CHAPTER III
RESEARCH METHODOLOGY

Chapter II outlined literature relevant to this study, including the teaching methods and approaches that are suggested by some educational experts. Meanwhile, this chapter provides a discussion of the research methodology appropriate to the research question and the aims of the study. It begins with the research questions and is followed by a the research design, the research setting, the participants and recruitment, the data collection techniques, the data analysis, research procedures and timeline, validity in case study research, and the concluding remarks.

The methodology is guided by the objectives of this research to find out the teaching methods and approaches that are used by the second grade senior high school teachers in teaching EFL and the reasons why they choose the methods and approaches. Based on these objectives, the study addresses the following research question:

1. What teaching methods and approaches are used by three senior high school teachers in teaching EFL?
2. What are the reasons behind the selected teaching methods and approaches?

3.1 Research design

The aims of this study are to find out the types of teaching teaching methods and approaches used by senior high school teachers and the reasons why they select the methods and approaches. Relevant to the purpose of this study, this study employs qualitative design because of three reasons. *First*, it investigates teaching methods and approaches as the the subject matter in teaching English as a foreign language in the classroom. Merriam (2009) states qualitative research has the notion of investigating something in a phenomenon and has goal to extend the knowledge. *Second*, it also investigates the reasons why the teachers select the methods and

34

approach. These reasons direct the researcher to get multiple realiaties from the interviews with three teachers as the respondents for this research. Stake (2010) states that qualitative research takes a constructivist view that there is no true meaning of an event, it is just the event as experienced or interpreted by people. It leads the interviewee to interpret the questions differently and to have multiple interpretations about the questions in the interview session. *Third*, the research problems and methods in this study are presented through eight steps in qualitative research: conseptualizing a topic to research, reviewing the extant literature on the topic, designing the procedures of the study, collecting the data, analysing the data, interpreting the data analysis, reporting results and reproducing the outcomes of the study (Goodwin & Goodwin, 1996).

This research is regarded as a case study because this study only involves three second senior high school teachers in three public schools. Merriam (1991) defines a case study is an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group. Therefore, the result of this study cannot be generalized as conditions of the whole second high school teachers.

There are two considerations in using case study in this research. *First*, the focus of this study is on investigation of the implementation of teaching methods in the classroom. *Second*, this study also explains about teacher's belief about their methods and the reasons why they select the method.

Based on the considerations above, the benefits of doing this research are to be useful for exploring teaching methods as the topic of this study and to explain people's beliefs about the teaching methods and the reason behind the selected methods. Therefore, this study is expected to give information for the teachers, especially for the participant teachers as well as the researcher, about the use of teaching methods in the classroom. Beside, this information is also useful for government and the principals as the authority in the teaching and learning process. The benefits of this study are in line with Malik & Hamied (2016) that state

qualitative research are useful for exploring new and complex topics and explaining people's beliefs and identifying social and cultural norms of a culture or society.

3.2 Research site

This study was conducted in three public Senior High Schools in Riau, Indonesia from July to September 2017. Two schools are located in the capital city of the regency, while the other is in the district in Riau. This study conducted at the second grade. Each class consists of 35 up to 40 students. They learn English twice a week (2 x 40 minutes for each meeting).

There are four reasons for choosing these schools as the setting of the study for three reasons. *First*, these schools have implemented 2013 curriculum for a year. It means that these schools are influenced by the curriculum changes. Therefore, these schools become the good place to conduct this research in order to investigate the teaching methods and why the teachers select the methods. *Second*, they have different setting in the location School A and B are in the capital city in this regency. They can get easy access in getting information about new curriculum. On the other hand, School C is in the subdistrict that has less information about this matter. *Third*, these schools have different students' recruitment. School A gives the opportunities for the excellent students that graduate from the subdistrict Junior High Schools to study in this school. On the contrary, School B and C have no special students' recruitment. *Fourth*, researcher as the English teacher in this regency was easy to get the access in conducting research in those schools.

3.3 Participants and recruitment

The participants in this research are three English teachers that joint in Deliberations of School Subject Teachers (*Musyawarah Guru Mata Pelajaran*). The initial process of recruitment involved meeting the principals in order to get permission in conducting the research in their schools. Only one English teacher from

each school is willing to be the participant in this research. Then, the researcher discussed with them about the approapriate time in conducting the observation and interview in their classroom.

The participants in this study are:

1. Mrs. M (pseudonym) is a certified civil servant. She has been teaching for more than seventeen years. She has followed some trainnings. They are seven trainings about final exam, two trainings about 2013 curriculum, one training about School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*), one training about English laboratory. She hasn't followed the specific training about teaching method since she became a civil servant. She just ever followed this kind of training when she was teaching in the prestigious private school.

2. Mrs. A (pseudonym) is a certified civil servant. She has been teaching for more than thirteen years. She has followed six trainings, but none of the trainings specifically discuss about teaching method. She just got little information about the method in the new curriculum trainings.

3. Mrs. R (pseudonym) is a certified honourer province teacher. She has been teaching for more than nineteen years. She only followed two trainings: 2013 curriculum training and honourer province teacher training.

3.4 Data Collection Technique

Data for this study were gathered from various sources: classroom observations, interviews, and document. The used of those instruments were expected to support each other in order to get the clear information about the teaching methods and approaches and the reasons why the teachers selected the teaching methods and approaches. It means that this study used triangulation. Therefore, the result of the study is valid. This is in line with Meriam (1991) that states triangulation can be used to ensure the validity of the research.

3.4.1 Classroom Observations

The classroom observations were focused on how the teachers implement these teaching methods and approaches in classroom practice. Observations were aimed at gathering information about teaching approaches and methods that are used by the teacher in the classroom. In this stage, the researcher contacted 10 English teachers to be observed. Only three of them were willing to be the participants in this research.

There were several categories listed in the table of observation and the researcher needs to record it. There are teacher's name, date, class, topic of the lesson, objective of the lesson, types of activities, and procedures of the lesson. This observation sheet was adapted from Richards and Rodgers (2006) and Richards and Lockhart (2007). It can be seen in appendix 5.

In this study, the researcher used video-recorded and field notes in recording the data. Patton (1990) cited in Cohen, Manion, & Morrison (2007) states observational data should enable the researcher to enter and understand the situation that is being described. It means that these observations make the researcher knowing about the teaching approaches and methods that are used by the participants in the classroom practice.

Observations and field-note takings were done in the classroom when the teacher taught English to students. In this observation, the researcher became non-participant because she was not involved in the activity being observed, just observed and watched. This is in line with Menter et al. (2011) who states non-participant observation involves the researcher attempts to observe and record what happening in a particular site but does not actively participate in the activities being observed.

When conducting the observations, the researcher recorded and sat at the back of the class to look around the teaching activities in the classroom. The researcher used a video camera and hand phone that was set in the back of the class to avoid the

students' attention to this research. It was expected to get the natural and conducive classroom situation. These video recordings were used in order to build the reliability and validity of this observation. In keeping the researcher on track in observation, the researcher used field-note taking in order to get the detail information in the classroom. This activity was begun on the fourth week of July 2017, on 24th July and finished on the last week of September 2017, on 18th September. Table 3.1 below outlines the dates, the focus of the lesson, and number of videoed classroom observations. The duration of each video recording was various approximately from 30 up to 80 minutes. From The following is the table, there were total of 18 videos and 18 field notes used as means of classroom observations.

Table 3. 1 Classroom observation, focus of the lesson

o	Mrs.M		Mrs. A		Mrs. R	
	Date	Topic	Date	Topic	Date	Topic
	24th July, 2017	offering and giving suggestion	24th, July 2017	offering and giving suggestion	26th July, 2017	Narrative text
	31st July, 2017	offering and giving suggestion	31st July, 2017	Asking for and giving opinion	2nd August, 2017	Narrative Text
	7th, august 2017	Review	7th August, 2017	Agreement and disagreement	14th August, 2017	offering and giving suggestion
	28th August, 2017	Asking for and giving opinion	21st August, 2017	Invitation	24th August, 2017	Asking for and giving opinion
	4th September, 2017	Invitation	28th August, 2017	Congratulation	31st August, 2017	Asking for and giving opinion
	11th	Invitation	4th Septemb	Announcement	7th	Invitation

September, 2017		er, 2017		September, 2017	
18th September 2017	Review	11th September, 2017	Letter	14th September, 2017	Review

3.4.2 Interview

After conducting the observation, the researcher conducted the interview to ensure the use of teaching approaches and methods in their classroom and the reasons why they select the methods. The interviews were conducted with three teachers throughout the study in formal context. Formal interview with Mrs. M was conducted in 18th September 2017, with Mrs. A in 11th September, 2017, and with Mrs. R in 14th September, 2017.

In this study, the researcher used semi-structured interview in order to get more detail information. There were eight questions that can be explored by the researcher to get the detail information about teaching methods that are used by teachers and the factors that influence in selecting the methods. This is in line with Merriam (1991) that states semi structured interview was guided by a list of question or issues to be explored.

In this interview, the researcher used audio taping and note taking. Merriam (1991) states that tape record and take notes are two basic ways to record interview data. These ways are used to avoid the loose of the data and to enable transcribe the data.

3.4.3 Document

In this study, there are two documents for collecting the data. The first document is *the lesson plan*. There are three teachers' lesson plans from each participants for second grade, in the first semester (2017/2018). Three lesson plans become the document to strengthen data obtained from observations and interviews.The second document is *the 2016 syllbus from the revision of 2013 curriculum*. This document is used by the participants as their guidance to make the lesson plans. In this study, this syllabus is used to support the finding data for the second research questions about the factors that influence in selecting the teaching methods and approaches. Both documents are a source of data accessible for the researcher (Merriam, 2009).

There are three lesson plans from Mrs. M for five meetings, seven lesson plans from Mrs.A for seven meeting, and three lesson plans from Mrs.R for six meeting. Their lesson plans were based on the 2016 syllabus from the revision of 2013 curriculum by the government. Therefore, they mentioned some basic competences in their lesson plans based on their need in teaching. First, Mrs M focused on offering and giving suggestion, asking for and giving opinion, and invitation. Second, Mrs. A focused on offering and giving suggestion, asking for and giving opinion, agreement and disagreement, invitation, congratulation, announcement, and letter. Third, Mrs. R focused on narrative text, offering and giving suggestion, asking for and giving opinion, and invitation. From those basic competences, there are three similar basic competences that were used by the participants. They are on offering and giving suggestion, asking for and giving opinion, and invitation. But, they used these competences in the different meeting in their classroom. Mrs. M and Mrs. A selected the basic competence of offering and giving suggestion in the first meeting, while Mrs.R selected the basic competence of narrative text as the basic competence for the first grade. She wanted to review this topicfor teaching reading and writing

In this study, the researcher used three processes that are proposed by Merriam (2009) to find and interpret data from document. *First*, the researcher searched for

relevant materials. There two relevant documents for this research: syllabus and lesson plans. The syllabus is derived from the revision of 2013 curriculum by the government. In addition, the lesson plans are made by three English teachers as participants in this study. Both of these documents were used to determine types of teaching methods and approaches that are used by the teachers in their teaching practice. *Second*, the authencity of these documents was assessed by verifying the author, the place, and the date of writing (McCulloch, 2004). In this study, the researcher noted all of those things to verify the syllabus and lesson plans. *Third*, the researcher adopted a system for coding the documents. These documents are copied in order to make easy in analysing the data.

3.5 Technique of Data Analysis

All data in this study are analysed using four steps as proposed by Menter et al. (2011). *The first step* is preparing the data. The data were the recordings from observations and interviews. The reseacher listened and watched the video tapes from the recordings for several times while reading the field notes. Then the data from the observation were transcribed. It is called transcribing the data. It is to transform the recordings into a textual form (Dornyei, 2011). The data was from five up to seven meetings from three teachers.

The *second* step is sorting and coding the data. *First*, the result from the transcribing data above were reduced into the data that were relevants to the research questions. This sorting stage involves summarizing, choosing the data that relates to the main topic of the research, focusing into the important data, finding the theme and deleting unnecessary data (Miles & Huberman, 1984) as cited in Sugiono (2014). *Second*, after sorting the data, then the writer does pre-coding. She involves reading and rereading the transcripts from the observations and interviews, reflecting on them, and noting down the relevant information for this study. After pre-coding, coding is needed in order to reduce or simply the data. It represents the operations by which data are broken down, conceptualized, and put back together in new ways

(Goodwin & Goodwin, 1996). In order to ease the data coding, the researcher used symbols in coding the transcription, as suggested by Wray et al. (1998) cited in Yudiashari (2014) :

T	: It refers to " teacher".
S	: It refers to " a student".
Ss	:It refers to many students.
((pause))	: It means pause within a speaker's turn.
((gap))	: It means pause between different speaker's turn.
:	: It is usedfor lengthened sound; the more colons, the longer the sound.
(mekka bunit cor))	: It is latin phrase that indicates the researcher heard the sound but couldn't know the word.
(( ))	: It is used to show event, the researcher's comment,additional information, explanation, or even gestures, such as ((laugh)) or ((nod)).
-	: It indicates when the speaker has not finished the word uttered.

In coding the data from the classroom observation, both teachers and students statements were coded in order to describe the dialogue between them. The teacher-students interactions were coded in order to find out the spesific data teaching methods and approaches that are relevant to the research questions. The selection of the data was based on the learning activities that determine the principals of teaching approaches and methods and the procedures of these approaches and methods.

After preparing, sorting, and coding the data, the *third* step is analyzing the data. The data from the coding were developed into the complex data based on the finding in the research. The data were analyzed based on the principals characteristics

and procedures of teaching methods and approaches. The data were categorised as the principals characteristics of teaching methods and approaches. The data taken were presented in a table based on the types of learning activities that determine the principals characteristics of (see appendix 1).Then, the procedure in teaching practice was also analysed in supporting the findings from the principal characteristics in order to ensure the use of teaching methods and approaches that are used by the participants. If data are suitable with the proof in the research, the data develop into the grounded theory. Malik and Hamied (2016) state that it is an attempt to derive themes from an analysis of qualitative data collected during fieldwork with the purpose to explore and understand how complex phenomena occur.

The last step is reporting the data. It involved interpreting the data. The data in this research were interpreted based on two research questions about the teaching methods and approaches and the reasons why the teachers select the teaching methods and approaches. In the discussion of this research, the data from the observation and teachers' responses in the interview were justified with the related theory in chapter two.

3.6   Research Procedures and Timelines

The researcher did this research with four stages. There are general preparation, teacher preparation, pre-implementation, and implementation (Gustine, 2014)**.** In the general preparation stage, she conducted the research on the second week of July after she established contact with the school. It also involves the agreement from the teacher and the students as the participants in the study.

Then, in the teacher preparation stage, the researcher discussed with the teacher what and when the activity begins. We should decide the right time in doing this research. Furthermore, we should also decide the time to do observation and interview. This activity took on the second week of July.

In the pre-implementation stage, the researcher involved students to participate in the study. She introduced the students the purpose of this research and ask them to participate in this study on the third week of July.

In the implementation stage, the writer implemented three stages consisted of collecting the document, doing observation and doing interviews which were conducted from July – September 2017. Each of the stages is outlined in Table 3.2 and illustrated below.

Table 3. 2 Research procedures and timeline stages

Stages	2017 Timeline	Activity
Preparation stage	10th-15th July	Contacted the school and the teacher
Teacher preparation and design process	17th-22nd July	Induction sessions with the teacher
Pre-implementation	17th-22nd July	Introduced the program to the students
Implementation	✓ 17th-22nd July ✓ July 24th-18th September ✓ 14th -18 September	✓ Collecting the document ✓ Observation ✓ Interview

3.7 Validity in case study research

The case study research is concerned with producing valid and reliable knowledge (Merriam, 1991). These are expected to make the research available in giving correct information for the readers and the other researches.

In this study, the researcher employs two criteria to ensure the validity proposed by Meriam (1991). There are triangulation and peer examination. *First*, triangulation refers to the use of multiple sources of data and multiple methods in this study. The multiple sources derive from three English teachers as the participants in this study.

Their teaching practice in the classroom and their opinion in the interview make this research becomes valid. In addition, multiple methods refer to the use of three methods in this research: observations, interviews, and document analysis. The used of those instruments are expected to support the data in order to get the clear information about the teaching methods and the reasons why the teachers select the methods. *Second*, peer examination refers to asking colleagues, such as advisors, examiners, and proofreaders to comment on findings of this study. This is used to correct the researcher mistakes in grammar, organization, or content of this study.

3.8 Concluding Remarks

This chapter presents the restatement of the goal of this study; the research methodology, including the research design, the research setting, the participants and recruitment, the data collection techniques, the data analysis, research procedures and timeline, validity in case study research, and the concluding remarks.