

Chapter III

Research Methodology

This chapter clarifies the procedure of conducting this study, which elaborates the use of research design, the research site, the population and participants, data collection technique, and data analysis.

3.1 Research Design

The purpose of this part is to record the ways in which the data were about the teacher's instructional time management in English reading classrooms in a high school. Since it is relevant to the purpose of the research questions which are regarding to the teacher's management on the instructional time in the English classrooms and teacher's challenges in managing English classrooms in high school, this research employed a qualitative approach.

There are several characteristics of qualitative research, which are explained by Creswell (2009), Denzin and Lincoln (2000), and Alwasilah (2011). Firstly, the obtained data portray the real situation at the research site "where the participants experience the issues or problems under study" (Cresswell, 2009) which enables direct interaction between the observer and the participant (Alwasilah, 2011), and allows the researcher to "being close to the participant, research site, and phenomenon under study" (Denzin & Lincoln, 2000).

Secondly, the data are gained from several sources such as documents, observation, and interview (Cresswell, 2009). Therefore, the research findings could be more reliable because it is concluded from multiple resources by examining the documents, observing the participants' behavior, and interviewing the participants.

Thirdly, qualitative research depicts the particular cases being studied (Denzin & Lincoln, 2000) and it is not for generalization (Alwasilah, 2011). Thus the findings and results of a study might not be appropriate to be used or applied in other similar situations due to its particularity. Finally, this research approach emphasizes the process, not the product of the study (Alwasilah, 2011).

Accordingly, a case study was used as the method of this study. Gillham (2000, pp. 1-2) describes “a case study is one which investigates the above to answer specific research questions and which seeks a range of different kinds of evidence”. Woodside and Wilson (2003, p. 1) and Woodside (2010, p. 1) suggest that “case study is an inquiry that focuses on describing, understanding, predicting, and/or controlling the individual.” Yin (1994), in Woodside (2010, p. 1), proposes that “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident.”

Furthermore, Yin (2003), in Blaxter, Hughes, and Tight (2006, p. 71) also describes that “The case study is the method of choice when the phenomenon under study is not readily distinguishable from its context.” Cohen, Manion, and Morrison (2007, p. 253) explain that “case study provides a unique example of real people in actual situations, enabling readers to understand ideas more clearly ...”. In proportion to these explanations, Zainal (2007, pp. 1-2) describes that case study method allows the researcher to study the data in a specific context closely, explore and investigate existing real-life phenomenon throughout an analysis of detailed contextual of a limited amount of “events or conditions, and their relationships.”

In this study, a case study was also relevant to the research to facilitate the explanation of the data gathered to answer the research questions. In this research, as will be discussed later, the data were taken from multiple data collection techniques, namely: classroom observation, interview, and written document.

With the purpose of the delivery of the data analysis in the research discussion, this study employed descriptive method. McNabb (2011, p. 3) describes that “descriptive method uses description as a tool to organize data into patterns that emerge during analysis.” According to Jacobs (1999, p. 5) “it collects data in order to answer questions about the current status of the subject or topic of study.” Furthermore, he said that “it also uses formal instruments to study preferences, attitudes, practices, concerns, or interests of a sample” (Jacobs, 1999, p. 5). Zainal (2007, p. 3) also states that descriptive case studies used to describe the “natural phenomena which occur with the data in question.” The purpose of this method is to describe the data as they arise on the site.

3.2 Research Site

With the purpose of gathering the data, this study occupied a research site that is a public senior high school which located in Bandung. This school has in total 32 classrooms with two major study programs: science and social program, but since this study was conducted in tenth graders’ classroom, which is taught by the participant, only three classes were taken. Those classes are X IIS 1, X IIS 2, and X MIA 9.

There were several reasons in choosing the high school as the research site. First of all, the school was chosen because it is categorized in first cluster (Nurul Fikri, 2014). The category of the high schools clusters depicts the schools’ input and output. This means that the school which employed as the site of this study is categorized as one of the best high schools in Bandung. The school also has a TÜV Rhineland Certificate ISO 9001:2008. This certificate indicates that the school has a good quality of management system (TÜV Rheinland certification, 2013). Therefore, this high school is expected to provide the data needed.

Second, the site of this study was one of the pilot schools, which employed the new curriculum of 2013. For this reason, the high school was likely to give the portrayal of the new curriculum implementation in the high schools.

Third, the research site was easier to be accessed by the researcher rather than any other schools. Next, the researcher was already familiar with the settings of the research site, so that it can facilitate the retrieval of the data. And last, the participant in this study was willing to take part in the process of the research and help the researcher whole-heartedly in obtaining the data.

3.3 Population and participants

In order to obtain the data, the population of this research is English teachers in a public high school in Bandung.

Sample is the smaller group or subset of the population. According to Cohen, Manion, & Morrison (2007, p. 101) “there is no clear-cut answer, for the correct sample size depends on the purpose of the study and the nature of the population under scrutiny.” The population of the study is the English teachers of the research site, whereas the sample or participants of this research is a tenth grader teacher who teaches English as foreign language classrooms in a public high school in Bandung which is used as the site of research.

The participant of the present study was selected by using purposeful sampling. As stated by Maxwell (1996) and Alwasilah (2011), the selected participants are the ones who can provide the essential and appropriate information that other people cannot accommodate. The participant of the study is an English teacher who teaches tenth grade in a public high school in Bandung. On the academic year 2013-2014, the teacher teaches three classes of tenth grade. Those classes include one science class and two social classes, namely X MIA 9, X IIS 1, and X IIS 2. The teacher was observed and interviewed with the intention of data gathering.

3.4 Data Collection Technique

As it was aforementioned, this study employed qualitative research, in particular, a qualitative case study research. In order to investigate the phenomenon of the single case, multiple data collections were used. The data of this research were collected by using several techniques, as follows:

3.4.1 Instruments

Instruments are “the tools for measuring, observing, or documenting the data” (Creswell, 2012, p. 151). Further, Creswell (2012, p. 151) states that “the instruments used to measure achievement, assess individual ability, observe behavior, develop a psychological profile of an individual, or interview a person”. Thus, it can be inferred that instruments are the device which is used in the research to facilitate the data obtaining.

The present study utilized several instruments to facilitate the data collection. The instruments used are observation, interview, and written documents. The description of each instrument will be outlined as follows.

3.4.1.1 Observation

Observation sessions employed in this study in order to obtain the data. According to Cohen, Manion, & Morrison (2007, p. 396), it is stated that “observation offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations”. In line with Cohen, Manion, & Morrison, Creswell (2012, pp. 213-214) describes observation as the process of obtaining “open-ended, firsthand information by observing people and places at a research site”, so that the researcher can look directly at what is taking place in the research site in order to get the data from the real situation in the classroom. Therefore, as stated by Blanton, Sindelar, and Correa (2006, p. 119), “observation of classroom practice” is appropriate to be employed in a case study research.

In the present study, non-participant observation technique was used. This kind of observation interacts limitedly with people who were being observed. Cohen, Manion, and Morrison (2007, p. 258) describe that “non-participant observer role is perhaps the case of the researcher sitting at the back of a

classroom coding ... by means of a structured set of observational categories”. This assertion means that the non-participant observer observes the occasion of the teaching and learning activities in the classroom in limited interaction with the participants and the students.

Related to the term of non-participant observation, Fraenkel and Wallen (2009, p. 441) state that “researchers do not participate in the activity being observed but rather “sit on the sidelines” and watch; they are not directly involved in the situation they are observing.” Their statement clarifies that the non-participant observers are not involved in the situation directly, but only observing the ongoing situation.

From the above theories, as a non-participant observer, the researcher conducted the classroom observation. The observation was administered in fifteen sessions in classrooms where the teachers deliver his instruction. The researcher was observing the teacher’s instructional time management by noting the activities in the classroom during the teaching and learning process used the format below:

Table 3.1. Observation Field Note

Date :		
Class :		
Time :		
Material :		
Time	Teacher’s activity	Students’ activity

After classroom observation, the researcher made an observational checklist and notes using observation sheets as another instrument regarding the effective classroom instructional (for full instrument sheets, see appendix). This activity was done with the intention of the completion the field notes which were written while observed the teacher's teaching activity in the classroom.

3.4.1.2 Interview

Interview was carried out with the teachers who teach English on grade ten at public high school. This data collection technique has been done after the classroom observation. Kvale, as cited in Cohen, Manion, & Morrison (2007, p. 349), explains that the interview is “an interchange between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasis the social situations of research data.” The explanation from Kvale defines interview as a communication or interaction between a participant and more with the interviewer regarded on the specific purpose to obtain knowledge or data. The interview session was carried out in order to support the data from observation.

Open-ended interview was employed in this research. To facilitate the data obtained from the interview, the researcher utilized an interview guideline regarding teacher's instructional time management and the challenges of the teacher in managing English classrooms in high school.

The interview guideline was divided into three categories of discussion. First category was related to the instructional technique or strategy. The questions, such as, are about the kind of instructional technique or strategies, which are employed by the teacher; students' participation in the teaching and learning activities in the classroom; the method used to facilitate the occurrence of effective instruction in the classroom; the variation of students' learning ability and comprehension level on materials; teacher strategy to motivate students; specific instructional technique, which is used by the teacher; and students' response toward teacher's instructional activity in the classroom.

The questions on the second category were regarded on the time management in the classroom, particularly on English classroom. There are four questions in this category, for instance, the use of effective time in the teaching and learning activities in the classroom; the sufficiency of allocated time, which stated in the Rencana Pelaksanaan Pembelajaran (lesson plan) towards the teaching and learning activities; teacher's strategy in order to make sure that students do the steps, which should be done; and to make the time for teaching and learning activities in the classroom become more effective.

The last category was concerned about the teacher's challenges and how to overcome them. Four questions were asked to the teacher, such as about teacher's difficulties when he teaches the materials that are considered to be complicated and teacher's instructional strategy in order to make those materials easier to comprehend, challenges in disciplining the students, teacher's challenges in teaching English for high school students, especially tenth graders, and teacher's strategy to overcome the difficulties in teaching English.

Table 3.2. Interview Guideline Framework

Number	Category	Question Number	Indicator	Total Item
1.	Instructional Method and Strategy	1, 6, 8, 10	Teacher's teaching technique/strategy	4
		2	Teacher's strategy in managing classroom activities	1
		3, 7	Teacher's teaching method	2
		4	Teacher's strategy in encouraging student's understanding	1
		5	Teacher's action in motivating students	1
		9	Teacher's opinion on his instructional technique	1
2.	Time Management	11, 12	Teacher's opinion towards effective instructional time	2
		13, 14	Teacher's strategy in managing instructional time	2
3.	Challenges, and Ways to Overcome the Issues	15, 16	Teacher's challenges in managing instructional time	2
		17	Teacher's challenges in managing instructional time	1
		18	Teacher's ways in overcoming the challenges	1
Total Questions				18

The categorization of the interview guideline was based on the questions which were proposed in the present study. Since the complete and detailed responses from the respondent are desirably obtained, an audio recorder to record all the complete responses was utilized.

3.4.1.3 Written Document

The present study employs also written documents that were used to gather the data to answer the research questions. The written documents were in the forms of lesson plans, observation field notes and observation checklist sheets. The lesson plans used (see Appendix, pp. 110-149) were analysed to verify further the class activities during the observation. Whereas, the observation field notes (see Appendix, pp. 150-161) and observation checklist sheets (see Appendix, pp. 171-182) were also analysed in order to triangulate the data obtained.

The triangulation technique is used to “corroborate evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research” (Creswell, 2012, p. 259).

3.4.2 Procedures

Procedures are “a set of actions, which is the official or accepted way of doing something” (Walter, Cranz, & Glenennon, 2008). The procedures of the present study instrumentations, which are classroom observation, interview, and written document, will be described in the following part.

3.4.2.1 Observation

The observations have been administered in the tenth grades classes of X MIA 9, X IIS 1, and X IIS 2, where the participant teaches English. The first observation was administered on April 1st 2014. The observation sessions were ended on May 23rd 2014.

Due to several reasons, for instance, the renovation of the school building and teacher’s needs that cannot be set aside, the teaching and learning activities of the tenth grades took place in the afternoon for only 40 minutes in each session. It was started at 12.10 and ended at 17.50. Those reasons cause the teaching and learning process less effective. But then, started from April 21st 2014, the teaching and learning activities for the tenth grades changed. The school hours for tenth grader were transferred to the morning session and occupied the twelve graders

classrooms, because the twelve grades have no teaching and learning activities after the national examination. The school hour was started at 06.45 and ended at 15.15. Accordingly, the duration for each session of the classroom activities was back to 45 minutes.

The observations were administered for 15 times in three different classes as described before. As the result of those several reasons mentioned earlier, each class had a different amount of the observation sessions. In the class of X IIS 1 the observation sessions were conducted for four times, whereas in the class of X IIS 2 the sessions were managed for five times, and in the class of X MIA 9 the observation sessions were administered for six times.

3.4.2.2 Interview

Interview was organized to obtain the first hand information regarding to the teacher instructional time management and teacher challenges and difficulties in teaching English to tenth grades.

The interview was carried out in July 2014. The session took place for approximately 20 minutes. Before the interview was administered, the proposed questions were discussed with the supervisor, so that the questions which were asked to the participants were appropriate with the focus of the study. During the interview, the researcher asked the participant to explain his view regarding to his instructional techniques and his strategy in managing instructional time, and also his challenges in managing instructional time in English classroom of the tenth graders. The interview was recorded by using an audio recorder in order to get the full responses from the participant.

3.4.2.3 Document Analysis

Document analysis of this study tries to portray the evidence of what the teacher did during the process of instructional in the classrooms in a written form. The document data were also employed to triangulate the observation and interview data. The data for document analysis that investigated in this study were taken from the teacher's lesson plan, observation field notes, and observation checklist sheets.

To facilitate the data obtaining for document analysis, the teacher was asked to submit the lesson plan (see Appendix, pp. 110-149) to see the outline of what he was going to do for instructional processes in the classroom. The teacher's lesson plan describes which materials were used, what methods were employed, and which activities were organized. The lesson plans, which are employed and enclosed in appendix, were adopted from the English teacher's lesson plans. Those lesson plans were developed by the teacher in accordance with the new curriculum of 2013.

3.5 Data Analysis

After obtaining the data, the researcher was analyzed the data, which were collected from observations, interview, and written documents. According to Creswell (2009), a qualitative research data analysis involving the collection of open-ended data which based on the general questions being asked and develop an analysis from the information supplied by participants. The first pace in analyzing qualitative data in this research is transcribing the data from the open-ended interview with the respondent to find out how the teacher manages the instructional time in the English classrooms, teacher's challenges in teaching English in tenth grade, and teacher's strategy to overcome the difficulties.

The next phase is coding the data obtained from the classroom observation with the purpose of organizing "the material into chunks or segments of text before bringing the meaning to information," as described by Rossman & Rallis in Creswell (2009, p. 184), in order to obtain the information regarding teacher's instructional time management in English classrooms and the challenges of the teacher in managing the classrooms in high school. In addition, as explained by Saldaña, the data that can be coded are accuired from many instruments, including observation field notes. His further explanation is, as follows:

“A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on.” (Saldaña, 2008, p. 3)

Based on Saldaña’s statement, with the intention to administer the written document analysis, the classroom observation field notes was condensed and coded according to several categories of the instructional stages and methods. Written document analysis is a technique to collect the data by investigating the contents that are relevant to the research (Emilia, 2009). The purpose of the written document analysis in this study is to triangulate the data obtained.

The categories of instructional stages of the curriculum of 2013, as described in Chapter II (see pp. 28-31), are observing, questioning, experimenting, associating, and communicating. The features of the teacher instructional methods, in accordance with Saskatchewan Education’s descriptions (see pp. 23-27), are direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study.

3.6 Concluding Remarks

This chapter has described the methodology discussion on conducting the present study. A qualitative case study research design was employed in this research. This chapter includes the research design, research site, population and participant, the data collection technique, and the data analysis. The discussion of the data on the research findings is presented in the upcoming chapter.