

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology used in this study. It covers research design, the site and participants, data collections, the procedure of the study, and data analysis.

3.1 Research Design

The method used in this study was qualitative method. According to Polit & Hungler (1999), qualitative research deals with the understanding of human behavior and it is conducted in a natural setting with uncontrolled observation and attempted to interpret or make sense of phenomena. Moreover, Fraenklen & Wallen (2006, p. 422) states that qualitative research is frequently referred to research studies which investigate the quality of relationships, activities, situations or materials. Thus, qualitative method is considered to be an appropriate method for this study because this study focuses on capturing the real situation regarding the utilization of instructional media in teaching English to secondary school students.

3.2 Site and Participants

This study was conducted in a public junior high school in Bandung which had “A” level of accreditation. This school was chosen as the site for this study because of two reasons. Firstly, the permission to conduct a research in this school was permitted by the headmaster and the teachers. Secondly, this school provided some facilities to support instructional media utilization such as LCD projector and digital class.

The participants of this study were two English teachers who taught eighth-grade students. Because this research was intended to explore the utilization of instructional media, the requirement for the teachers as the participants was utilizing instructional media in teaching English. Thus, the teachers were chosen as the participants for this study because they utilize instructional media in their teaching. The teachers were labeled as “T1” and “T2”. The profiles of T1 and T2 are as follows:

1. T1 (Teacher 1)

T1 was a 58-year-old female teacher. She took D3 degree in English Education from one public university in Bandung in 1981. In 2014, she continued her study to get an undergraduate degree in one private university in Bandung. Before teaching in her current junior high school, she taught English in one junior high school for 8 years. She started to teach in her current school in 1989. Thus, she has been teaching English in her current school for 27 years. Her status was as a public servant teacher.

2. T2 (Teacher 2)

T2 was a 31-year-old female teacher. She studied in International Relation Department in one public university in Bandung and got her undergraduate degree in 2008. After getting her undergraduate degree, she continued her study to get teaching certification or *Akta IV* from one private university in Bandung. She began to teach English in her current school in 2011. Thus, she had been teaching English in her current school for 5 years and her status was as an honorary teacher.

3.3 Data Collection

This study employed two instruments to collect the data; observation and interview. These instruments were used to find out how the teachers utilize instructional media and find out the problems faced by the teachers in utilizing instructional media. The explanation of each instrument is explained below.

3.3.1 Observation

Observation is one of the instruments to collect the data in a qualitative research. According to Fraenklen and Wallen (2006, p. 440), observation is conducted to get more detailed and accurate information about what the students and the teacher do in the class rather than the interview does. Moreover, Patton (1990, p. 202) states that observational data can display the situation of the classroom originally. In this study, the observation was conducted during teaching and learning process. The researcher

of this study acted as a non-participant observer. According to Cresswell (2008, p. 214), a non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants. So, the researcher acted as a complete observer who observed without any involvement in classroom activities. In conducting the observations, the researcher observed the utilization of instructional media and noted it on the observation sheet. The class activities were also recorded in order to support the data had been noted on the observation sheet.

3.3.2 Interview

The kind of interview used in this study was semi-structured interview. According to Field and Morse (as cited in Emilia, 2008), a semi-structured interview is a guided interview which is used to enable the researcher to get all information required while at the same time allowing participants' freedom to express their view in their own terms. The researcher asked some open-ended questions to the participants. Cresswell (2008, p. 218) argues that by using open-ended questions in an interview, the participants can voice their experiences unrestrained by any perspectives of the researcher or past research findings. Furthermore, Cresswell (2008, p. 218) states that an open-ended response to a question allows the participant to create the options for responding.

The contents of the interview are;

1. What are the roles of instructional media in teaching and learning process?
2. What are teacher's considerations in selecting instructional media?
3. What kind of instructional media does the school provide?
4. How does the teacher perceive traditional and modern instructional media?
5. What is the instructional media the teacher mostly used?
6. How do the students respond to the instructional media used by the teacher?
7. How does the teacher utilize instructional media in teaching listening, speaking, reading and writing?
8. What are the problems faced by the teacher in utilizing instructional media?

9. How does the teacher solve the problems in utilizing instructional media?
10. What are teacher's suggestions for the enhancement of instructional media utilization?

Moreover, the researcher also conducted an informal interview in every observation. The informal interview was conducted before the observation to know what preparation the teacher did before teaching, the topic of the lesson in that meeting, the instructional media that would be used by the teacher and why the teacher chose that instructional media.

3.4 The Procedure of the Study

This study was conducted in three steps: conducting preliminary observation, administering the pilot test and conducting the primary study.

The first step was conducting preliminary observation. The researcher conducted preliminary observation to the two of English teachers in the school that was chosen to be the site of this research. An informal interview was conducted to find out whether or not the teacher used instructional media in their teaching.

The second step was administering the pilot test. The researcher conducted the pilot test before implementing the actual research. The pilot test was intended to evaluate the instruments had been made by the researcher, which was interview questions. The pilot test was used to check the comprehensibility of the interview questions.

The third step was conducting the primary study. This was the actual study conducted by the researcher. In this step, the researcher obtained the data to answer the research questions through observation and interview.

3.5 Data Analysis

3.5.1 Analysis Data from Observation

The analysis of classroom observation was conducted through the processes proposed by Cresswell (2008, p. 237). Cresswell (2008, p. 237) proposes 5 processes in analyzing qualitative data: (1) collecting data, (2) preparing data for analysis, (3) reading through data, (4) coding the data and (5) coding the text for description and text for themes to be used in the research report. The first step was collecting the data through classroom observation. After that, those collected data were prepared to be analyzed by organizing them into a group of field note then the data were read in order to get the general sense of the data. Next, the data were coded to find the theme used to answer the research questions. Finally, after analyzing the data through several processes, the data from observation were organized to answer the research question.

3.5.2 Analysis Data from Interview

The data obtained from the interview were analyzed using the steps proposed by Dornyei (2007), which are; (1) transcribing the data, (2) pre-coding and coding, (3) growing ideas and (4) interpreting the data and drawing a conclusion. The first step in analyzing interview data was transcribing the data. In this step, the recordings obtained from the interview were transcribed to know about the utilization of instructional media by the teacher and the problems faced by the teacher in utilizing instructional media. Then, the transcripts were condensed into brief explanations and were categorized by using thematic data analysis. After all of the recordings were transcribed, the researcher did pre-coding step by reading all the text in the transcription to get the general sense. Then, the researcher coded the transcriptions by highlighting and labeling it to each category needed to identify. After the coding of the transcription was finished, each category found from the interview was described. The next step was growing ideas. To develop the main theme of the research, the researcher grew the ideas by preparing notes, transcript, and data display. This

process helped the researcher to find out the answer of the research questions. The final step was interpreting and concluding the data based on the research question.