

CHAPTER III

METHODOLOGY

This chapter focuses on the research methodology used in this study to investigate what aspects that are taken into teachers' lesson plan in order to implement Theme-Based teaching. Furthermore, this chapter elaborates research method, site and respondents, technique in data collection, data analysis, and procedure of analysis.

3.1 Research Method

This research is intended to identify the aspects that are taken into teachers' lesson plan in order to implement Theme-Based teaching for young learners.

Due to the aim of this research, this study employed qualitative research and applied descriptive study as its framework. Qualitative research was employed to its nature which provides actual settings as the direct source of data (Bogdan and Biklen, 2006). Bogdan and Biklen (2006) also state that descriptive study views that everything is potential to provide a clue that reveals more comprehensive understanding.

3.2 Sample and Respondents

The study took place in one of private elementary school in North Bandung. As many as two teachers were involved in this study. Teacher one (T1) and Teacher two (T2) were college students majoring in English Education who were doing their final paper which required them to implement theme-based in teaching during the practice.

During their practice, both teachers were going to teach 2 learning cycles. Every learning cycle contains 4 meetings that are under one theme as a connecting thread to bind the lessons. Under the school policy, T1 taught third grader while T2 taught fifth grader.

There are 15 lesson plans gathered from T1 and T2. T1 contributed 8 lesson plans, four in each learning cycle. T2 contributed 7 lesson plans, 4 in Cycle 1 and 3 lesson plans in Cycle 2. The description of two teachers and the lesson plans is presented in Table 3.1 below:

Table 3.1
Respondents of the study

Teacher	Grade	Cycle	Theme	Quantities of Lesson Plan	Educational Background
Teacher 1 (T1)	III	Cycle 1 (L1.1)	“Occupation”	L1.1a, L1.1b, L1.1c, L1.1d	English Education
		Cycle 2 (L1.2)	“Weather”	L1.2a, L1.2b, L1.2c, L1.2d	
Teacher 2 (T2)	V	Cycle 1 (L2.1)	“Food and Drink”	L2.1a, L2.1b, L2.1c, L2.1d	English Education
		Cycle 2 (L2.2)	“Around the School”	L2.2a, L2.2b, L2.2c	

3.3 Technique of Data Collection

The data collection in this research is done through analyzing archived documents and interviewing the respondents. This study was conducted with the technique of document analysis in which the analyzed documents provide the data meant to be investigated. Some aspects were obtained effortlessly since they are stated explicitly in the lesson plan while for some aspects that were implicitly stated the findings were obtained after inferences were made. According to Silverman (2010) interviewing process is one of the most natural things in the world and its practice is able to get inside someone’s mind and to tell things from his point of view.

3.3.1 Document Analysis

The content of the Theme-based lesson plan will be matched with theories proposed by Cameron (2001), Moon (2000), Brown (2001), and Richards (2001) to analyze the lesson plan. The theories then were made into rubric on which the analysis of lesson plan is based. The rubric serves as framework of this study and can be found in the Data Analysis section of this chapter. The documents which

were used in this study are originally written in Indonesian. For the purpose of the study, translation of some aspects such as instructional goals and objectives were employed to provide findings in Chapter 4. As for the authentic version of the lesson plans written in Indonesian, they can be found in the Appendix section of this paper.

3.3.2 Interview

Interview was conducted to get more detailed information, clarify any misconceptions during the process of document analysis, and to recheck what has been revealed in the lesson plan. According to Bogdan and Biklen (2006) interview is used to collect information directly from the participant's own statements where the researcher can develop perceptions of how the participant perceives a phenomenon.

Interview guidance was utilized to direct the flow of the interview as it was done in an informal situation. The guidance consists of the interview questions grouped into some categories. The guidance is shown in the table below:

Table 3.2
Interview guidance

Aspect	Classification
Teachers' view of lesson planning	Teachers' perspective of making a lesson plan prior to get into the classroom.
	Teachers' techniques in making a lesson plan.
Goals	Teachers' understanding about goals.
Objectives	Teachers' techniques in composing objectives.
	Teachers' consideration in composing objectives.
Activities	Teachers' techniques in designing learning activities.
	Teachers' consideration in adding in Theme-based characteristics in learning activities.
	Teachers' perspective in sequencing learning activities.
Media	Teachers' consideration in choosing media.
Assessment	Teachers' consideration in constructing assessment.

3.4 Data Analysis

The data obtained from document of the teachers were analyzed in terms of their content. The content of the Theme-based lesson plan were matched with theories

proposed by Cameron (2001), Moon (2000), Brown (2001), and Richards (2001) to find out whether the aspects in each lesson plan have met the criterion stated by the theories. The framework employed in this study to investigate the aspects taken in Theme-Based lesson plan is presented in the table below.

Table 3.3
Rubric to analyze the aspects of theme-based lesson plan

No.	Aspects of Lesson Plan	
	Aspects	Characteristics
1	Goals	Achievable for young learners
2	Objectives	Congruent with goals
		Containing “ABCD” aspects
		Containing 3 learning domains
3	Activities	In line with Objectives
		Theme Based Characteristics <ul style="list-style-type: none"> • Encouraging students responsibility • Exposing vocabulary items • Producing learning outcome(s) • Showing teacher’s regular monitoring • Maximizing oral production (repetitive pattern, rhyme, rhythm, and song)
		Concrete to Abstract
		Receptive to Productive skill
		Personal to Impersonal
		Controlled to Less-controlled
4	Media	Practicality
		Appropriateness
		Effectivity
5	Assessment	Congruent with Objectives and Activities
		Using familiar activities
		Retaining the perspective of social-interaction

3.5 Procedure of the Study

The research is done through the following procedure:

The data for the research will be gained through the following procedure:

1. Searching for primary school.

This step was done to find out primary school that implements theme-based teaching in teaching English to welcome Curriculum 2013.

2. Collecting the Theme-based lesson plan from the teachers.

This step was done to gain data needed to be analyzed later.

3. Drawing criteria based on theories from experts.

Relevant theories were used to guide the process in analyzing what has been found in the lesson plan.

4. Synchronizing data in lesson plan with the criteria.

The obtained data were analyzed whether it has effectively represented the corresponding theories.

5. Interviewing the teachers.

Interview was done to get more comprehensive data and to crosscheck what has been found in the lesson plans with what the teachers' point of view.

6. Transcribing the data from the interview.

7. Interpreting the answers from the interview.

8. Presenting the data descriptively.

9. Drawing general conclusion.

