

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the methodological aspects of the study. Four main aspects of the research will be discussed: first, research design; second, research participant; third, data collection techniques; and fourth, data analysis. This study makes use of a qualitative design by employing a case study. Three instruments of data collection method, questionnaire, interview, and observation were used to collect the data and information to answer the research questions.

3.1 The Research Design

In relation to the nature, the purposes and research questions above, this study employed a qualitative research design, implementing some characteristics of a case study. The case study had been chosen for several reasons. First, this study was carried out in “a single case” (Kvale, 1996), that is, the teachers’ use of textbooks at a Madrasah Aliyah related to the school vision and missions. Then, this study employed the multiple sources of evidence-converging from the same set of issues, which constituted the important aspect of a case study (Yin, 2003: 85) and the multiple data collections intending to expand the construct validity of the study (Merriam, 1998).

This research was conducted qualitatively as its problems or questions are possibly answered in a qualitative way of study. This was because the topic dealt with human problem as a social phenomenon. It was said that qualitative research is a multi method approach to study phenomena in their natural settings. In doing

so, the qualitative researchers use the interpretive and naturalistic methods. A qualitative study aimed at understanding, or interpreting, the meanings people bring to the phenomenon under study (Maxwell, 1996). Qualitative methods were selected for use in this study because the researcher was interested in discovering and describing the English teachers' use of textbooks at a Madrasah Aliyah related to the Islamic school vision and missions.

3.2 The Research Site

The research was conducted at a Madrasah Aliyah in Pangkalpinang-Bangka. The reasons for choosing this school as a place of research were that of its practicality and accessibility (Kvale: 1996). The researcher has known well the condition of the school because he has taught there since 2003. In addition, it was relatively easy to conduct the research because the researcher did not find any difficulties in getting permission from the headmaster on getting the data needed.

3.3 The Research Participants

The participants of this study were the English teachers of a Madrasah Aliyah in Pangkalpinang-Bangka. They were recommended to participate in the study by the headmaster of the selected school. They were willing to participate in this research and to have their class observed. All of the three teachers graduated from strata 1 of English department from different university. They have experienced in teaching English for five to fourteen years. Those teachers taught in grade X, XI, and XII. In this study, they were coded as Teacher A and Teacher B, and Teacher C. They were one male and two females.

3.4 The Data Collection Techniques

In conducting this research, the researcher applied three instruments for collecting data, they were; questionnaire, interview and observation (Alwasilah, 2003). Since the qualitative research is descriptive and typically nonnumeric (Bogdan & Biklen, 1992), therefore, the data were collected by using questionnaire, interview, and observation to have valid data taken by the techniques.

3.4.1 The Questionnaire

Questionnaire is one way of getting information which is widely used by many researchers. According to McMillan & Schumacher (2001) questionnaire is relatively economical which has the same question for all subjects and can ensure anonymity. Questionnaire is used to learn about the distribution of characteristics, attitude, or beliefs. Wiseman (1990) says that in using questionnaire, the researchers rely totally on the honesty and accuracy of participants' responses.

The questionnaire was distributed first prior to the other data collecting techniques because it was used to get general views related to the research questions. Then, it was used to construct the interview questions to get clear and deep answers.

The collecting data using questionnaire was conducted in the middle of February 2009. The three respondents were asked to response to the questionnaire. The number of questionnaire items was forty five consisting of 15 items referring

to the first research question, 15 items referring to the second research question, and 15 items refer to the third research questions.

No	Date	Teachers/Respondents	Note	Item Numbers
1.	16 February 2009	A	Teacher of grade one class	30 items; 15 refer to the first research question, 15 refer to the second research question, and 15 refer to the third research question
2.	16 February 2009	B	Teacher of grade two class	
3.	16 February 2009	C	Teacher of grade three class	

Table 3. Schedule of Questionnaire

The questionnaire was used to get the general data of the respondents' view referring to the research questions. They were asked to response to the statements by putting mark of categories; 1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly Disagree. The questionnaire items and the teachers' response toward the questions can be seen in the Appendix 1 and 2.

3.4.2 The Interview

Interview is a conversation between researcher and the participants to confirm the questions. Merriam (1988:71) said that it is a conversation with a purpose that one gives information to another. In this case, the answers given by the interviewee are the information needed by the researcher as the information data. Moreover, interview was also used to get the additional information related to the issue. As it is claimed by Maxwell (1996:76) that interviewing can provide additional information that was missing in observation and to get deeper clearer description from the questionnaire.

Open-ended interviews were applied in getting the interview data. Open-ended interviews always require qualitative analysis techniques (Fale, 1996). Some questions were offered to the participants to get the deeper answers from the questionnaire data. To avoid the crowd and to keep the quality of the answers, the interviews were conducted in school library and language laboratory during the school time break when the interviewees have no schedule to teach.

The interview was conducted at the end of February 2009. Three participants were interviewed. The researcher interviewed the participants one by one in a different time. This was to avoid the same-copied statement among the participants and to keep the independent answers given. The schedule of the interview can be seen in the following table.

No	Date	Respondent	Position	Place of Interview
1.	23 February 2009	A	Teacher	School Library
2.	24 February 2009	B	Teacher	Language Laboratory
3.	24 February 2009	C	Teacher	Language Laboratory

Table 4. Schedule of Interview

The interview was conducted individually and informally in a library and in a language laboratory of the Madrasah Aliyah. The places were chosen to keep the clarity of the recorded interview and to get maximal information from the interviewees. It questioned things related to the three research questions (see Appendix 3). All of the answers given by the respondents were tape recorded. It was conducted to get the clarification of the data from the questionnaire. The result of the interview or the interview scrip is presented in Appendix 4.

3.4.3 The Observation

The observation was done in the classroom in order to obtain the authentic data on the actual activities to observe the teaching materials used whether by the teachers or the students by making some notes. To make it easy the researcher used a field note using TEXTOR of a certain statements toward the items being observed. The TEXTOR is the instant category analysis to examine textbook use in teaching and learning process in classroom implementation proposed by Horsley & Laws (1990). As it is stated by Marshall and Rossman (2006), that observation can range from a highly structure and detail notation of structured by filing note to a more holistic description of events and behavior.

The role of the researcher in the observation was as a non-participant observer as the researcher was not involved in designing the class activities and the material to use.

The researcher sat in the classroom by observing the relevance of the textbook used, the teachers' activities in selecting the textbook used and the way they implement them in the teaching learning process related to the school vision and missions by taking some notes of some important contextual feature that might not be found in the questionnaire and the interview. As Maxwell (1996:76) says that observation often enables the researcher to draw references about someone's meaning and perspective that the researcher couldn't get in the interview.

The observations were conducted six times in the classroom by observing three different grade classes (twice for each class). The observations were done on March 2009. The table of the observations schedule can be seen bellow.

No	Date	Respondent/Teacher	Class	Note
1.	2 March 2009	A	X.1.	1 st
2.	3 March 2009	B	XI.IPS 1	1 st
3.	4 March 2009	C	XI. IPA 1	1 st
4.	9 March 2009	A	X.1.	2 nd
5.	10 March 2009	B	XI. IPS 1	2 nd
6.	11 March 2009	C	XI. IPA 1	2 nd

Table 5. Schedule of Observation

The observation guideline of TEXTOR and the data from the observations can be seen at appendix 5 and 6.

3.5 The Data Analysis

After getting the data, they were directly categorized to get the 'theoretical sensitivity' dealing with the data gathering as it is stated by Glaser in Alwasilah (2007). The data was analyzed by using thematic-analysis that was, the data was categorized based on the research questions.

The data from the questionnaire were used for cues reflected the aspects related to the teachers' use of the textbooks concerning to the school vision and missions. The questionnaire data were analyzed based on the three research questions.

The data from the interview were also used for cues reflected the aspects related to the teachers' use of the textbooks concerning to the school vision and missions. The interview data were analyzed based on the three research questions. There were three steps of analyzing the interview data. Firstly, the interview data

was transcribed. During the transcribing, the researcher used initial name to keep his objectivity toward the respondents in analyzing further data (Kvale, 1996). After transcribing, the interview data were returned to the respondents to ensure that the transcription really reflects of what the participants mean (Kvale, 1996) and if it was possible to get input from them (Connole, Smith & Wiseman, 1993). Then, the transcribed data were categorized into the topic of this study based on the research questions to be interpreted and compared with the theories underlining this study.

The data gained from observation which depicted the relevance of the textbook used, the way of teachers select the textbook, and the way they implement them in teaching practices in relation to the school vision and missions were analyzed according to some points proposed in a field note of such as detail condition during the teaching learning (see appendix 6). The data presentations were divided into two parts: 1) the relevance of the textbook used on the school vision and missions and 2) the way the teachers select the textbooks and the way they implement them in teaching.

Triangulation data from all data resources were analyzed to compare with the data gained from the questionnaire, interview, and observation. It was to ensure that all the data refer to the same conclusion (Yin, 1993). This was done to confirm the validity to make the conclusion (Cannole, Smith & Wiseman, 1993; Stake, 1995; Freebody, 2003) that the most fertile search for validity comes from a united series of different measures, which was pointed to a single hypothesis.

3.6 The Concluding Remarks

Since the aim of this study is to investigate how teachers' use of the textbooks in real field of teaching, the design of this study is qualitative research and descriptive type of study. This study was guided by three research questions with the objectives to identify the teachers' understanding on the school vision and missions and how such understanding affect their teaching; to identify the teachers' opinion on the relevance of the textbooks use in conjunction with the school vision and missions, and to investigate the way Islamic English teachers select the textbooks and the way they implement the textbooks in teaching practice. To obtain the data, the researcher used the instruments of questionnaire, interview, and observation. The data are presented and analyzed in the next chapter.

