

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research methodology, which consists of the explanation of research design, research site and participants (all written in pseudonyms), data collection techniques, procedures of collecting data, and data analysis. In order to remind the objective of this study, it is started with the research problem.

3.1 Research Problem

This study was conducted to answer two research questions, and those questions are as follows:

1. How do the teachers of Senior High School Bumi (pseudonym) and Senior High School Pertiwi (pseudonym) utilize the internationally published textbooks in the process of:
 - a. selecting the materials from internationally published textbooks?
 - b. setting the goal of learning English before teaching?
 - c. teaching the materials from internationally published textbooks?
2. What are the teachers' and school managements' beliefs from Senior High School Bumi and Senior High School Pertiwi about internationally published textbook and Curriculum 2013?

3.2 Research Design

This study is attempted to find out the tension and implementation in implementing Curriculum 2013 along with the teachers' belief and the vision underlying the use of internationally published textbook. Since this study focuses on two private schools with one case which is the use of internationally published textbook, a qualitative study embracing a case study method is used as the guiding framework as it is used in many situations that focus on particular group or individual (Berg, 2001; Creswell, 2007). It is also used to learn how people behave, feel, think, can only be understood by getting to know their world and what they are trying to do in it (Gilham, 2000). Besides, sources of data as discussed by Yin (2003) and Creswell (2012) were employed to gather the data.

3.3 Research Site and Participants

Two private schools were the sites of this study. The sites are chosen for some reasons: (1) the schools use internationally published textbooks, (2) the schools acknowledge the implementation of Curriculum 2013 in the process of learning, (3) the principles of the schools are the acquaintances of the researcher and they are welcome to the idea of finding out the gap of this study. It gives the researcher the access to conduct a research.

Meanwhile, the participants (all written in pseudonyms) were EFL teachers who teach grade X (Ms. Ruth and Ms. Naomi), the curriculum staff (Ms. Jean), and the coordinator of English teachers of Senior High School Bumi (Ms. Ruth). Moreover, from Senior High School Pertiwi, the participants were EFL teachers who teach grade X (Ms. Dinda and Ms. Lena), the coordinator of English teachers (Mr. Peter), and the principal (Mr. Indra). One superintendent of education from Bandung Education Office (Mrs. Marini) was the participant for this research to gain in-dept data about how the English teachers should response towards the use of internationally published textbook within Curriculum 2013 and its relation to the accreditation. The researcher knows her from an acquaintance in a mutual social organization.

The reason for choosing these EFL teachers is because they are teaching at the same level. Besides, grade X is the first level in any senior high school in Indonesia. Looking on how the internationally published textbook is used in the framework of Curriculum 2013 will give a picture of the tension and implementation of it in the next two levels of senior high school.

3.4 Data Collection

The following techniques of data collection were used in this study, since it concerns on the process of utilization of the internationally published textbook in the framework of Curriculum 2013 and the tension underlying it.

3.4.1 Document Analysis

The documents analyzed in this study were the content material from the internationally published textbooks for one semester, the basic competencies

required to achieve in teaching based on Curriculum 2013 and the lesson plan designed for four meetings. Four meetings were observed to represent the flow of how the textbook was used in the classroom practices. The content material from the textbook was compared to the list of objectives designed in Curriculum 2013. The lesson plan was used to get deeper and more detailed information related to the use of internationally published textbook in the framework of curriculum 2013.

The analysis of the document of Curriculum 2013 was focused on the 2013 EFL syllabus. It is to get basic information of core competencies, basic competencies, learning indicator, and the topic of materials to teach.

The lesson plan was analyzed based on the elements which are in accordance with the Regulation of Ministry of Education and Culture No. 65 Year 2013 (title, core competence, basic competence, learning indicator, teaching objectives, materials, time allocation, teaching method, procedures, assessment, and sources). However, in this study, the analysis was focused on the core competence, basic competence, learning indicators, teaching objectives and materials. It is because this study focuses on the materials being taught from the internationally published textbook and the materials that are listed in Curriculum 2013.

The analysis of these three documents explained the implementation of how the internationally published textbook is utilized in the framework of Curriculum 2013.

Based on Regulation of Ministry of Education and Culture No. 20 Year 2003, chapter XI verse 36 about National Education System, curriculum is a set of planning and regulation about the aim, the content, learning material and the method used as the guidance to conduct a learning activity to reach particular education goal.

In Indonesia, there has been six times of English curriculum changing since 1945 to 2004, from Grammar Translation Method to Competency-Based Curriculum (Lie, 2007). Now, the education uses Curriculum 2013 within Genre Based Approach for English language teaching.

<u>Starting Year</u>	<u>Name of Curriculum</u>	<u>Approach</u>
1945	Unknown	Grammar Translation

1968	Oral Approach	Audio Lingual
1975	Oral Approach	Audio Lingual
1984	Communicative Approach	Communicative
1994	Meaning-Based Curriculum	Communicative
2004	Competency-Based Curriculum	Communicative

Looking at the change of the curriculum, it has been a challenge for the teachers to adopt the whole change regarding the administration procedures in teaching especially the adjustment of the lesson plan. The last changing in 2015, from curriculum *KTSP (Kurikulum Tingkat Satuan Pendidikan)* to Curriculum 2013, there was a condition where many schools implemented both curricula. However, by the beginning of 2017, all schools have implemented curriculum 2013 (*Suara Pembaharuan*).

To this continually changing of curriculum, government gives a chance to schools to develop their own curriculum based on the needs of the schools as long as it still relates to curriculum set by the government. Another policy given is the freedom to develop their own learning materials, including choosing internationally published textbook for teaching as well as establishing corporation with international partners by developing mutually beneficial program (Lie, 2007).

This policy somehow opens a way for private schools, with particular vision to reach, to use the internationally published textbook. This is a relief to them in one way, but in the other way, this is problematic since they need to adjust the content of the books to the objectives set by the government. Furthermore, these schools also need to fulfil the requirement for passing the accreditation test by government institution, in this case, BAN-SM (*Badan Akreditasi Nasional-Sekolah dan Madrasah*).

In the process of accreditation, BAN-SM (*Badan Akreditasi Nasional-Sekolah dan Madrasah*) has set 8 National Education Standards that need to be fulfilled (Regulation of Ministry of Education and Culture No. 59 Year 2014). One of them is the Standard Process. It is about how the learning process is conducted. Based on the Regulation of Ministry of Education and Culture No. 29 Year 2005, the learning process must use Curriculum 2013 as the guideline.

Curriculum 2013 becomes the fundamental in developing the syllabus, making the lesson plan and selecting the learning materials. These components are formulated in the designing of a lesson plan which is to be assessed in the process of accreditation in order to measure the appropriateness of the learning process in schools. If the teachers conduct the learning based on the standard given by the government, then the school has a big chance to pass the assessment and gain a good accreditation score.

Curriculum (read: Curriculum 2013) is needed in creating a lesson plan. However, it is problematic to create a lesson plan if the materials intended to be taught are not the same as the materials stated in the curriculum. As the researcher has mentioned in Chapter I, the materials contained in internationally published textbook mostly do not meet the objectives set in the Curriculum 2013. Using an analogy, it is more like the schools are allowed to buy noodle from abroad but it has to be cooked within Indonesian recipes because one day, the master would come and ask the recipes used in cooking instead of the product of cooking itself. Then, a new question may be derived from this analogy: which one is more important: the cooking or the recipe? The fact is the cooking cannot be separated from the recipe itself. Creating a lesson plan, which explores the materials to be taught and the competencies to be achieved, cannot be separated from the curriculum guideline.

Letting schools which use internationally published textbooks to teach the materials not based on the Curriculum 2013 is just the same as letting the education run without any parameter to measure the quality. Then, what should the schools do? According to Regulation of Ministry of Education and Culture No. 20 Year 2003, chapter XI verse 36 about National Education System, schools should follow Curriculum 2013. In other words, it is compulsory for any schools established in Indonesia to follow Curriculum 2013 regardless of the program they attempt to do for their students' quality development.

Based on the Regulation of Ministry of Education and Culture No. 8 Year 2016, schools are permitted to use other textbooks out of the one that is recommended by the government as long as it contains positive value and does not contain pornography, extremism, radicalism, racism, gender bias, and other

negative values. Further, it has to be the main source of learning in achieving basic and core competencies stated in Curriculum 2013. However, the supplementary for it from various sources such as newspaper, news, movies, or other authentic materials and students' environment are allowed (Putri, 2016).

3.4.2 Interview

Interview is used to investigate people's in-depth perception. Interview is defined as "an interaction between two people, with the interviewer and the subject acting in relation to each other and reciprocally influencing each other" (Ho, 2006; Alshenqeeti, 2014). Through the interview, a researcher and a participant engage in a conversation focused on questions related to a research study (DeMarrais, 2004 in Putri, 2016). Interviewing is also the best technique to use when conducting intensive case studies of few selected individuals (Bateson, 1990 in Merriam, 2009).

There are several types of interview such as 'elite interview', open-ended interview, semi-structured interview, unstructured (natural) interview (Gillham, 2000), and focus-group interview (Merriam, 2009). These categories are made based on the characteristics of the interview, purpose of the interview, and methodological approaches. The elite interview is chosen to address someone in a special position or an expert. The open ended interview, semi structured interview and unstructured interview are differentiated based on the preparation each has before it was done.

In this study, semi-structured and 'elite' interview were conducted to explore more detailed and in-depth information that are related to the tension and implementation of the utilization of internationally published textbook in the framework of Curriculum 2013 viewing from the teachers and the staffs' perspectives. The 'elite' interview was done to one superintendent of education. There were each 12 semi-structured questions asked to the staffs and EFL teachers, 10 semi-structured questions asked to Mrs. Marini (pseudonym) as the superintendant of education. The interview was done by asking the question orally (Cohen et al, 2000; Alshenqeeti, 2014).

3.4.3 Observation

Observation was done to investigate the implementation of the use of internationally published textbook in the curriculum 2013. It was done to collect the data of how the utilization of internationally published textbook was done in the classroom. The type of the observation for this study is participant observation. It emphasises on meaning/interpretation. The observation technique used in this study is as a part of multi-method approach (Gillham, 2000).

Several activities that were most likely included in this observation based on Ramli (2014) are ‘classifying’ (to understand both differences and similarities among the classifications available), ‘identifying’ (to recognize certain features or elements), ‘analyzing’ (to understand why either those differences or similarities occurred). Furthermore, he suggested six procedures of conducting observation as (1) decide an object for observation; (2) create observation protocol; (3) construct what primary or secondary data are needed to observe; (4) decide where an observation will take place; (5) create alternatives of how to collect observational data; (6) decide how to manage and record the data.

The observation was done two times for each EFL teacher. Therefore, there were 4 times of observation done to gain the data of how the implementation of Curriculum 2013 in the use of the internationally published textbook. In so doing, it is expected that the data will be ‘saturated’ (Alwasilah, 2011; Malik & Hamied, 2014). However, regarding the number of observation done to gain the data, it can be said that the data is not enough to describe how the lesson using the internationally published textbook happened.

3.5 Procedures in Collecting Data

First of all, the researcher has asked permission to the school principal to conduct the study regarding the topic of the study. This has also been done to the superintendent of education from Bandung Education Office. After getting the agreement, the researcher discussed the time for conducting the interview.

After that, several consultations and revisions were done in order to make all data collection techniques be well prepared. The observation sheet and interview guideline questions were adapted and adopted from the previous study

and were modified based on the data needed. These guidelines were examined and validated by the expert (supervisor) to be used in collecting data.

After the guidelines for collecting the data has been confirmed, the researcher discussed the time with the EFL teachers for the interview and asked them their available time for the observation. As it is explained before, the interview was also done to the management staff of both schools and the superintendent of education.

Second of all, for the document analysis, the researcher collected the data by searching the EFL Syllabus of Grade X from the internet. Then, the syllabus was analysis and focused on the KI (*Core Competencies*) and KD (*Basic Competencies*) for English grade X (see Appendix 4 and 5) and the materials that are intended to teach to the students. In addition to that, the document in the form of the content of the internationally published textbooks used, Aim High 4 (SHS Bumi) and Choices (SHS Pertiwi) were also asked from the teachers from both schools. The analysis was done on the learning objectives and learning materials that are contained in the internationally published textbooks.

3.6 Data Analysis

The analysis and interpretation were carried out based on the document of Curriculum 2013, the content of the internationally published materials from Chapter 1 to Chapter 4, the lesson plans, observation, and interview. The data from each instrument was analyzed and interpreted to answer research questions regarding the tension and implementation of the utilization of internationally published textbook in the framework Curriculum 2013.

The analysis of documents of Curriculum 2013 was focused on the grade X EFL syllabus for one semester. The document is taken from *Kementerian Pendidikan dan Kebudayaan* (2017) entitled *Model Silabus Mata Pelajaran Bahasa Inggris SMA/MA/SMK/MAK* (see Appendix 4 and 5). There are three components to be analyzed from this document namely the core competencies, the basic competencies, the content of learning material, the intended learning activities. The analysis of it was compared to the content of learning material in internationally published textbooks (Aim High 4 and Choices). This is to find out

whether the learning material provided in the textbook meets the intended basic competencies.

Further, the analysis of lesson plans was used to crosscheck the data that was gained from the interview and observation on how the EFL teachers utilize the internationally published textbooks in the framework of Curriculum 2013. The analysis was to see the tension and implementation happen in the classroom practices while utilizing the internationally published textbook in the framework of Curriculum 2013.