

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology, which consists of the explanation of research design, research site and participants, and data collection techniques.

1.1 Research Problem

This study is conducted to answer three research questions, and those questions are as follows:

1. What are EFL teachers' understandings of lesson plan suggested in 2013 Curriculum?
2. How do EFL teachers develop lesson plan suggested in 2013 Curriculum?
3. What are the problems faced by EFL teachers in developing lesson plan suggested in 2013 Curriculum?

1.2 Research Design

This research is attempted to find out EFL teachers' understanding in developing lesson plan of 2013 Curriculum along with the steps of developing lesson plan and the problems faced by the EFL teachers. This research dealt with qualitative as a research design, which explores a problem and developing a detailed understanding of a central phenomenon (Bogdan & Biklen, 1992; Alwasilah, 2011; Creswell, 2012; Leech & Onwuegbuzie, 2007).

1.3 Research Site and Participants

One pilot school was the site of this study. The site is chosen for some reasons, 1) The school is the only pilot school in the area, 2) Metro is commonly known as an education city in Bandar Lampung, 3) The school was the researcher former school, thus the researcher was warmly welcome by the academic citizen in that school. Besides, it gave the researcher an access to conduct a research.

Meanwhile, the participants were all of EFL teachers (four teachers) in the pilot schools. The participants at the school have been teaching for more than 10 years, which means they are already familiar with the lesson plan. All teachers from every level were asked to give their brief understanding related to the lesson plan development in 2013 curriculum.

1.4 Data Collection

The following techniques of data collection were used in the research, since the study concerned on the understanding of a process of lesson plan development.

1.4.1 Document analysis

The documents which were analyzed in this research are the lesson plans developed by the participants. The lesson plan is used to get deeper and more detailed information related to the participants' understanding of developing lesson plan. Furthermore, the documents have been the sources that provide written information about how the teaching process is conducted by the participants (Alwasilah, 2009; Creswell, 2012). At the same time, the lesson plan also represents as the data triangulation that supports other instruments (Holliday, 2005).

The lesson plan is analyzed based on the elements which are in accordance with the Regulation of Ministry of Education and Culture No. 65/ 2013 (title, core competence, basic competence, learning indicator, teaching objectives, materials, time allocation, teaching method, procedures, assessment, and sources). There are 46 indicators, which refer to each element of the lesson plan.

1.4.2 Interview

Interview is used to investigate people's in-depth perception (Patton, 1990). Interview is defined as "An interaction between two people, with the interviewer and the subject acting in relation to each other and reciprocally influencing each other" (Ho, 2006; Alshenqeeti, 2014). It is an appropriate technique which helps the researcher find deeper and more detail opinions of the

participants which cannot be observed by observation (Creswell, 2008). Interview is used as a directive means to find out what people are thinking, feeling, and doing (Anthony, et al, 2009). It is also used to look into participants' experience and concern of situations from their own point of view (Cohen et al, 2000; Barribal & While, 1994).

In this research, interview was conducted to explore more detailed and in-depth information that are related to their understanding of developing lesson plan, also to verify the other data. The interview was conducted by giving 12 semi-structured questions, and it was done by asking the questions orally (Cohen et al, 2000; Alshenqeeti, 2014).

1.4.3 Questionnaire

Guttman and Lickert scale questionnaires are used to gather information related to the attitudes, opinions, and perceptions of a subject (Genc & Bada, 2005; Alwasilah, 2008). This scale provided a list of statements accompanied by the choices of the scales that must be decided by the participants. There were 15 statements of the questionnaire which adopts the one made by Sundayana et al. (2014) who also conducted research about EFL teachers' understanding in developing lesson plan in 2013 curriculum. The questionnaire will use scale 1-5,

- 1 (barely understand and comprehend),
- 2 (slightly understand and comprehend),
- 3 (partly understand and comprehend),
- 4 (understand and comprehend),
- 5 (very understand and comprehend).

1.5 Procedures in Collecting Data

The researcher, firstly having several consultations and revisions in order to make all of the instruments of the research fixed and ready to be used to collect the data. The instruments for collecting the data were arranged and organized. The instruments are adapted and adopted from the previous study and were modified

based on the data needed. Then, those instruments were examined and validated by the expert (supervisor) to be used in collecting data.

Then the researcher asked permission to the school principal and the teachers to conduct research. After getting agreement, the researcher discussed time for conducting the interview. The participants were asked to fulfill the questionnaire and asked to collect the questionnaire along with the lesson plans, as the documents that would be analyzed, in the interview session.

Before conducting interview, the participants were informed that they would be asked about 13 questions, and it would be recorded. The transcription of the interview, then, was given back to the participants. It is conducted in order to confirm the result of transcription was truly their answers.

3.6 Data Analysis

The analysis and interpretation were carried out based on the document of lesson plans, questionnaire, and interview. The data from each instrument was analyzed and interpreted to answer the research problem. Interview and questionnaire were analyzed to answer research question regarding teachers understanding in developing lesson plan of 2013 curriculum, and the problems faced during the lesson plan development. There were 16 open-ended questions in interview sheet and were categorized based on teachers' main understanding about 2013 curriculum, teachers' understanding about lesson plan and its development, and their problem when developing lesson plan.

While the questionnaire was constructed in 16 indicators of perceptions related to the teachers' understanding in developing lesson plan. The questionnaire was also categorized into 3 aspects, teachers' understanding about 2013 curriculum, teachers' understanding in developing lesson plan, and the problem faced by them when developing lesson plan.

In addition, the analysis of documents of lesson plans was triangulated with other instruments. By using checklist analysis, lesson plans were expected to give detail information about the development of lesson plan. From the lesson plan also the teacher answer of interview and questionnaire was confirmed. The checklist analysis was based on the elements of lesson plan and the principles of

developing lesson plan constructed by the experts and Regulation of Ministry of Education and Culture No. 65/2013.