

CHAPTER III

METHODOLOGY

In this part, the methodology of the study will be explained. Judging from the type of data to be analyzed the research approach used in this study is a qualitative approach. Qualitative research aims to answer questions related to developing an understanding of the meaning and dimensions of the experience of human life and the social world (Fossey et al., 2002). To produce accurate information, in this section all elements of the methodology will be explained such as research design, site and participants, and procedures for collecting data.

3.1. Research Design

Since the aim of this study is to discover how do the pre-service teachers design lesson plans for online learning, a qualitative approach was used as its design. Qualitative research is descriptive-analytic, which means that the data obtained in the research is written in the form of a description and not in the form of numbers (Creswell, 2013). In qualitative research, the more in-depth, careful, and extracted data is obtained, it can also be interpreted that the better the quality of the research. So in terms of the number of respondents or research participants, qualitative research methods have fewer participants than quantitative research, because they prioritize data depth, not data quantity. This study is designed to describe and interpret teachers' obstacles and strategies in designing a lesson plan for online learning. For teachers, the use of the case study method can play an important role in finding answers to problems that arise in teaching activities.

3.2. Site and Participants of the Study

The participants of this study are six English Education study program students who have completed their pre-service teaching programs in junior high school (JHS) and senior high school (SHS) as the participants of the study. There are one JHS pre-service teacher and five SHS pre-service teachers as the

participants of the study. The participants of the research were 6 pre-service teachers as listed below.

Table 3.1 List of participants

| Participants | School Level |
|---------------|--------------------|
| Participant 1 | Senior high school |
| Participant 2 | Senior high school |
| Participant 3 | Junior high school |
| Participant 4 | Senior high school |
| Participant 5 | Senior high school |
| Participant 6 | Senior high school |

The selection of the participants was based on their consent. There are no parameters in which they need to have to be selected, save for one of them being pre-service teachers during the pandemic.

3.3. Data Collection

A case study methodology uses in-depth research of single or multiple case studies, which provide a systematic way to approach an educational problem, collect and analyze data, and report the results. The first thing the researcher did was determine who the participants would be interviewed, while the participants being interviewed were students at one of the universities in Bandung who were practising teaching both at the junior high and high school levels. After contacting the participants and asking for their willingness to be interviewed, the researcher finally conducted a semi-structured interview.

This study then collected the data by using two instruments. The first one is the interview that is conducted through online voice calls applications, Line and WhatsApp. The semi-structured interview was chosen by the researcher in order to explore the broader thoughts of each participant regarding the challenges or obstacles in making lesson plans in online classes. According to Louise Barriball & While (1994), indeed the use of semi-structured interviews is provided research team in this study with the best method for exploring perceptions and needs of

continuing professional education. In this interview, the researcher is equipped with 6 general questions that were asked to the participants. The interviews are then transcribed as textual data to be interpreted and investigated the obstacles as well as the strategies that the students face and develop during their pre-service teaching.

When conducting semi-structured interviews, the researcher explored more deeply the obstacles they found and strategies that the participants used, for example, when they mentioned that they had difficulty in making appropriate learning objectives for online classes, the researcher added questions such as whether the participants prioritized the ABCD elements in their lesson plans or not. Another example is when participants have difficulty managing time in making lesson plans, the researcher asks again how long it takes them to make lesson plans.

They are then asked to submit two lesson plans each to be analyzed using a framework that is synthesized as proposed by Brown (2001), Cameron (2001), Richards (2001) and Minister of Education and Culture number 14 (2019). The instruments used in this study are described as follows.

3.3.1 Interview

In this interview section, the researcher interviewed the English pre-service teachers on how to design the lesson plans for online learning. The researcher conducted the synchronous online interview in the form of written and spoken interviews through WhatsApp due to the current pandemic that does not permit face-to-face interviews. This interview is a semi-structured interview with the following general questions as adapted from Sulandari (2019) below. Questions number 2 to 4 are related to students' difficulties, and questions number 5 to 6 related to strategies in designing lesson plans.

Table 3.2 List of interview questions

| No | General questions |
|----|--|
| 1 | What do you know about lesson plans? |
| 2 | What differences did you feel when you first made a lesson plan for an online class? |
| 3 | What challenges or difficulties did you encounter when designing lesson plans for online learning? Please explain! |

- 4 In your opinion, what are the causes of the challenges or difficulties you mentioned earlier? Please explain
 - 5 How did you overcome the challenges or difficulties you encountered? What strategies do you use? Please explain
 - 6 How did the strategy you use affect your challenges or difficulties in designing online lesson plans?
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The interview was conducted through online messaging and communication applications, WhatsApp and Line, due to the pandemic which did not allow the researcher and the participants to meet in person. In addition, this research uses semi-structured interviews. According to DeJonckheere & Vaughn (2019), semi-structured interviews are an effective data collection method when the researcher wishes to: (1) collect open qualitative data; (2) examine participants' thoughts, feelings, and beliefs about a particular topic; and (3) dealing with personal and sometimes sensitive matters. To ensure proper communication, the interview was conducted in Bahasa Indonesia. The participants and the researcher's native language is Bahasa Indonesia. Using the researcher's first language allowed the researcher and participants to grasp the meaning and terms, avoiding misunderstandings between the researcher and participants throughout the interviews. Interviewing participants using their first language is often considered advantageous; according to Cortazzi et al. (2011), it can yield a larger data pool and provide more accurate information because participants become more expressive than using their second language.

3.3.2 Document Analysis

At this stage, the researcher analyzed the 6 lesson plans from the pre-service teachers. The results of document analysis are intended to investigate the obstacles in designing lesson plans. The lesson plans were analyzed based on the rubric of lesson plan analysis which was compiled from the theory related to lesson plan proposed by Brown (2001), Cameron (2001), Richards (2001), and also from Indonesia Ministry of Education and Culture regulation regarding the process standard. The analysis would help the researcher to examine whether the

participants have created proper lesson plans based on the aforementioned theory. Therefore, the quality of their lesson plans can indicate the obstacles they face since the preparation of a lesson plan can reflect the teaching process. The results are used as supporting data for the study. The rubric used to analyze the data is presented in the table below.

Table 3.3 The rubric to analyze the lesson plan as adapted from Sesorina (2014)

| No. | Components of the Lesson plan | Characteristics |
|-----|-------------------------------|---|
| 1. | Objectives | Contain ABCD aspects Derived from basic competences Using operational verb |
| 2. | Learning activities | Congruent with the objectives Provide opening activities (Encouraging students to start the lesson with interesting activities) Provide main activities (Explaining the material of the lesson) Provide closing activities (Allowing for the discussion, reviewing the material.) |
| 3. | Assessment | Congruent with learning objectives |

The rubric above is to analyze the elements of the lesson plan based on Richard's (2001) theory in formulating objectives, the regulations of the Minister of Education and Culture for analyzing learning activities, and Cameron's (2001) theory in analyzing the assessment. Following the regulation by Minister of Education and culture number 14, the elements of the lesson plan that be analyzed are objectives, activities, and assessment.

3.4. Data Analysis

In analyzing qualitative research, it is about putting oneself in someone else's shoes and seeing the world from that person's perspective and the most

important part of data management and analysis is being loyal to the participants (Sutton & Austin, 2015). The first thing the researcher did was determine who the participants would be interviewed, while the participants being interviewed were students at one of the universities in Bandung who were practising teaching both at the junior high and high school levels. After contacting the participants and asking for their willingness to be interviewed, the researcher finally conducted a semi-structured interview. The semi-structured interview was chosen by the researcher in order to explore the broader thoughts of each participant regarding the challenges or obstacles in making lesson plans in online classes. According to Louise Barriball & While (1994), indeed the use of semi-structured interviews is provided research team in this study with the best method for exploring perceptions and needs of continuing professional education. In this interview, the researcher is equipped with 6 general questions that will be asked to the participants as mentioned in chapter 3.3.1.

After the interviews were conducted, the researcher transcribed the answers from each participant and coded each obstacle and strategy the participants used. The code that the researcher formulated is as follows.

Table 3.4 List of Obstacles and strategies codification

| Obstacles codes | Strategies codes |
|---|-------------------------------------|
| O1-ALF = Adjusting lesson formats | S1-CST= Counseling with Supervisor |
| O2-AA= Arranging the Appropriate Activities | Teacher, |
| O3-CLMM= Choosing Learning Media and Material | S2-SR= Self-Reflection, |
| O4-MT= Managing Time | S3-PTA= Predicting Time Allocation, |
| O5-FLO= Formulating Learning Objectives | S4-CLP= Comparing Used Lesson Plans |
| O6-DA= Designing the Assessment | S5-EI= Exploring on The Internet. |
| | S6-B= Brainstorming |
| | S7-RP= Rewards and Punishment |

The difficulties are coded as obstacles and represented by the letter O, meanwhile, the strategies are listed as S. These two letters are then followed by the corresponding obstacles and/or strategies, and they are also assigned by a number.

In the list of obstacles, they are coded by using abbreviations. Thus, adjusting lesson formats is coded as O1-ALF. Other formats include arranging the appropriate activities as O2-AA, choosing learning media and material as O3-CLMM, managing time as O4-MT, formulating learning objectives O5-FLO, and designing the assessment as O6-DA. On the other hand, the strategies are listed as counseling with supervisor teacher S1-CST, self-reflection as S2-SR, predicting time allocation as S3-PTA, comparing used lesson plans as S4-CLP, exploring the internet as S5-EI, brainstorming as S6-B, and rewards and punishment as S7-RP.

After formulated codification based on the findings, the data is encoded as a process of segmentation and labelling of text to form descriptions and broad topics in the data. Then the coding results are continued by describing the findings and forming a topic. This topic is a previously formulated code to categorize each finding. This is done so that researchers can conclude the highest findings from the challenges or strategies used by pre-service teachers in making lesson plans for online classes. The table below shows the sample analysis and labels for the interviews.

Table 3.5 Sample analysis and labels

| Participant | Statement | Obstacles/ Strategies |
|---|---|--------------------------|
| What challenges or difficulties did you encounter when designing lesson plans for online learning? Please explain! | | |
| P1 | The challenge and difficulty in making lesson plans are to determine the time, (O4-MT) because the available time is short but the material that must be delivered is relatively large. So pre-service teachers must be good at predicting time. | O4-MT |

Table 3.5 above shows the sample analysis for interviews. Samples were taken from the responses of P1 participants to the third interview question. The responses are then analyzed to check which keywords match the strategy. In this case, the phrases in bold are phrases that match the constraints in designing lesson

plans in online learning settings. They are then listed as O4-MT, the letter MT means that it is considered as one of the obstacles found which means managing time, while O4 means that the statement includes the four obstacles in designing lesson plans. Therefore, other constraints related to the lesson plans design are listed as O1, O2, O3, and so on. While the strategies used in designing lesson plans are S1, S2, S3, and others.

After forming the topic, the findings are represented and reported. Reports are presented in descriptive analysis, the main form of representing and reporting findings in qualitative research. After the findings are described, they are validated. These findings were validated through checking. The findings are also supported by the results of the lesson plan analysis and previous studies.

Virgia Dheanita, 2021

**PRE-SERVICE TEACHERS' PRACTICE IN DESIGNING LESSON PLANS
IN ONLINE LEARNING: OBSTACLES AND STRATEGIES**

(A Case Study of Pre-service Teachers at Junior and Senior High Schools in West Java)

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