

CHAPTER III

RESEARCH METHODOLOGY

In order to answer the research question in this study, there are several things that need to be expanded. Therefore, this chapter provides the research methodology that will be used in conducting the research and getting the answers from the research question in Chapter I and this chapter consists of research design of the study, research subjects and site of the study, data collection techniques, and the data analysis.

3.1 Research Design

This research was aimed to find out how teachers select, adapt, adjust, and integrate authentic materials in language classrooms and what challenges teachers and students face in using authentic materials. In line with the purpose of this research, it was categorized into qualitative research which will be done by using a case study approach. According to Gay, Mills and Airasian (2012) case study is an approach of the qualitative research in which researchers will focus on a unit of studies such as individual teachers, a classroom or a school which is known as a bounded system. Creswell (2007) also adds that bounded means that the case is done in separate ways in terms of time, place, or some physical boundaries which means a case study only focuses on exploring a single or specific thing to be discussed deeply.

By doing this research, the researcher expected to gain a deep understanding of the topic being discussed. As what Ary, Jacobs, and Sorensen (2010) mention that the goal of a case study is to gain a detailed description and also understanding about the case being discussed. In addition the researcher used observation, interviews, and questionnaire and the result analyzed descriptively.

3.2 Research Participants and Site

This research took place in a senior high school in Bandung and conducted in two classes in grade eleven. This school was chosen because the teachers had already recognized about authentic materials and most often used these materials in EFL classrooms. In other words, the teachers had background knowledge regarding the

notion of authentic materials. The researcher chose two out of four English teachers who had the longest experience in teaching English in grade eleven. Based on teachers' justifications, the summary of their information is presented in the table below.

Table 3.2.1
Teachers' Particular Information

No	Names (Pseudonyms)	Working Experience	Education Background
1.	Yuli	5 Years	English Education
2.	Indah	6 Years	English Education

Indah taught English in eleventh social class, the total students in the class that was involved were twenty eight students and Yuli taught in eleven science class with the amount students twenty seven. Moreover, six students were selected randomly to be interviewed about authentic materials as well.

The research was conducted to describe language teaching activities related to the use of authentic materials in EFL classrooms, so that the respondents of this study were the teachers who teach English as a foreign language and the students who were learning English as a foreign language at this time according to the curriculum and the syllabus. Moreover, all the students in these classes participated in the research as the requirement to answer the research question of this research.

3.3 Data Collection

Data collection was done to answer the questions from research questions in Chapter I. Since the researcher used a case study as the method, the researcher used a set of observation, interview, and questionnaire as the instruments of the data collection.

3.3.1 Observation

One of the useful variety ways to collect the data is observation method. It serves many ways to check the nonverbal expression of feelings, find out who interacts with whom, grasp how respondents communicate with each other and many more (Schmuck, 1997).

Classroom observation is one of observation method that provides information usefully related to teaching practice that can be reflected as what teachers know and believe about teaching activities, students, teaching method, assessment (Hawanti,

2012). This is one way to see how teachers' knowledge and beliefs are played out in their teaching and to see how teachers' interpret their knowledge and beliefs in their teaching.

In this research, the researcher acted as an observer. The researcher observed the teaching activities in terms of the use of authentic materials and teachers and students were involved. The researcher had done pre-observation by observing EFL classrooms and interviewing EFL teachers to make sure the teachers recognized and used authentic materials in their classrooms. Additionally, the researcher observed fourth times in Yuli and Indah class.

Moreover, the researcher recorded EFL classrooms as visual data to capture the use of authentic materials in English classrooms. Moreover, this observation used field notes as part of documentation and analysis in this research which means the researcher took notes during observations period to gain thick, rich and deep description. Merriam (1998) explains that field notes will help the researcher to remember many details about the setting that has been observed.

3.3.2 Interview

A semi-structured with open-ended questions interview was conducted as the main data used in this research. This interview was divided into two parts. It was conducted with two English teachers and six students will be involved as well. An interview is defined as a way where a researcher and the participants take part in a discourse concerned with some questions connected with the focus of the research (DeMarrais, 2004). It can be used to obtain information regarding an individual's experiences and knowledge; his or her opinions, beliefs, and feelings; and demographic data (Best & Khan, 1998) which means the primary goal of doing an interview is to gain a particular type of information as the researcher demands to discover someone else's mind.

The interview was a face-to-face interview, conducted subsequent to the observation done by the researcher. There were two participants of the interview chosen based on the teachers' length of teaching English in order to have a comparison among those levels of experiences of the teachers. The researcher used Indonesia language to interview the participants in order to make the interview run better as the participants

have the chance to express their thought without having to be limited by a language barrier. Tsang (1998) believes that interviewing in mother tongue will create a good and conducive atmosphere in expressing and building up the understanding. Moreover, the transcriptions will be translated into English after conducting the interview.

Open-ended questions were employed in order to obtain a more explicit and in-depth explanation from the participants. In semi-structured interview, using open-ended questions will be more flexible in constructing the data and allow respondents to develop their responses that might not have foreseen (Merriam, 2009; Chambell, McNamara, & Gilroy, 2004).

There were two sections when doing teachers' interview. In the first section, the researcher asked about general questions about consideration before using authentic materials. The questions are adapted from Ekawati (2018). Moreover, in the second section, the researcher asked about teachers' practice in using authentic materials. Then, the interview was divided into five categories. The first part of questions is about the role of authentic materials in English classrooms. The second part deals with teachers' opinions about the differences between using authentic materials and non-authentic materials. The third category has five items that will gain in depth about the effect of using authentic materials during teaching and learning process. The fourth category of the interview is about text selection that will be gained from four items during the interview. The fifth part refers to teachers' integration in using authentic materials in EFL classrooms. Moreover, the interview guideline was adapted from Leung (2010).

3.3.3 Questionnaire

According to Creswell (2007), the questionnaire can be used as an instrument to conduct case study qualitative research. Hence, this study will use the questionnaire that is distributed to ninety students which aimed to support the data in terms of using authentic materials.

The type of questionnaire was close-ended questionnaire where responses are limited to the stated alternatives and respondent cannot express his or her judgment (Fraenkel & Wallen, 2008). The researcher used this kind of questionnaire for several

reasons; it administered quickly, it was easy of doing the preliminary analysis and it also provided a specific answer in closed-ended questions.

Moreover, the questionnaire had twenty-five questions adapted from Sasongko (2014), Nádrag and Buzarna-tihenea (2017), and Islam (2015). In this section, the researcher used Likert scale because it contained the degree of agreement which is set to gain the expressions of opinion, interest, or value, problems to react to, or statements to agree or disagree with (Cohen, Marion, & Marrison, 2000).

3.4 Data Analysis

This section elaborates the procedures of analyzing the data from classroom observation, interview and questionnaire. It further explained the instruments which were used to analyze the data.

3.4.1 The analysis of the classroom observation

This classroom observation was captured through video recording with natural field setting and the researcher took notes without being involved in classroom activities and never interrupting during teaching and learning process. In order to analyze the observation from the recording, there were several steps had been done by the researcher.

The first step in the analysis for the present study was preparing or organizing the data. This process was initiated by transcribing and translating the data from the classroom observation. This step was applied to indicate the crucial elements of the teaching activities related to the use of authentic materials.

The next analytic procedure was careful and repeated reading of the transcription of the classroom observation. This was a process of shifting and sorting the data as there were large amounts of material that needed to be dissected and categorized into codes. According to Creswell (2007) coding process is to make sense out of data, divide it into text or image segment, label the segments with codes, examine codes for overlap and redundancy and collapse these codes into broad themes. It means that this study was intended to identify teaching practices when using authentic materials in EFL classrooms.

3.4.2 The analysis of interview

The interview section was recorded by a recorder and the recording was transcribed and interpreted to obtain deeper information from the teachers regarding the teaching activities with authentic materials done by them. Creswell (2009) suggested six steps to analyze data collected from interviews: (i) organizing and preparing the data for analysis; (ii) reading through all the data; (iii) beginning detailed analysis with a coding process; (iv) using the coding to generate a description of the setting or people, and create categories or themes for analysis; (v) advancing how the description and themes will be represented in the qualitative narrative; and (vi) interpreting or finding meaning from the data.

The process of thematic analysis in this research adopted the steps suggested by Creswell (2009). The interview recordings were transcribed by the researcher and manually analyzed for key themes. Data obtained from the interview transcriptions were read repeatedly to assist this process. The data were summarized and grouped with codes, then organized into categories, such as teachers' strategies in selecting, adapting, and adjusting authentic materials, teachers' integration when using authentic materials, and their challenges. These categories were further evaluated to identify new connections, which revealed the key themes. The key themes were used to address the research questions by linking the data and theoretical frameworks to draw conclusions.

3.4.3 The analysis of the questionnaire

Descriptive statistics was used to display the results of the questionnaire. The descriptive statistics used in this study were in the form of frequencies and percentages. These were used to analyze the small-scale survey/questionnaire data to determine the frequency distribution and percentages of what challenges faced by the students when using authentic materials. These data were presented in Chapter 4.

In addition, it used Likert scale form and the responses from the questionnaire were categorized into four kinds of the score as explained below:

Table 3.4.3.1
Likert Scale

Categories	Strongly Agree	Agree	Disagree	Strongly Disagree
Scores	4	3	2	1

This study also used a percentile formula and it was be then calculated by using Microsoft Excel to analyze the data that was got from the questionnaire.