

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents and elaborates how this research was conducted in order to discover the answers of the preceding research questions. It covers research design, site and participants of the study, research procedures, data collection and data analysis techniques. The research design explains the method employed in this present study. The research site and participants discuss where the study was conducted and who the participants were. The data collection deals with the data instruments and data collection techniques. Eventually, the data analysis depicts procedures of how the data were analyzed.

3.1 Research Design

This study aimed to discover students' attitudes towards the use of authentic materials in EFL classroom, students' difficulties in dealing with authentic materials, and determine students' favorable authentic materials. In line with the purposed research questions, this research employed qualitative approach which settled descriptive study.

The objective of this study which was to analyze how students' think, feel, and react to the use of authentic materials is in line with the purpose of qualitative approach which is to understand, describe, and explain beliefs, behaviors and meaning in the context-specific settings (Wu and Volker, 2013). This idea goes hand in hand with Alwasilah (2012) who claims several characteristics of a qualitative research: the focus of the research is 'quality'; the components are description, findings, and understanding; the settings are natural; the sample is small and purposive; and the data collections consist of researcher as the main instrument, interview, and observation.

Similar idea is stated by Creswell (2012) who declares a qualitative study refers to the study which focuses on describing a phenomenon or a program in detail.

The result of this study elaborated students' attitudes, difficulties, and favorable authentic materials in the form of specified and extensive narration in order to give clearer elaboration. This goes hand in hand with Mack (2011) who reveals the strengths of qualitative research is its ability to provide deep and detailed descriptions of people experience on the issue related to attitudes, beliefs, opinions, emotions, and relationships of individuals.

In addition, this study employed descriptive method in particular to investigate students' attitudes towards the use of authentic materials, students' difficulties when dealing with authentic materials and students' favorable authentic materials. This is supported by Polio and Duff (1994) who inform that a descriptive method describes, records, analyzes and interprets circumstances exist in particular group. Moreover, this goes with the point of Gay (2009) who states that descriptive research deals with attitudes, behaviors, or other characteristics of people.

In line with the intended objectives of this present study which aim to discover students' attitudes towards the use of authentic materials in EFL classroom, students' difficulties when dealing with authentic materials, and students' favorable authentic materials; then, a descriptive qualitative method was considered nodal and eligible to be employed.

3.2 Site and Participants

The site and participants were selected through purposive sampling. It was based on prior knowledge of the intended population and the specific purpose of the research (Fraenkel and Wallen, 2012). Detailed information regarding site and participants of the study is described as follow.

3.2.1 Research site

The study was conducted in a public Junior High School in Bandung. The reason of choosing this school was regarded to the accessibility to conduct a research on that school. In addition, the strategic location also supported the researcher to cope with administrative matters for conducting the research in there. So, this situation made the research more practical to be conducted.

3.2.2 Research participants

This research took one class of eighth grade students in the second semester consisting of 34 eighth grade students. The participants were selected based on purposive sampling by considering several criteria. First, the class used for this research was chosen because this class was considered advanced compared to the other classes. Second, they have more sufficient experiences in learning English compared to seventh grade students. Meanwhile, ninth grade students could not be involved in this research since they had to prepare themselves for national examination. Therefore, eighth grade students were expected to be more prepared to deal with authentic materials. In addition, the researcher acted as the English teacher who tried to introduce authentic materials to the students.

3.3 Research Procedures

This present study was conducted by following several steps as described below.

3.3.1 Determining a topic based on the learning objectives

Topic was chosen in line with the learning objectives. According to the syllabus, eighth grade students should be introduced to recount texts. So, recount texts (memorable experiences) became the main topic in this research. As explained in the preceding chapter, the topic becomes one of the important criteria that should be considered carefully when the teacher intends to use authentic materials in the classroom (Berardo, 2006).

3.3.2 Selecting kind of authentic materials

The next step was selecting kinds of authentic materials which were going to be presented to the students. The selection of authentic materials was in line with the learning objectives. The intended learning objective was the students were able to write a recount as well as knowing its generic structure. In relation to that; a short video, a song, song lyrics, schedule board, and foreign people were chosen as the authentic materials employed in this study. In addition, students' abilities, needs, and interests were also under consideration when selecting those authentic materials which is congruent with the point of Hamed (2014) who explains that the selection of authentic materials should consider

the aspect of cognitive demands which consist of students' abilities and competences.

3.3.3 Designing the lesson plan

The lesson plan was designed based on the curriculum of KTSP since the school applied KTSP for the eighth grade. The outline of lesson plans was depicted in the following table.

Table 3.1
The Outline of Lesson Plans

No	Meeting	Authentic Materials	Activities
1	Meeting 1	<ul style="list-style-type: none"> ▪ A song entitled "I Remember" by Mocca. 	<ul style="list-style-type: none"> ▪ The students listen to the audio of song and they fill the blank lyrics of the song and underline the use of tenses in the song. ▪ The students were shown the video version of the same song to make them more understand about the story told in the song. ▪ The students were given a sheet consists of questions to help them to get the story in the song.
		<ul style="list-style-type: none"> ▪ A short video entitled "The Smiling Man". 	<ul style="list-style-type: none"> ▪ The students were shown a video without utterances. Then, in group, they had to write a recount text based on the video and also gave a suitable title to the video.
2	Meeting 2	<ul style="list-style-type: none"> ▪ 2 foreign people from Bangladesh and Zimbabwe. ▪ Schedule Board 	<ul style="list-style-type: none"> ▪ Students were introduced to the foreign people and listen to their stories. In group, they had to write the summary of their stories and also notice the date and activities that mentioned by the speaker. Then they wrote the activities on the schedule board corresponded to the date. ▪ Every group read their summary in front of the class while presenting their writings on the schedule board.

3.3.4 Preparing data instruments based on data collection techniques

Before doing the research, all data instruments were established carefully in line with the objectives of the study by considering the related theories. This research gained the data from students' questionnaire, classroom observation, and students' interview.

1) Students' Questionnaire

The questionnaire was designed based on Likert's scale formula. The statements listed in the questionnaire were created by considering all elements of attitudes. In addition, the statements were established in the form of positive and negative statements. The complete sheets of students' questionnaires can be seen in appendix A. Meanwhile, the outline of students' questionnaire is provided in the following table.

Table 3.2
The Outline of Students' Questionnaires

Elements of Attitudes	Statements	Statement Number
Cognitive Element	▪ The use of authentic materials helps me to understand learning materials.	2
	▪ The use of authentic materials makes me familiar with the application of English in the real life.	3
	▪ Learning English by using authentic materials makes me realized the importance of mastering English	5
	▪ The use of authentic materials increases my English skills.	6
	▪ The use of authentic materials in the English classroom increases my knowledge.	8
	▪ Authentic materials contain vocabularies which are difficult to understand.	13
Affective Element	▪ The use of authentic materials in the English classroom makes me hard to grasp the learning material.	17
	▪ Learning English by using authentic materials is interesting.	1
	▪ The use of authentic materials in the English classroom provides attractive contents to be learned	7
	▪ I don't like learning English which uses authentic materials.	9
	▪ The use of authentic materials in the English classroom makes me frustrated.	10
	▪ The use of authentic materials makes learning meaningless.	12
	▪ The use of authentic materials makes the learning boring.	15
▪ Learning English which uses authentic materials is rambling.	16	
Behavioral Element	▪ The use of authentic materials gets me motivated to learn English.	4
	▪ The use of authentic materials in the English classroom makes me lazy to participate in learning activities.	11
	▪ The use of authentic materials makes me lose my confidence to learn English	14

2) Students' Interview

Questions listed in the interview sheet were created as a need to gain further information related to the students' attitudes towards the use of authentic materials and also to explore their difficulties when dealing with authentic materials. There were six questions offered to the students as exhibited in the following table.

Table 3.3
The Outline of Students' Interview

Question Number	Questions
1	In your opinion, is English easy to be learned?
2	What do you think of the use of authentic materials in the classroom when the teacher brings the real object to the class?
3	Is the learning which uses authentic materials hard to be understood? Why?
4	Is there any interesting thing that you feel during teaching learning activity which uses authentic materials? What are they?
5	What are difficulties you experience when dealing with authentic materials?
6	Does the use of authentic materials in the classroom introduce you to the usage of English in daily life? Why?

3) Classroom observation

In the research, there were two observers involved to notice students' attitudes towards authentic materials during teaching learning activities. Each observer was given observation sheet to help them to observe the students. The observation sheet was created based on the element of attitudes (See appendix A for the complete form of students' questionnaires). The outline of observation sheet can be seen in the table below.

Table 3.4
The Outline of Classroom Observation Sheet

Elements of Attitudes	Observation Aspects
Cognitive Element	<ul style="list-style-type: none"> ▪ Students can understand the materials explained through authentic materials ▪ Students express their ideas during the teaching learning activity ▪ Students can do the task well
Affective Element	<ul style="list-style-type: none"> ▪ Students enjoy the learning ▪ Students are willing to follow the lesson ▪ Students feel enthusiastic in learning
Behavioral Element	<ul style="list-style-type: none"> ▪ Students participate in the class ▪ Students pay attention to the activities ▪ Students build good interaction with others

3.3.5 Delivering authentic materials in learning processes

After getting permission from the school, the implementation of authentic materials in the classroom was conducted and it took times for two meetings. The duration of each meeting is 80 minutes, so the total duration of this research was 160 minutes.

3.3.6 Distributing questionnaires and conducting the interview

Students were asked to give their responses to the questionnaires soon after the teaching processes ended. To prevent the students from giving random and careless responses, the teacher tried to remind the students to fill the questionnaires seriously and also tell them to not worried to give the true responses. Then, after the research finished, six students were chosen to join the interview. Further elaboration was in data collection section.

3.3.7 Processing the gained data

After the data had been obtained, those data were processed to gain the findings. The first process was calculating the data from the questionnaire to determine students' attitudes towards the use of authentic materials and students' favorable authentic materials. Then, the next was transcribing the data from classroom observation and interview. Afterwards, the data were analyzed and interpreted corresponded to the objective of the research. Next, the data were presented in the form of description supported by charts and tables to show the findings. Eventually, the conclusions and recommendations were drawn in line with the findings to answer all research questions in this study. More detailed explanation was in data analysis section (see page 36).

3.4 Data Collection

Data collection is one of the eminent aspects in conducting a research. According to Wyse (2011), qualitative research is used to gain an understanding of underlying reasons, opinions, and motivations. Hence, this research gathered the data through three data instruments: students' questionnaire, classroom observation, and students' interview. The detailed description about the data collection was described as follow.

3.4.1 Students' questionnaires

The questionnaire was used as the main instrument. As asserted by Godwin (2009) a questionnaire is a set of systematically structured questions used by a researcher to get the intended information from respondents. This goes with the point of Abawi (2013) who states a questionnaire is a data collection instrument consists of a series of questions or statements to gain information from respondents. In this research, students' questionnaires were employed to find out students' attitudes towards the use of authentic materials, and determine students' favorable authentic materials.

The questionnaire was designed based on Likert's Scale system. As asserted by Sugiyono (2010), Likert's scale is used to measure someone's or group's attitudes related to a specific object. The questionnaire used in this research was a close-ended questionnaire. Moreover, to prevent the findings from bias result, the statements were created in the form of positive and negative statements. The questionnaire consists of four options including strongly agree, agree, disagree, and strongly disagree in line with the adaptation of Likert's scale by Clarson and Dormody (1994).

The questionnaire which contained 17 statements related to the students' attitudes towards the use of authentic materials was distributed to the students. Students were asked to respond to each statement based on their own views. Since students' first language is Indonesian, so the questionnaire was adapted into Indonesian language to avoid misunderstanding and help students to choose the right options. Furthermore, the questionnaire was designed based on several categories as can be seen at the Table 3.5 below.

Table 3.5
Components of Students' Questionnaire
Regarding the Use of Authentic Materials

No	Category	Section	Item Numbers	Established from
1.	Fulfillment Guidelines.	I	-	-
2.	Students' cognitive attitudes towards the use of authentic materials.	II	2,3,5,6,8, 13,17	Yeung (2011), Sabet (2012), Razavi (2016)
3.	Students' affective attitudes towards the use of authentic materials.	II	1,7,9, 10,12, 15,16	Michael (2010), , Huessien (2012), Sample (2015),
4.	Students' behavioral attitudes towards the use of authentic materials.	II	4,11,14	Rahman (2013), Belaid (2015),
5.	Students' favorable authentic materials.	III	1 - 20	Kheider (2012), Soliman (2013), Polio (2014),

Based on the table above, the questionnaire was categorized into five categories: fulfillment guidelines, students' cognitive attitudes towards the use of authentic materials, students' affective attitudes towards the use of authentic materials, students' behavioral attitudes towards the use of authentic materials, and students' favorable authentic materials (involving twenty kinds of authentic materials).

For the statements of students' positive attitudes towards the use of authentic materials, the score of each statement was started from four to one: (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree. Meanwhile, the score for the statements of students' negative attitudes towards the use of authentic materials was valued from one to four: (1) strongly agree, (2) agree, (3) disagree, and (4) strongly disagree.

In addition, students' favorable authentic materials were defined by giving the score ranging from four to one: (4) very favorable, (3) favorable, (2) unfavorable and (1) very unfavorable.

3.4.2 Students' interview

Students' interview was conducted in order to crosscheck the data from the classroom observation and students' questionnaire. Interview is a specific purposed conversation of two-person initiated by the interviewer (Cohen, 2007).

This idea is supported by Schostak (2006) who indicates interview is an extendable conversation between interviewee and interviewer which aims to get detailed information regarding a certain topic, subject, or phenomenon.

The interview was face-to-face interview and it was conducted after the classroom observation and distribution of questionnaires. It mainly intended to answer research question number two regarding difficulties encountered by the students in dealing with authentic materials. There were six questions regarding their attitudes and their difficulties in dealing with authentic materials listed in the interview sheet.

However, considering the effectiveness of the research, not all students were asked to do the interview. The researcher chose only six students as samples to join the interviews. The students were selected based on their English learning achievements consisting of two higher achiever students, two middle achiever students, and two low achiever students. Moreover, the language used during interview session was Indonesian language to make students easy to respond the questions. The schedule of students' interview was provided in the Table 3.6 thereunder.

Table 3.6
The Schedule of Students' Interview

No	Students	Date
1	Student 1	8 th April 2017
2	Student 2	8 th April 2017
3	Student 3	10 th April 2017
4	Student 4	10 th April 2017
5	Student 5	11 th April 2017
6	Student 6	12 th April 2017

The interview was in the form of semi-structured with open-ended questions as suggested by Cohen (2007). In addition, this interview also aimed to confirm the result of students' questionnaires and classroom observation thoroughly. This is in line with the point of Seidman (2006) who declares that interviews will be a particularly useful instrument for getting the story behind a participant's experiences. Hence, the interview session was useful to get in-depth information around the topic.

3.4.3 Classroom observation

Classroom observation conducted as one of the instruments to collect data. It was purposively done to portray genuine situations happening in the classroom (Nunan, 2000). Classroom observations were initiated in two meetings when the research was conducted. Each observation was video-taped; therefore, it eased the researcher to transcribe it into written documents. The schedule of the research can be seen in the following table along with kind of authentic materials used in the classroom.

Table 3.7
Research Schedule

No	Date	Kinds of authentic materials
1	5 th April 2017	Authentic audio material: Song. Authentic printed material: Song lyric and short story. Authentic visual material: Short movie.
2	5 th April 2017	Authentic <i>realia</i> material: Schedule board and foreign people.

Fox (1998) says that observation is more than just recording of data from the environment. When we observe, we actively watch the situation, and our brains are engaged as well as our eyes and ears to organize the data. So, this data instrument was employed to help researcher to answer the first and the second research questions regarding students' attitudes towards authentic materials, and difficulties encountered by the students.

The observation was conducted not only to record the classroom situation, but also to notice the element of students' attitudes in the classroom as stated in the observer's sheet. As asserted by Patton (1990), classroom observation is very useful in qualitative research, because they help to record real situation happens during teaching learning activities. The framework of observation sheet can be seen in the Table 3.8 below

Table 3.8
The Framework of Observation Sheet

No	Indicators	Number of Statements	Established from
1.	Students' cognitive element	3	Kinicki (2004), Pike & Ryan (2004), Jain (2014)
2.	Students' affective element	3	Fishbein & Ajzen (1975), Schau (2003), Gilmore (2007)
3.	Students' behavioral element	3	Azwar (1995), Kim (2001), Fazio & Olson (2003)

Two observers who involved in this research sat among students and paid attention to their attitudes during the teaching learning activity. Meanwhile, the researcher acted as the teacher who tried to utilize authentic materials as teaching materials in the classroom to support teaching learning activities.

3.5 Data Analysis

Once the data were obtained, they were then analyzed and presented in the form of description. The data analysis was in line with the suggestion from Vidovich (2003) who theorizes that qualitative data should consider the triangulation to enhance both reliability and validity. Furthermore, that statement is echoed by Fraenkel et.al (2012) who promote that triangulation is important to avoid the data from single-bound of point of view and subjectivity. The steps of data analysis were elaborated as follow.

3.5.1 Analysis of data from students' questionnaire

Data gained from questionnaire was calculated to discover students' attitudes towards the use of authentic materials in EFL classroom. According to Ockert (2005), there are several steps in calculating data using Likert's scale: scoring the questionnaire, finding out the score of the answer, calculating the central tendency of the answer, and classifying the result into specific categories.

The questionnaire was split into two sections in accordance with the intention: to discover students' attitudes towards the use of authentic materials, and to determine students' favorable authentic materials. Therefore, the data of each section were analyzed differently.

Analysis of students' attitudes towards the use of authentic materials

There were seventeen statements listed in the questionnaire regarding students' attitudes towards the use of authentic materials. The statements were in the form of positive and negative statements.

For the statements of students' positive attitudes towards the use of authentic materials, the score was started from four to one: strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

While for the statements of students' negative attitudes towards the use of authentic materials, the score was ranging from one to four: strongly agree (1), agree (2), disagree (3), and strongly disagree (4).

There were two types of calculation for analyzing students' questionnaires. The first is calculation of each student responses to determine each student's attitude and mean score of students' attitudes. Second is the calculation of each statement to discover students' responses towards each statement.

Some classifications were required to identify the intensity of students' attitudes and students' responses regarding the statements stated in questionnaire. The detailed classification is created as follows:

Table 3.9
Classifications of Students' Attitudes and Students' Responses

Score	Classification
17 – 29.74	Extremely Negative
29.75 – 42.49	Negative
42.5 – 55.24	Positive
55.25 – 68	Extremely Positive

(Adapted from Sudjana, 1984; Sabet 2012)

The data above were gained through the formula stated by Sudjana (as cited in Ibnus, 2014). The highest score would be 68 {total of questions (17) x high points of category (4)}. Meanwhile, the lowest score would be 17 {total questions (17) x low points of category (1)}. Then, the interval range was formulated as follow.

$$\text{Interval range} = \frac{68 - 17}{4} = 12,75$$

Then, the formula of central tendency was also needed to determine students' response of each statement.

Table 3.10
Percentage of Central Tendency and Its Interpretation

Percentage of Central Tendency	Interpretation
0% - 20%	Extremely Negative
21% - 40%	Negative
41% - 60%	Fair
61% - 80%	Positive
81% - 100%	Extremely Positive

Analysis of students' favorable authentic materials

The scoring of students' favorable authentic materials were ranging from (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree. Students' responses to each kind of authentic materials were calculated to determine the degree of preference. The range of percentage was depicted as follow.

Table 3.11
Percentage of Students' Favorable Authentic Materials

Percentage of Central Tendency	Interpretation
0% - 20%	Extremely Unfavorable
21% - 40%	Unfavorable
41% - 60%	Fair
61% - 80%	Favorable
81% - 100%	Extremely Favorable

Eventually, the data gained from students' questionnaire were presented in words, charts, and tables.

3.5.2 Data Analysis from the Interview

The data from interview were analyzed mainly to discover students' difficulties in dealing with authentic materials. In addition, the results of interview session were also used to strengthen and enrich the data gathered from another data collection to support the other research questions.

The first step was transcribing data. The data were transcribed into written form to make the data more tangible. The transcription was in line with the utterance in the recording during the interview session.

Then, the next step was coding the data. The data were coded based on the intention of the interview which aimed to explore students' difficulties. Therefore, difficulties appeared in the transcription were underlined.

Finally, the last step after all data from the interview had been transcribed and coded; the data were interpreted and summarized to formulate the findings and conclusion. Then, the result of data description was in the form of a qualitative description to achieve the objective of this research.

3.5.3 Data Analysis from the Observation

The data from classroom observations were gained through video recording during the research was conducted. It was useful to supplement the observer's sheet. There are several steps in analyzing the data from observation.

Transcribing the data

Cresswell (2012) states that transcribing is the process of converting videotape recording or note taking into text data. The first step was transcribing the data by converting all conversations and situations existed in the video into written form. This step functioned to denote essential aspects of attitude which were affective, cognitive, and behavior appeared during teaching learning activities. Moreover, the utterances in the transcription were labeled into 'T', 'S', and 'Ss'. 'T' refers to utterance expressed by the teacher; 'S' refers to utterances from an individual learner, and 'Ss' refers to a group of learners.

Analyzing and classifying data.

After the data were transcribed, it was analyzed by putting them into several categories involving students' attitudes and difficulties in dealing with authentic materials. Then, the data were wrapped to answer of the first and the second research questions regarding students' attitudes and difficulties.

Interpreting the data

The data which had been analyzed and classified based on its importance were interpreted in the form narration. At the end, some conclusions and recommendations were drawn based on the interpretation.