

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that was used in conducting the research and obtaining the answers from the research questions proposed in the first chapter. This chapter consists of several major sections that encompass the research design of the study, participants of the study, data collection techniques, and data analysis procedures.

3.1 Research Design

The primary purpose of this study was analyzing and interpreting data in order to reveal how pre-service teachers create their lesson plan, in what aspects they are already good and in what aspects they still need guidance or improvement, particularly in formulating lesson objectives, designing the teaching procedures, and selecting the assessment tools.

Due to the aims of this present study, a qualitative method was conducted in this study that embraces a case study. The case raised in this study was regarding pre-service teachers' ability and difficulties in lesson planning. The case study was considered appropriate in this study since it aims not to make generalization of a population, but to "gain an in-depth understanding of situation and meaning for those involved" (Hancock & Algozzine, 2006, p. 16). By using case study, it was intended to support the researcher in investigating, analyzing, and exploring pre-service teachers' ability in lesson planning and also the difficulties encountered by pre-service teachers in lesson planning. In this present study, the researcher performed only as an observer which did not conduct any intervention. It was intended to allow the researcher to make an interpretation of individual explanations, meanings, and experiences about the issues in lesson planning (Creswell, 2012).

3.2 Participants of the Research

This study involved seven undergraduate pre-service English teachers. The pre-service teachers were chosen as the participants of this study since they are

pre-service teachers in English Education Study Program and they have done the teaching practicum in the schools. From 19 pre-service teachers who have filled out the questionnaire, thus, there were only seven pre-service teachers who were willing to be interviewed for further investigation. In addition, the lesson plans from seven pre-service teachers also have been collected and analyzed to find out their ability in lesson planning.

3.3 Data Collection

Since this study used a qualitative method which embraces a case study, the data of this study was collected through questionnaire, document, and interview. The instruments of the research were adapted from previous researchers which were drawn based on theories from related experts then they were formulated to explore pre-service teachers' ability in lesson planning. The processes of data collection are elaborated as follows.

3.3.1 Questionnaire

The questionnaire was used in this study consists of a Likert scale with a total of 20 items. All the items of questionnaires cover the aspects that deal with the lesson plan. The aim of the questionnaire was used to elicit pre-service teachers' perceptions regarding lesson planning. The questionnaire was divided into five categories which are perception of the importance of lesson planning, the procedures of lesson planning, including the procedure in formulating lesson objectives, designing teaching procedures, and selecting assessment tools. The five-point Likert scale ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). Each number represented as the following:

'1' = Strongly disagree

'2' = Disagree

'3' = Hesitation

'4' = Agree

'5' = Strongly agree

The questionnaires were written in the Indonesian language. The researcher distributed the questionnaires to the participants by using the link of

Google form on *Whatsapp* and *Line* platforms, since it was impossible to distribute the questionnaire directly due to the Covid-19 Pandemic. More details on questionnaire items are provided in the appendices section.

3.3.2 Document

Document in this study refers to lesson plan that was collected from the participants. Document in this study was used to analyze the pre-service teachers' ability in lesson planning, how they create their lesson plan particularly in terms of formulating lesson objectives, designing teaching procedures, and selecting the assessment tools. Document also was used to find out the quality of pre-service teacher's lesson plan, in what aspects they are already good and in what aspects they still need guidance or improvement. The researcher has collected the lesson plans from participants through online by sending the file into the *Whatsapp* platform. After the lesson plans have been collected, seven lesson plans were written in the Indonesian language and were written based on the 2013 curriculum. From seven lesson plans, three of them were written based on the process standards in the Indonesia Minister of Education and Culture Regulation No.22/2016, meanwhile, four of them were written based on the newest regulation of Indonesia Ministry of Education and Culture No. 14/2019. Further, the analysis of lesson plan was done based on the theory related to lesson plan, and the theories were made into a rubric to analyze the pre-service teacher's lesson plans.

3.3.3 Interview

Another method in collecting the data was an interview with the participants. The type of interview conducted in this study was a semi-structured interview. In this study, the interview was conducted with the participants to find out pre-service teachers' experiences, perceptions, and opinions regarding lesson planning as well as to get more detail information related on how they create their lesson plans, particularly in formulating lesson objectives, designing teaching procedures, and selecting assessment tools. In addition, the interview was also used to investigate the ability as well as the difficulties encountered by pre-service teachers in lesson planning. The interview has a list of questions to be covered.

The interview questions were adapted from Alanazi, (2019) and Chien (2016). The order of the questions might be changed depending on the direction of the interview on different participants. Moreover, the interview was conducted in Indonesian language to enable the participants to share their experiences and express their feelings regarding lesson planning more freely. Due to the Covid-19 Pandemic, the researcher could not conduct a face-to-face interview, yet a one-on-one interview was still conducted. The procedure for the interview as follows: since the interview could not be done directly with the participants, the researcher was organized a one-on-one interview through both telephone and text messages interviews by contacting each participant on the *Whatsapp* platform. The interview was documented by note-taking and tape-recording while the participants responded to every question. The recording was transcribed by the researcher after the interview has done. Below are the interview questions construct administered to the participants:

1. Pre-service teachers' perceptions of the importance of lesson planning.
2. Pre-service teachers' procedures of lesson planning, how they create their lesson plans.
3. Pre-service teachers' difficulties in lesson planning.

3.4 Data Analysis

In this study, after the data collected from the participants through questionnaires, documents, and interviews, the data were analyzed descriptively using qualitative data analysis in order to identify pre-service teachers' ability in lesson planning and their difficulties in lesson planning. The detailed procedure of data analysis can be seen in the following subsections.

3.4.1 Data analysis of questionnaire

The data collected from the Likert-scale in the questionnaires were compiled and analyzed using descriptive statistics. The first step was the researcher compiled the data from *Google form*. The next step of the data analysis was analyzing the participant's answers for each statement of questionnaires regarding pre-service teachers' perceptions of lesson planning. The data was

converted into a percentage to overview at which range that the participants most chose for each statement of questionnaires. The data of the questionnaire also inserted into the table. The model of the table that was used is presented in the table 3.1.

Table 3.1 Data processing for questionnaire

Statements					
	Strongly disagree	Disagree	Hesitation	Agree	Strongly agree
In my opinion, lesson plan is important for the teaching process.
...

In addition, to provide the clear data, the researcher also categorized the statement in questionnaire based on several themes that emerge in the perception on lesson planning which are the perceptions of the importance of lesson planning, perception of procedures of lesson planning, perception of formulating lesson objectives, perception of designing teaching procedures, and perception of selecting assessment tools. It was intended to make it easier for the researcher to analyze the data. Furthermore, the conclusion is drawn based on the data analysis.

3.4.2 Data analysis of document

The data collected from lesson plans by pre-service teachers were analyzed in terms of their contents in lesson plan. The content of lesson plan was categorized based on the three components which consist of objectives, teaching procedures, and assessments. Since the pre-service teachers might become Indonesian in-service teachers, thus the lesson plan analysis rubric was developed based on the Indonesia Ministry of Education and Culture regulation regarding the process standard. Besides, the rubric analysis of lesson plan was also compiled based on related theories of lesson plan proposed by Brown (2001), Moon (2000),

and Richards (2001). The following compilation of rubric analysis to analyze pre-service teacher's lesson plans are presented in the table below.

Table 3.2 The rubric to analyze Lesson plan

No.	Components of lesson plan	Indicators
1.	Objectives	<ul style="list-style-type: none"> - The clarity of lesson objectives formulation which contains the complete ABCD aspects. - The lesson objectives are formulated from basic competence using operational verbs that can be measured.
2.	Teaching Procedures	<ul style="list-style-type: none"> - The completeness of each stage in teaching procedures. Each stage has to show the procedures and the time allocation. For example 5-10% time is for opening stage, 70-80% time is for main activity, and 10-15% time is for closing. - The organization of teaching procedure (sequenced in correct order, well-sequenced of receptive and productive skills, and suitable with the time allocation)
3	Assessment	<ul style="list-style-type: none"> - The congruence of assessment with the objectives and the clarity of assessment. The types of assessment used should be explained in detail (e.g. test, performance, and so forth) as well as the assessment instrument (e.g. rubric).

Adapted from (Sesiorina , 2014; Rahayu, 2013)

To provide clear data, the indicator of each component of lesson plan above was given the score from 1 (“Very Poor) to 4 (“Very Good”). After that, the researcher analyzed each lesson plan to find out how pre-service teachers

create their lesson plan, particularly in formulating lesson objectives, designing teaching procedures, and selecting assessment tool. Moreover, the analysis of lesson plan was also converted into a percentage to find out at which range that pre-service teacher's lesson plans fulfilled those indicators. More details on the indicators and the scoring rubric are provided in the appendices section. In addition, the data analysis percentage of lesson plan was inserted into the table. The model of the table that was used is presented in table 3.3.

Table 3.3 Data analysis of each component in lesson plan

Indicators of each components	The quality of lesson plan			
	Very Poor	Poor	Good	Very Good
The clarity of lesson objectives formulation which contains the complete ABCD aspects.
...

Furthermore, the analysis of the quality of lesson plan was used to determine their difficulties in lesson planning. Therefore, the conclusion drawn based on the data analysis of lesson plan.

3.4.3 Data analysis of interview

The data from interviews were transcribed and interpreted mainly as the validation regarding pre-service teachers' perceptions, experiences, understanding, and ability in lesson planning. The result of the interview session was used to strengthen and enrich the data gathered from the questionnaire and document analysis.

The first step of analyzing the data from interview was transcribing the data into written form in order to make it easier for the researcher to process the data. In addition, the researcher examined whether the interview data has a positive or negative correlation with other instruments which are questionnaire

and document analysis. Moreover, the researcher also presented some transcriptions of the interview in Chapter IV.

Furthermore, the three instruments (questionnaire, document, and interview) were analyzed using triangulation. Triangulation is combining and comparing interpretations of the data from different data collection in order to get more a comprehensive picture of the findings (Heale & Forbes, 2017). Triangulation was used in this study to validate and extend all the data from the three instruments.

3.5 Concluding remarks

This chapter has discussed the research methodology used in this study to find out the answer of two research questions. This chapter provides a sight of research design, participants of the research, data collection, and data analysis. The next chapter will present the findings and discussion of pre-service teachers' ability in lesson planning.