CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction

Chapter II has discussed literature related to this study, the writing process in general, the process of writing textbooks including textbook writing in Indonesian context, and some possible benefits and challenges of writing textbooks. Then, this chapter will provide a detailed explanation of the methodology of the study. The discussion will describe the research design, participants, data collection and analyses.

3.2 Research Design

Qualitative research was chosen as a big umbrella of research paradigm because of the purpose of the study, i.e. the hidden phenomena in the writer’s mind, particularly when he or she does writing textbook. This is in line with what Maxwell (1996) says that a qualitative study is aimed at “understanding, or interpreting, in terms of the meanings people bring to the phenomenon under study”. This study allowed the researcher to obtain data that mostly use interviews and documents analysis.

The design of this study constituted a qualitative case study because of three reasons. First, the main characteristic of the study was to concern with “a case or a choice of what is to be studied” (Stake, 1985: 278, 2005: 443), teachers who were involved in textbook writing projects. It “focused on answering how and why questions” (Yin, 2003 cited in Baxter and Jack available at http://www.nova.edu/ss/QR/QR13-4/baxter.pdf), in order to know how teachers write textbook and what reason that drive them. Then, this study would be “an intensive description and an analysis of a single unit or bounded system” (Smith, 1978 cited in Merriam, 1998: 19) of those teachers who wrote textbook.
Therefore, the type of this study is a descriptive case study. Second, this study employed “multiple source of evidence – converging from the same set of issues” (Yin, 1993 cited in Emilia, 2005: 74) or “multiple data collection and analytic procedure” (Freebody, 2003 cited in Emilia, 2005: 74) as important aspects of a case study. These are aimed at enhancing the construct validity of the study as suggested by Yin in the same source. Third, this study also “mined data from documents” (Merriam, 1998:112) which constitute one of data forms in case study design (Creswell, 1998:113, Alwasilah, 2005: 155).

3.3 Participants

The study involved two participants. The participants are teachers-writers who have a lot of experience in English teaching and have written some English textbooks. The two respondents are described as follows:

1. AH, born in Bandung, West Java. She got her S-1 degree from the English Education of IKIP Bandung. Then, she followed the Graduate School at the same university (UPI Bandung) and got her Master’s degree in 2000. In team work, she has written more than 20 English textbooks published. Now she is registered as a doctoral student of Universitas Langlang Buana Bandung. She has worked as an English teacher for more than 30 years in Bandung. Until now, she teaches English at SMA N 8 Bandung.

2. JH, born in Yogyakarta. She got her S-1 degree from the English Education of IKIP Yogyakarta (now UNY). Then, she followed the Graduate School at UPI Bandung through the Department of Religious Affairs (Depag)’s scholarship in 2006 and got her Master’s degree in 2008. In team work, she has written more than 2 published English textbooks and more than 10 books of the English student’s worksheet (LKS/ Lembar Kerja Siswa). She has worked as an English teacher for
more 10 years in Boyolali, Central Java. Until now, she teaches English at MAN 1 Boyolali Central Java.

As has been known, respondents are part of the instrument in doing research. Mostly researchers choose respondents in order to meet our purpose in doing research (Alwasilah, 2005). There are several reasons for choosing the two teachers-writers as respondents in this study. The reasons are presented as follows:

1. They have written more than 2 English textbooks.
2. They have experience of teaching English more than 10 years.
3. They are English teachers who write textbooks.
4. They are accessible and well cooperative.

3.4 Data collection

As outlined above, this study used multiple techniques of data collection; they were interview and document analysis. Each method of data collection will be described below.

3.4.1 The use of interviews

The first technique of data collection in this study was interview. An interview constitutes “an interaction between two people, with the interview and the subject acting in relation to each other and reciprocally influencing each other” (Kvale, 1996:35). Thus defined, interviews in this study were an important tool of helping respondents, i.e. two English teachers to bring to consciousness their experience in writing textbook in terms of what processes they had run and what benefits and challenges were gained in that process. Viewed from the researcher’s perspective, this technique enabled him “to understand the world from the subjects’ point of view, to unfold the meaning of people’s experiences, to uncover their lived world prior to scientific explanations”, (Kvale, 1996:1). The
experience of writing textbook done by two-teachers was interviewed for attempting to understand the writers’ world as writing textbook.

The reason for choosing this data collection technique was the difficulty of doing direct observation in the process of writing. This argument was based on Patton’s (1990, cited in Merriam, 1998: 72) notion who says:

We interview people to find out from them those things we cannot directly observe… We cannot observe feelings, thoughts, and intentions. We cannot observe behavior that took place at some previous point in time. We cannot observe situations that preclude the presence of observer.

A type of interviews applied in this study was individual interview; as defined by Kvale (1996: 4), individual interview constitutes “an interview, an interchange of views between two persons conversing about a theme of mutual interest”. Thus, only through individual interviews would this study have possibilities “to allow for greater depth” (Emilia, 2005:81) than is the case with other methods of data collection. Therefore, the researcher’s role to interview the two English teachers was as “a miner”, borrowing Kvale’s (1996:3) metaphoric term, who unearths the valuable metals. The researcher dug nuggets of data or meanings out of the two English teacher’s pure experiences, unpolluted by any leading questions.

Interviews were conducted in the semi structured way mixing between structured and open ended ways which was guided by a list of questions to be explored. This format allowed the researcher to respond the situation at hand, to the emerging the view of the respondents, and to new ideas on topic. Questions asked in individual interviews can be seen in Appendix 1.

Interview data were collected from February to May 2009. Each respondent was interviewed three times along the research in which each interview approximately took 45 minutes. Some interviews were conducted at a senior high school in which a respondent
works as a teacher. The others were carried out in their houses. These interviews were conducted in *Bahasa Indonesia* in order to allow the respondents to express their ideas in a more elaborated way. Before the interview, the researcher informed the interviewees about (i) what was going to be discussed; (ii) the release of pseudonyms in the research report; and (iii) the fact that the conversation would be tape-recorded to avoid the loss of data, and to enable the researcher to transcribe later, enabling an in-depth analysis of the interviewees verbatim statements. Data of interview can completely be seen in Appendix 2 and 3.

Two central themes were asked to the respondents to explore their experiences as they were involved in textbook writing projects, including their background and motivation in writing textbook. The first theme focused on the process of writing textbook done by the respondents. Then, the challenges and benefits encountered by two respondents in the writing textbook were the second theme.

### 3.4.2 The Use of Documents

Besides using interview technique, this study also “mined data from document” (Merriam, 1998:112; see also Alwasilah, 2005:155) to find out the physical trace material in the process of writing textbook done by the two respondents. Documents in terms of textbooks yielded by the two teachers were “a ready-made source of data which are easily accessible to the imaginative and resourceful” (Merriam, 1998:112) that would be “mute material evidence” (Hodder, 1994 cited in Merriam, 1998; see also in Silverman, 2005:112). These data were aimed to keep validity of the research as “data source triangulation” (Stake, 1995 cited in Emilia, 2005:86), supporting the data from other collecting method, namely interview.
The documents were taken from two textbooks in which the two respondents involved in the writing team. The first book was *English in Context for Grade XII Language Programme SMA/MA* published by Grafindo Media Tama, Jakarta 2005. The second one was *Bahasa Inggris untuk SMA/MA Kelas XII Program Bahasa* published Tiara Prima Media, Tangerang, 2005. The part of those documents, particularly which related to the focus of the study can be seen in Appendix 4-8.

### 3.5 Data Analysis

The data from interviews were transcribed and later categorized and interpreted to answer the research questions. During the transcription stage teachers’ name were replaced with pseudonyms; Tini constituted pseudonym for the first respondent (AH) while Hani was for the second one (JH). It was the pseudonyms that would be used in the research report. This was intended to cater the respondent’s requirement before doing interview as explained in Section 3.4.1. Then, the transcription was “sent back” (Kvale, 1996:189) to the respondents to ensure that it was exactly what the respondents said and meant. Two of Tini’s transcriptions were sent to her while the last one was not sent due to the time constraints. However, all of Hani’s transcriptions were not sent back because of the time constraints.

Next, all interview data were analyzed in steps. The first one was to put interview questions into categories; then a thematic analysis (Merriam, 1998) was developed based on the themes that had become the focus the study, i.e., the process of writing textbook and benefits and challenges in writing process. Later, the data were classified in accordance with the central themes and presented in a condensed body of information (Kvale, 1996) as described respectively in Appendix 2 and 3. And in the discussion of these data, as can
be found in Chapter IV, respondent’s writing experiences will be interpreted upon the central theme.

The data from documents taken from the two English textbooks above were analyzed in steps. The first step was to find relevant materials from the two textbooks to the research questions of this study. Then, the authenticity and accuracy of documents as part of the research process were determined by the researcher as suggested by Burgess (1982 cited in Merriam 1998) to avoid treating documents in “isolation”. Burgess further warns to consider about the document, its origin and reasons for being written, its author, and context in which it was written (p.121). The discussion of documents analysis will be presented in Chapter IV to complement the discussion of interview findings.

3.6 Concluding remark

This chapter has discussed a detailed methodological description of the conduct of study, including the research design, the participants, data collection techniques, and analyses employed in the study. Then, based on the methodology, the findings of the study will now be presented in Chapter IV.