

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design of the study which discusses qualitative approach using descriptive method where the research site and the respondents will be presented. There are also the data collection which includes questionnaire and interview. The data analysis in this chapter also will be discussed.

3.1 Research Design

This study applied a qualitative method approach since the characteristic of this study denoted to qualitative approach. A study is classified as a qualitative method since the purpose of the study is primary to describe a situation, phenomenon, problem or event (Kumar, 1999). In addition, Maxwell (1996) says that the strengths of qualitative research are derived predominantly from its' inductive approach, its focus on specific situations or people, and its emphasis on words rather than number. Although, the method used in this study was descriptive method. Based on the statements above, this research regarding teachers' perceptions towards the use of authentic material were also included into qualitative approach.

Besides, to investigate this issue, the researcher used qualitative approach by applying a descriptive method. According to Alwasilah (2008), descriptive research describes characteristics or identifies a group, accident and phenomenon by which the technique commonly used to measure three things, they are: 1) the existence and distribution of various behaviors or characteristics that occur naturally; 2) frequency occurs in nature; 3) relationship and magnitude relationships that may exist between the characteristics, behavior, events, or phenomena of concern to the research. Meanwhile, Cresswell (1994) assumes the descriptive method of research is to gain information about the present existing condition also to assess hypothesis or questions concerning the current situation of the research. Thus, descriptive method

was considered relevant method to reveal this study since it had purpose to describe teachers' perception towards the use of authentic material in EFL classroom.

3.2 Site and Participants

This study was conducted at one of senior high schools in Bandung. This study was conducted in the first semester. The observation took two meetings for each teachers and the reason for choosing those classes was that the teachers taught the classes on the same day but different schedule. It was easier for the researcher to do the observation. Then, the reason for considering the place to be the research site of this study was that was the school one of favorite senior high schools in Bandung was accessible and easy in coping with accessibility of the research data.

The participants of this study were two teachers of grade XI who taught in one of senior high schools in Bandung. Each teacher taught different classes; teacher 1 (T1) taught class XI IPA and teacher 2 (T2) taught XI IPS. Both teachers here graduated from S1 program. They were chosen because they taught English by using authentic material and permitted wholeheartedly to be the participants of this research.

Though, in conducting interview and observation to the participants, the researcher faced obstacle concerning the schedule of the school, and one of the participants (T1) had hectic schedule as teacher and also as the representative of the school for curriculum advisor program.

3.3 Data Collection

To collect the data, this study applied qualitative research method since it assisted us to construct the data deeply set in the context. This study employed questionnaire, observation, and interview to obtain the data needed. Interview was conducted after the classroom observation. Those instruments were used to elicit the data about the use of authentic material in classroom.

3.3.1 Questionnaire

The questionnaire was administrated to the teacher who taught English. According to Kumar (1999), questionnaire is written list of questions in which the answers are typed by respondents. The questionnaire was conducted to answer the first research question about the teachers' perceptions towards the use of authentic materials in teaching EFL classroom. In gathering the data from the questionnaire, the questionnaire was distributed to the teachers before classroom observation. The respondents read the questions and interpreted what was expected then wrote down the answers. Oppenheim (1982) states the purpose of questionnaire is attitude measurement, while attitude is defined as state of readiness, a tendency to act or react in certain manner when confronts with certain stimuli. This in line with Alwasilah (2008), questionnaire or survey can be used to identify opinion, act or perception of respondents. Additionally, this instrument is suitable to illustrate qualitative descriptive research which illustrates the characteristics of sample, occurrence or facts, and phenomena.

The questionnaire was written in Bahasa Indonesia to avoid misunderstanding of the teachers. The questionnaire consisted of several questions that were related to the following categories.

Table 3.1
Categories for the Teacher's Questionnaire
regarding the Use of Authentic Materials

No	Category	Statements and Questions Number
1	Teachers' personal profile	1-4
2	Teachers' positive perceptions towards the use of authentic materials	5-14
3	Teachers' negative perceptions towards the use of authentic materials	15-24
4	Teachers' favorable authentic materials	25-36
5	Teachers' criteria in selecting the authentic materials	37-45

adapted from Al Musallam (2009)

Regarding the information of the table above, the category for the teachers' questionnaire was divided into five parts; teachers' personal profile (consisting questions about name, academic degree, major, years of experience in teaching for statement number 1 until 4), teachers' positive perceptions towards the use of authentic materials (including statements about the benefits of choosing authentic materials and teacher tendency to choose authentic materials for statement number 5 until 14), teachers' negative perceptions towards the use of authentic materials (involving statements about the challenge in using authentic materials for statement number 15 until 24), teachers' favorable authentic materials (including kinds of authentic materials used for statement number 25 until 36), and the last category, teachers' criteria in selecting authentic materials (for statement number 37 until 45).

The type of questionnaire designed was Likert-Scale by following guidance proposed by (Mehrens & Lehmann, 1984; Oppenheim 1992; cited in Black, 2005). Thus, positive and negative statements should be in equal number to minimize the temptation to just mark all the same and reducing bias. Also, the questionnaire presented five options, strongly agree, agree, neutral, disagree, and strongly disagree (Oppenheim, 1985). The respondents were freely to choose between those options. The scoring of the options of the questionnaire is described as follows:

For teachers' positive perceptions towards the use of authentic materials and teachers' criteria in selecting authentic materials categories (favorable statement), the score started 5 to 1; strongly agree (5), agree (4), neutral (3) disagree (2), and strongly agree (1).

While for teachers' negative perceptions towards the use of authentic materials category (unfavorable statement), the score started from 1 to 5; strongly agree (1), agree (2), neutral (3), disagree (3) and strongly disagree (5).

Although, for teachers' favorable authentic materials category, the score started from 5 to 1 with the options specifically described as follows; usually (5), often (4), fair (3), seldom (2), never (1).

The questionnaire was designed based on the characteristics of authentic materials stated by the experts, including the benefits and the challenges of using authentic materials in teaching EFL classroom, also the concept of perception itself especially teachers' perception towards this issue. For instance, certain item of the statements were adapted and modified from Al Musallam (2009).

3.3.2 Observation

Maxwell (1996) the observation uses hand writing and notes as detailed, concrete, and chronological as possible. In noting the phenomena happened in the classroom, the researcher used observation checklist and wrote simple comment in the note column (see appendix F). The purpose of classroom observation was to answer research question number two regarding the teachers' difficulties in using authentic materials in EFL classroom. The observation was performed only in two meetings for each teacher because of unavoidable tight schedule of the teachers. Especially for the teacher 1, could be observed in the same day with same topic, though in two different XI IPA classes. For the classroom observation taught by T1, it was conducted in two different eleventh grade of IPA classes on October 26th 2015. Besides, T2 who taught XI IPS class was observed for two meetings on October 9th and 27th 2015. Below there is the schedule of the teachers' observation.

Table 3.2
Observation Schedule

NO	Date	Participant	Topic	Kinds of authentic material used
1	October 9 th 2015	T2	How to make a reservation in restaurant and hotel	Authentic listening material: YouTube
2	October 26 th 2015	T1	Leaflet	Authentic printed material: leaflet, authentic visual: slide
3	October 26 th 2015	T1	Leaflet	Authentic printed material: leaflet, authentic visual material: slide
4	October 27 th 2015	T2	Leaflet	Authentic visual material: slide

Furthermore, in this research the researcher sat among the students during classroom observation meanwhile the teachers who were under investigation conducting classroom activities. The researcher mainly paid attention to the teachers' presentation, classroom teaching techniques, personal characters, and teacher-student interaction in implementing authentic materials in the classroom activities, also noted important details aided by observation checklist sheet. In this research the aim of observation checklist was for evaluating teachers' lesson related to the implementation of authentic material based on guidelines designed. From those descriptions it could be concluded that the researcher acted as complete observer. Complete observer means that the researcher sits among the students to observe teacher's skills in conducting teaching-learning activities (Merriam, 1988; Creswell, 1994).

Dealing with Creswell, Kumar (1996) claims the type stated before as a non-participant observation, by means the researcher does not get involved into the activities of the group but remains a passive observer; only watching and listening to classroom activities and drawing conclusions from the observation. In addition, the researcher may illustrate the certain characteristics in order to get data more detail (Sugiyono, 2008). According to the explanation above, the type of observation was a non-participant observation since the researcher sat in the classroom but did not interact or participate into the lesson. In line with Swaffar et al. (1982) as cited in Nunan (2003) highlights the importance of collecting evidence directly from the classroom rather than assuming what teachers are taught to do, or what they say they do, accurately reflect what does happen in the classrooms.

Likewise, as a data-gathering device, direct and intensive classroom observation may take an important contribution to descriptive research. Moreover, the researcher used the classroom observation checklist to aid in the recording of information gained through observation. Dealing with this research, the researcher recorded the observation by using digital camera. Kumar (1996) says that taping the interaction in classroom interaction is important because the observer can see it a

number of times before drawing any conclusions and can invite other professionals to view the tape in order to arrive at more objective conclusions.

3.3.3 Interview

Interview was conducted after the classroom observation. The participants were interviewed in order to respond research question number two regarding the difficulties faced by the teachers during the implementation of authentic materials in EFL classroom, and also to confirm the result of questionnaire and observation thoroughly. The interviews were in the form of semi-structured with open-ended questions (Cohen & Manion, 2004). The interview was initiated with semi-structured questions, which was recorded and analyzed after interviews. Semi-structured interview provides an openness to change of sequence and forms of questions in order to follow up the answers given by the respondents (Kvale, 1996: p.124). In this interview, the researcher established the interview appointments with the teacher respondents. Below there is the schedule of the teachers' interview.

Table 3.3
Interview Schedule

No	Date	Participant	Media
1	October 9 th 2015	T2	Phone's voice recorder
2	October 26 th 2015	T1	Phone's voice recorder
3	October 27 th 2015	T2	Phone's voice recorder
4	February 29 th 2016	T1	Phone's call recorder
5	February 29 th 2016	T2	Phone's call recorder

In this research, the participants attended two times interview. In the first time of interview the participants were asked questions about the difficulties and the implementation of authentic materials. Then, the second session interview was to get detail information about teachers' answers towards some statements in the

questionnaire. The responses of participants were recorded by using phone's voice recorder and phone's call recorder, then the result was transcribed and analyzed thoroughly in the following sub chapter.

3.4 Data Analysis

In this study data analysis involved collecting open-ended data based on asking general and in depth questions, through interview, collecting data analysis of questionnaire given and developing analysis from information gathered through observation.

Qualitative data was categorized and reported in evolving themes. Watson (1994) underlines qualitative data analysis as a systematic procedure followed in order to identify important features, themes and categories. Data analysis is a process of systematically searching and arranging the interview transcripts, field notes, and other materials that are accumulated to increase the understanding of them (Bogdan, 1975) as cited in Sugiono (2010). In this research, the data gained from the questionnaire, interview, and the classroom observation were analyzed descriptively in the sub-chapter below:

3.4.1 Analysis of Data from the Questionnaire

The data from questionnaires were analyzed quantitatively and qualitatively. The descriptive quantitative data analysis was applied to find respondents' tendency on perceptions, opinion, and judgments. It was used to analyze the teachers' perception towards the use of authentic materials in EFL classroom by using questionnaire.

The type of questionnaire designed was Likert-Scale with five options, strongly agree, agree, neutral, disagree, and strongly disagree (Oppenheim, 1985). The respondents were freely to choose between those options. Here the scoring of the options of the questionnaire as follows:

For teachers' positive perceptions towards the use of authentic materials and teachers' criteria in selecting authentic materials categories (favorable statement), the score started 5 to 1; strongly agree (5), agree (4), neutral (3) disagree (2), and strongly agree (1).

While for teachers' negative perceptions towards the use of authentic materials category (unfavorable statement), the score started from 1 to 5; strongly agree (1), agree (2), neutral (3), disagree (3) and strongly disagree (5).

To identify the intensity of teachers' opinion regarding the statements from the questionnaire this research required classifications of the questionnaire as described as follows:

Table 3.4
Classifications of the Questionnaire

Score	Category
20-35.99	Extremely Negative
36-51.99	Negative
52-67.99	Neutral
68-83.99	Positive
84-100	Extreme Positive

(Sudjana, 1984)

In order to classify the data into five categories of score above, the formula stated by Sudjana (1984: 46) was required as following:

$$\text{Interval Range} = \frac{\text{Range}}{\text{Total Range}}$$

Concerning the formula above, the highest score expected is 100 (total of questions (20) x high points of category (5)). Besides, the lowest score is 20 (20 x 1). Then, the interval range will be:

$$\text{Interval Range} = \frac{100 - 20}{5} = 16$$

Secondly, interpreting the result of the teacher's responses questionnaire based on the calculation. In this step, the classifications of the questionnaire were divided into five categories interval as following:

Thirdly, organizing the table consisted of the statement, the frequencies, and the percentage that have been computed. In this step, percentage of participants who answered the questionnaire was formulated into formula below:

$$P = \frac{f_0}{N} \times 100\%$$

(Sudjana, 1984: 46)

P = Percentage (%)

f_0 = Total participants who answer the item or statement

N = Total participants

Fourth, summing up the data that had been presented, then explaining them into word, chart, and table.

3.4.2 Analysis of Data from the Observation

In this research, the data after conducting observation were analyzed owing to certain steps. Those steps are transcribing the data, analyzing and classifying the data, and interpreting the data.

The first step was transcribing the data from video. The data obtained by videotaping and data observation checking sheet, and then converting the taping data into written form. This aimed describe some essential aspects including the physical settings of events, behaviors, activities, and feelings (Spardey, 1980; Bodgdan & Biklen, 1992, Le Compte & Presisse, 1993 as cited in Cohen et al., 2007).

The second step was analyzing and classifying data. The data obtained from observation were analyzed and classified into several categories involving teachers' perceptions and teachers' difficulties in using authentic materials.

Then the last step was interpreting the data. The data from observation were interpreted to confer the research, and then drawing a conclusion about teachers' perception towards the use of authentic materials in EFL classroom.

3.4.3 Analysis of Data from the Interview

In analyzing interview data in this research, there were three steps that should be followed. First step was transcribing data obtained by interviewing. Afterward, through coding process identified the interviewees' answers about their perceptions towards the use of authentic materials in EFL classroom. Lastly, describing the data in depth about important aspects of this focus, especially related to teachers' perceptions towards the use of authentic materials in EFL classroom.

In this first step, transcribing the data in investigating the overviews regarding teachers' perception s towards the use of authentic materials. This non-participant observant type intended that the researcher did not get involved in classroom

activities, though researcher still could get data more detail by using observation checklist, then, organizing the data through the data reduction phase. This intended that irrelevant data of the research question would be reduced to avoid misleading information.

The second step, the data were identified through coding process. Kerlinger (cited in Cohen et al., 2007) enlightens coding as translation of participant's responses of the interview questions given to several categories for analyzing data. Further Creswell (2004) states the purpose of using coding is to generate the description of the setting or the people along with categories or themes for analysis. The categories dealt with teachers' perceptions towards the use of authentic materials and the difficulties of using authentic materials in EFL classroom.

The last step was data description. The data acquired through interview instrument were described, interpreted and summarized descriptively. The description which describes teachers' perceptions and difficulties in using authentic materials were discussed in a qualitative narrative to grasp the objective of this research (Creswell, 2004).