

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter deals with research methodological procedures. This includes (1) research design; (2) site and subject; (3) research instruments; (4) data collection procedure; and (5) data analysis.

#### **3.1 Research Design**

This qualitative case study intended to obtain deeper understanding, intensive description, and in-depth analyses about EFL materials adaptation done by one senior high school teacher in her teaching context (Kothari, 2014; Duff, 2008; Bordens & Abbott, 2011; Creswell, 2014; Simons, 2014). It was done by means of employing multiple data collection to figure out the teacher's thoughts and actions in the classroom with students' learning, particularly in regard to adapting teaching and learning resources. This study was designed to concentrate on the teacher's ways of adapting teaching materials, the benefits of the adapted materials on students' language learning and also the constraints faced by teacher while making materials adaptation and implementing the materials in a certain period of teaching. The analysis of the results was based on Littlejohn's (2011) framework for language teaching materials analysis, the principles of teaching materials developed by Tomlinson (2011), and framework for materials adaptation proposed by McDonough, Shaw, and Masuhara (2013).

#### **3.2 Site and Subject**

This study involved one teacher who teaches in senior high school level in Banda Aceh based on the need of the research. She was selected purposively owing to some considerations. Firstly, she has a lot of experiences in adapting a number of teaching materials which becomes the main concern of the present study. In her teaching context, she always provides the students with variety of teaching materials apart from main textbook. This means that the teaching and learning processes in her classes are conducted based on the textbook and supplementary materials. The provision of such materials clearly suggested that

the teacher employed materials adaptation which would be useful for the researcher to obtain more data about her ways of adapting teaching materials, challenges in which she may encounter during process of adapting and implementing the teaching materials, as well as the benefits of adapted materials on students' language learning.

Secondly, it was regarding the school where the participant is teaching. The location of the school is considered influential by the researcher in the success of doing the study. Therefore, the school chosen is considered accessible that it could support the practicality and feasibility of the study. The feasibility in a study is important and relatively required (Mackey & Gass, 2005). Furthermore, the situation of the school is relevant to the need of the study. The school has been already implementing curriculum 2013. Accordingly, it is assumed that the teacher has been familiar with curriculum 2013. Besides, the school also concerns with the quality of teacher including in utilizing innovative teaching materials. Hence, the teacher is expected to have a lot of concepts of how to make materials adaptation which correspond to the implementation of curriculum 2013.

### **3.3 Research Instruments**

In accordance with the design of this qualitative study, to collect the data this study used documents, observation, and interview as the main instruments conducted by the researcher himself. The following part explains about documents, observation, and interview which were used by the researcher.

#### **3.3.1 Documents**

Documents collected were used to know how participant planned his teaching process. In this study, teaching materials provided by the teacher were collected, analyzed, and interpreted by the researcher in order to figure out kinds and criteria of materials planned to be used in the classroom, as well as the detailed pictures of the classroom works that the materials propose. The materials were also correlated with the teacher's lesson plans to see expected aims and objectives of the materials used. In this study, the materials were analyzed based the three levels of analysis of language teaching materials suggested by

(Littlejohn, 2011) which encompass (1) objective descriptions (e.g. statements of descriptions such as the intended audience, the type of materials, and so forth; physical aspects of the materials; and main steps in the instructional sections), (2) subjective analysis (e.g. subdivision into constituent tasks; and an analysis of tasks: what is the learner expected to do? Who with? With what content?), and (3) subjective inference (e.g. deducing aims, principle of selection and sequence; deducing teacher and learner role; and deducing demand on learner's process competence) (see appendix 1)

### **3.3.2 Classroom Observation**

The observation was carried out in order to understand how the teacher provided and taught language materials and how the students learned the language from the materials. Specifically, the observation was directed to see the benefits of the materials on the language learning, and the challenges related to the adapted materials. On this occasion, the writer acting as a non-participant observer (Khotari, 2004), took field notes about the situation of the classroom; what teacher did and how students reacted, while sitting at the back of the class and not interfering the teaching and learning process.

Furthermore, to avoid missing events during the teaching and learning process, the activities were also recorded by using video recorder. In this study, the activities that were recorded included teacher's activities, students' activities, interactions between teacher and students and also students to students' interactions. To obtain rich, concrete, and valid data, the observations were carried out for 10 times so that the researcher could compare the observation results. Multiple observations enable the researcher to gain best understanding to the sites as well as the participants (Creswell, 2012). The consideration was taken into account due to the academic schedule of the second semester. In doing the observation, the researcher used observation checklist adapted from the principles of teaching materials which are developed by Tomlinson (2011) and Ebrahimpourtaher and Hamidi (2015) (see appendix 2).

Before it was used, the classroom checklist of the research was validated by three experts on EFL materials development. They were chosen because of

their expertise in evaluating language teaching materials. After the validation, the researcher evaluated the results of validation and made some adjustments in attempt to produce the real instrument that was employed during the teaching and learning processes.

### **3.3.3 Interview**

In this study, a semi-structured interview was performed in attempt to gather data mainly about teacher's ways of adapting teaching materials and the obstacles faced by her while making materials adaptation and implementing the adapted materials, and also to crosscheck the information related to her views about the influences of the adapted materials on students' language learning. The use of semi-structured interview enables the researcher to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary, et al., 2010). Besides, a semi-structured interview guide allows interviewer to gain insight into certain issues better (Hamied, 2017). Therefore, in semi-structured interview, there is a space allowing both the researcher and the interviewee to dig deeper the information intended to obtain. Face to face interview was carried out at the end of the research and during the interview, the data were recorded by using phone recorder in attempt to get the verbatim data. Moreover, the researcher took a few notes as a record in case the equipment fails.

The interview itself was categorized into three themes. The first part questions (6 items) dealt with materials adaptation which covered how teacher adapts his teaching materials and the reasons of adapting the teaching materials. The second part of interview (4 items) was about how the adapted materials influence students' language learning. The last part of interview (2 item) referred to the problems and challenges in which the participant might encounter while adapting and implementing the teaching materials. The interview guideline used was adapted from Gebhard, (2006), McDonough, Shaw, and Masuhara (2013), Halim and Halim (2016), and Tomlinson and Masuhara, (2018) (see appendix 3). It also had been validated by three experts on EFL materials development as the criteria of validators to validate the questionnaires in the section 3.3.2 before it was used in the present research.

### **3.4 Data Collection Procedure**

In order to gain data for the study, there were some procedures taken. Firstly, the researcher asked for the ethical permission to the school as well as the teacher's consent and availability of the data for this research which was done on 6<sup>th</sup> March 2018. With her consent, the researcher asked the teacher to provide her teaching materials and lesson plans to be analyzed. The analysis of teaching materials designed by the teacher aimed to gather the data concerning kinds of materials intended to be used in the classrooms along with their characteristics. This activities were done on the same day as classroom observations on 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup> March, 5<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup> April, and 2<sup>nd</sup> May 2018. Secondly, the data collection was done through observation. Before observing the participant's teaching activities in the classroom to find out how she provided and taught language materials and how the students learned the language from the materials, the researcher prepared observation guide which allowed him to organize the instruments for recording. After the observation was carried out, the data about teacher's ways of adapting teaching materials, her views about benefits of the adapted materials, and also the obstacles faced by her while adapting and implementing the materials were further obtained through interview. To make sure the interview run well, the participant was firstly informed about what was going to be discussed. The interview was conducted after all meetings observed on 5<sup>th</sup> May 2018 based on the participant's free time.

### **3.5 Data Analysis**

Answering the research questions, three instruments are employed: documents analysis, classroom observation and interview.

#### **3.5.1 Analyzing Documents**

In this process of analysis, the documents that were in from of materials were used mainly to see how teacher plans the process of teaching in her class. Using the framework from Littlejohn (2011) about language teaching materials analysis, the materials were firstly analyzed to see the 'objective' nature of the

materials that included statements of descriptions within the materials, physical aspects of the materials, and main steps in the instructional sections. After that, the analysis moved to do draw deductions about what exactly teacher and learners using the materials will have to do. In the last stage of analysis, the analysis of materials came to draw some general conclusions about the apparent underlying principles of the materials which covered the aims of the materials, the basis for selecting and sequencing both task and content, roles proposed for teachers and learners, and role of the materials as whole. The analyzed data then were compared to the theory and combined to the results of observation analysis. Table 3.1 below is the example how the teaching materials were analyzed. For the completed analysis, it can be seen in appendix 5. Meanwhile, the kinds of materials prepared by teachers are presented in appendix 4.

Table 3.1

*The Example of How Teaching Materials Was Analyzed (Level 2)*

Task Analysis Sheet	Topic						
	News Report				Giving Suggestion		
Task number:	1	2	3	4	1	2	3
<b>What is the learner expected to do?</b>							
<b>TURN TAKE</b>							
Initiate	x	x	x			x	x
Scripted response				x	x		
Not required							
<b>FOCUS</b>							
Language system (rules or forms)							
Meaning	x	x	x	x	x	x	x
Cont.,							

### 3.5.2 Analyzing Observation

Meanwhile, the classroom observation which was used to figure out how the teacher provided and taught language materials and how the students learned the language from the materials were videotaped while the researcher was taking some notes. The data from videotape and field notes were transcribed, analyzed, categorized, and interpreted referring to Tomlinson's (2011) and

Ebrahimpourtaher and Hamidi's (2015) principles of language teaching materials to see the suitability with the theories (see table 3.2). The whole data concerning observation note are presented in the appendix 6.

Table 3.2

*The Aspects of Observation Data of the Teaching Materials*

No	Observation Aspects
1.	Materials are instructionally easy to implement.
2.	Materials are aligned and suited with the planned course objectives
3.	Materials perceived by learners are relevant and useful
4	Materials take into account that learners differ in learning styles
5	Materials take into account that learners differ in affective attitudes
6	Materials attract learners' curiosity, interest and attention
7	Materials make learners feel comfortable
8	Materials help learners to develop confidence
9	Materials do not rely too much on controlled practice
10	Materials facilitate learners' autonomy
11	Materials contain some features which are slightly above learners' current state of proficiency
12	Materials expose learners to language in authentic use
13	Materials draw learners' attention to linguistic features of the input
14	Materials provide the learners with opportunities to use the target
15	Materials provide frequent and ample exposure to the instructed language features in communicative use
16	Materials permit a silent period at the beginning of instruction
17	Materials maximize learning potential by encouraging intellectual, aesthetic and emotional involvement
18	Materials provide opportunities for outcome feedback

### 3.5.3 Analyzing Interview

In relation to the interview, the data were analyzed using Creswell's (2014) cycles: organizing and preparing data, reading through all data, coding process, generating categories or themes, planning on data description, and writing a qualitative narration. The data from interview were firstly gathered and designed into interview transcript (see appendix 7). Then, all data were translated into the target language and read thoroughly in order to get sufficient data for

research objectives. After ensuring the data, some important notes were taken for the data gathered such as coding them into several themes and selecting the related themes to address the research questions formulated in the form of table. The data were displayed in the form of respondent's interview excerpt to provide explanation for analysis. The analysis results were presented based on the themes and categories which correspond to the research questions proposed in this study starting from how teacher of senior high school adapts her teaching materials, how the materials adapted by the teacher facilitate students' language learning, and what challenges the teacher might encountered regarding the adapted materials. The table 3.3 below is the example of how the interview data are analyzed and displayed. Meanwhile, the completed results of interview can be seen in appendix 8.

Table 3.3

*The Transcripts of Interview Display*

<b>Excerpts</b>	<b>Excerpts (Translated)</b>	<b>Codes</b>	<b>Researcher's Notes</b>
Ada banyak macam sumber yang bisa saya ambil. Pertama, ajuan pertama itu dari buku-buku yang ada di perpustakaan. Memang di silabus sendiri kita sudah menggunakan buku sesuai standar kompetensi, tapi di sini kita enggak cuman pakai yang sesuai standar, tapi yang jelas itu materi yang berkaitan. Jadi, di perpustakaan, kita juga cari buku di situ, dan guru lain juga memberitahu buku apa yang direkomendasikan oleh pengajar untuk menyampaikan materi khususnya materi yang agak-	There are many sources I can take. First, from books in the library. Indeed in the syllabus itself we have used the book according to the standards of competence, but here we do not only use book that fits the standards, but clearly it is the related material. So, in library, we also look for books and other teachers also tell which books are recommended to convey the material especially the material that is a bit heavy, such as report text. There must be other material that	Materials adaptation in terms of adding	Teacher adds more sources from other books and Internet, tasks, input from other media (e.g. PPT, pictures, video), and language skills.  Teacher joins online English teachers' community to get better inputs.



<p>agak sedikit berat ya, misalnya kayak report text di situ, pasti ada materi lain yang harus kita ambil dari perpustakaan.</p> <p>Saya juga pernah ambil sumber dari internet gitu, ada banyak buku ya, dan untung saja kami punya group khusus “ESL teachers” di situ dan teachers dari segala daerah dan dari segala negara juga gitu, kita sharing kalau penyampaian materi Bahasa Inggris untuk topik ini bisa di download secara gratis. Pokoknya banyak sekali printable paper di situ yang bisa menunjang kegiatan pembelajaran di situ.</p>	<p>we must take from the library.</p> <p>I've also taken sources from internet. There are many books and fortunately we have a special group, ESL teachers and teachers from all regions even from all countries as well, we share that English material for this topic can be downloaded for free. There are so many printable papers in there that can support learning activities.</p>		<p>The texts added are related to real life and students' context.</p>
Cont.			

Lastly, after being analyzed, all the data from those three instruments were triangulated to draw a brief conclusion of what can be revealed from the data collected. The findings of this research would be further explained and discussed in chapter IV.