in the Chapter I above, this study applied a qualitative method in order to understanding situations and events from the viewpoint of the participants (Fraenkel, *et.al*., 2012, p. 10). The qualitative method was the most suitable method to investigate whether the teachers' lesson plans are relevant to the 2013 Curriculum or not and the problems are faced by the teachers in developing lesson plans based on 2013 Curriculum.

Descriptive study is a part of qualitative study, so treatments and manipulation are not involved. Data are collected in the form of words or pictures rather than numbers (Fraenkel, Wallen, & Hyun, 2011).

Further, this study more specifically can be characterized as a case study design. Yet in terms of case study design, this study collected and analyzed the data that were obtained from some sources. They were interview and document analysis.

3.3 Research Site

This study took place in a Vocational High School in Bandung. The institution was chosen because the writer was familiar with the context and also the participant, and the school was the place where the writer did a teacher training before. It can help the writer to gain the data collection.

3.4 Participants

An English teacher was volunteering to act as the participant in this research. She is Mrs. Sya. She is an English teacher who has more than five years of experience in teaching English at Vocational High School.

She was optimized to obtain the best possible data from multiple sources i.e. document analysis and interview. Each of data collection techniques are discussed below.

3.5 Data Collection

As stated above, the data were collected from various sources such as document analysis and interview. Each of data collection wiil be described briefly below.

3.5.1 Document Analysis

Teachers' lesson plans were collected in this study. There were two lesson plans (see Appendix 1). The lesson plans became documents that functioned as natural sources that provided real information on lesson plan development and its implementation (Alwasilah, Nunan & Bailey, as cited in Badriah 2013, p. 30). Lesson plans were analyzed by using checklist in accordance with its elements as stipulated by Ministerial Regulation No. 65/2013, i.e. indicators, learning objectives, learning materials, teaching method, teaching media, learning sources, learning activities, and assessment.

Table 3.1. Checklist for Analyzing Lesson Plan Elements based on 2013 Curriculum as stipulated by Ministerial Regulation No. 65/2013

Lesson Plan Elements	Lesson Plan	
	Available	Not Available
Indicators		

Objectives		
Learning Materials		
Teaching Methods		
Learning Activities: - Pre-activity - Main activity - Post activity		
Assessment		

3.5.2 Interview

The interview was an important way for a researcher to check the accuracy of − to verify or refute − the impressions of the researcher which has gained through observation (Fraenkel, *et.al.*, 2012). In this research, the interview was conducted to gain the information on the problems faced by the teacher in developing lesson plans based on 2013 Curriculum.

The writer used semi-structured interview. It was verbal questionnaires. It consisted of a series of questions designed to elicit specific answers from respondents (Fraenkel, *et.al.*, 2012). It is regarded as the most suitable format to learn about the perception of the teacher for the questions are more flexible worded. (Merriam, as cited in Badriah, 2013).

Before the interview, the teacher were given a list of questions to be covered. According to Kvale and Dawson, in Badriah (2013), interviews were done by asking questions orally, speaking in *Bahasa*

Indonesia to give the English teacher unlimited responses. The interview was recorded to gain the information about the problems faced by the teacher in developing lesson plans based on 2013 Curriculum. Data from the interview will be presented and discussed in Chapter 4.

3.6 Data Analysis

The analysis and interpretation were obtained based on the document in the form of the teachers' typed lesson plans, and the interview which has been audio-taped. The data from each source was analyzed in steps described below.

First, the data gained from the document analysis of lesson plan was analyzed using checklist in accordance with its elements as stipulated by Ministerial Regulation No. 65/2013, i.e. indicators, learning objectives, learning materials, teaching method, teaching media, learning sources, learning activities, and assessment.

The data gained from interview was analyzed by transcribing (see Appendix 2), and interpreting them to answer the second research questions about the problems faced by the teacher in developing lesson plans based on 2013 Curriculum. The results were interpreted in Chapter 4 of this study.

3.7 Concluding Remark

This chapter had drawn the qualitative study, the case study design as the methodology of the study. The data were collected by the document analysis, and the interview. All the data obtained were analyzed qualitatively.