

CHAPTER III

METHODOLOGY

This study is aimed at finding out aspects taken into teachers' lesson plan for teaching English to Young Learners in two schools in Bandung Kulon. Having a good lesson plan is important because it determines the success of teaching and learning process in the classroom, as it functions as the guidance for a teacher to take steps that must be done or not. Concerning the issue, this study would analyze three teachers' lesson plans for teaching English to Young Learners whether the lesson plans can initiate an effective learning for young learners or not. In terms of effective teaching, this chapter covers research design, site and respondent, techniques in collecting the data, techniques in analyzing the data, and procedures of the research.

3.1 Research Design

This research is intended to find the aspects that are taken into lesson plan for teaching English to young learners. It would be analyzed whether the aspects offered by some experts of lesson plans are included in their lesson plans or not. For that reason, a depth explanation that covers contextual analysis in detail that represents the real condition should be put in the highest priority. To reach that quality, this research utilized a qualitative research that applied a descriptive case study as its framework. It is in line with Setiyadi's (2006), claimed that case study is one of the methods in a social research which covers contextual analysis in detail that represent the real condition.

3.2 Site and Respondents

The subjects of the research were two elementary school teachers in Bandung Kulon. The two school's teachers were chosen in purpose, as stated by Soy (Soy, 1992 cited in Setiyadi, 2006), that subjects for case study is selected on purpose. The schools chosen were school A and B. School A is near the city center, accredited A grade school, and considered the most favorite school in Bandung Kulon. Different from school A, school B is far from the city center, accredited B grade School, and considered less favorite school in Bandung Kulon. Based on the data gained from Regional Office of Education of Bandung Kulon, school A has more complete facilitation and better quality of teaching and learning facilities than schools B which is accredited B. The following is the description of two-selected schools, in the form of table.

Table 3.1 The Two selected Elementary schools
Taken from Regional Office of Education of Bandung Kulon and KKG

Two selected Elementary schools	Location	Assumption of KKG	School Qualification, accredited by Regional Office of Education of Bandung Kulon
SDN A	The nearest to the city center	The most favorite school	Grade A
SDN B	The furthest to the city center	less favorite school	Grade B

For this research, English teachers of grade four to six were observed. This is based on the fact stated in Act No. 19/ 2005 that in the curriculum of formal education, English subject starts from grade four of elementary school, as an optional local curricular content. More specifically, there were three teachers

observed for this research: two from school A and one from school B. The first (T1) and the second teacher, (T2), are from school A. (T1) teaches grade five and six and the second teacher, (T2), teaches grade four. The third teacher (T3) is from school B. (T3) teaches grade four, five and six. Thus, lesson plans of the three teachers were named (L1), (L2), and (L3). The following is the description of the three respondents in the form of table.

Table 3.2 Respondents of the research.

Respondents	Schools	Grades	Lesson Plans	Educational Background	Experience of teaching elementary schools
Teacher 1 (T1)	A	Teaches grade 5,6	(L1)	English Education	4 years
Teacher 2 (T2)	A	Teaches grade 4	(L2)	English Education	1 years
Teacher 3 (T3)	B	Teaches grade 4,5,6	(L3)	French	3 years

Since (T1) teaches fifth and sixth graders, (T1) was expected to have lesson plans for fifth and sixth graders, but from the observation (T1) only had lesson plans for sixth graders.

Similar to (T1), Teacher 3 (T3) did not have lesson plans completely. Since (T3) taught four, fifth and six graders, (T3) was expected to have lesson plans for fourth, fifth, and six graders. However, from the observation, it was found that (T3) did not have lesson plans for sixth graders.

Different from (T1) and (T3), (T3) teaches grade four and he had the lesson plans.

3.3 Data Collection

Reliability and authenticity of a research should be put in the highest priority. To reach reliability and authenticity level, documentation and interview were employed. As stated by Setiyadi (2006), documentation and interview are utilized to have a reliable and genuine research. As a result, the data would be comprehensive and noteworthy. After collecting data, those data were analyzed using some categories made based on theories. Data collection techniques and data analysis are explained below.

3.3.1 Examining Archival Lesson Plan Documents and Interviews

Lesson plans were collected to get a portrait of what aspects are taken into three English teachers' lesson plans of two primary schools. Then, the lesson plans were analyzed. Document analysis was conducted because documents are natural sources that can give real information (Alwasilah, 2006). For that reason,

document analyses were preferred. There are several theories about lesson plans offered by some experts: Reiser and Dick's (1996) and Cameron's. Then, to analyze the data, they are combined and adapted.

To get more detailed information about lesson plan for teaching English to Young Learners, interview was conducted. Interview can give more comprehensive information, which is not found in documentation. Besides, it is also useful to recheck the validity of what has been written in the lesson plans and what is claimed by the respondents. In analyzing interviews, some categories were utilized. The purpose of categorizing the interview analysis was to make it easier to analyze. The categories are listed in the table 3.3 below.

Table 3.3 Interview Guidance
Adapted from Reiser and Dick (1996), Cameron (Cameron , 2001)
Damayanti (Damayanti et.al,2008).

Numbers	Aspects assessed	
	Aspects	Categories
1	Teachers' point of view about planning a lesson	Teachers' understanding about teaching & lesson plan
		Teachers' techniques in planning a lesson plan
		Teachers' sources in planning a lesson
2	Instructional goals	Teachers 'understanding about Instructional goals
3	Objectives	The concept of objectives
		The techniques employed to formulate objectives from instructional goals
		Language focus in the objectives
		Learning domains in the objectives
4	Activities	The concept of developing activities for students' learning
		The techniques in solving 'magic events' during teaching.
		The source for activities in the classroom
5	Instructional Media	The concept of choosing instructional media for students' learning
		The techniques of using instructional media
6	Assessment	The concept of assessing students' achievement
		Linkage of the assessment with the instructional goals
		Congruent assessment with the activities

3.4 Data Analysis

Data gained from the documentation and interviews were analyzed through some steps explained below.

Curriculum and syllabus would be the guidance of documentation analysis, since they are the principles of developing a lesson plan. Main goals and terminal goals stated would be checked in the lesson plan, whether the lesson plans were linked to the curriculum and syllabus. After analyzing the aspects of goals, objectives, activities, instructional media, and assessment of the lesson plans, the result of analysis were scrutinized through some related theories listed in the table below.

Table 3.4 Guidance for analyzing lesson plans
Adapted from Reiser and Dick (1996), Cameron (Cameron, 2001)
Damayanti,(Damayanti et.al,2008).

Number	Aspect assessed	
	Aspects	Categories
1	Goals	Achievable for young learners
2	Objectives	In line with goals and objectives
		Consists of three-components (behavior, condition, standard)
		Present appropriate language focus
		Present various domains of learning.
3	Activities	In line with goals and objectives
		Based on topic
		Present situation (contextual)
		Moves from concrete to abstract
		Moves from receptive productive to productive skills
		Moves from personal to impersonal
4	Media	Moves from controlled to less controlled
		In line with goals and objectives
		Based on the principle of effectiveness
		Based on the principle of appropriateness
5	Assessment	Based on the principle of practicality
		In line with objectives
		Congruent with the instruction

First, the aspects of goals were analyzed through theories of developing instructional planning suggested by Reiser and Dick (1977), Gagne (1992), and Richards (2001). From their theories, the aspect of achievable goals was weighed. The goals were then analyzed whether they were achievable for the students, or in other words, the goals were suitable to the needs and students' characteristics.

In the aspect of objectives, questions offered as a tool of analyzing the data were: what learning domains are taken into objectives of teachers' lesson plans? do the objectives of teachers' lesson plans include behavior, condition, and standard? Besides, the languages focus of the objectives; vocabulary, grammar, and pronunciation were also analyzed.

In the viewpoint of activities, there were four elements presented to analyze: topic, type of activities, situation, and sequence. For the aspect of topic, it was examined whether activities of teachers' lesson plan had a topic or not. It is often found, teachers bring instruction without any topic packaged. Topic is very important, since it functions as the basis of context that will be given to the students. Then, in the aspect of the type of activities, it was observed whether teachers had various activities for the students or not.

The next element that was analyzed was the situation aspect. Activities in teachers' lesson plans were examined whether it had context or not, furthermore it was examined whether the offered contexts were suitable for children or not. For example, the language focus is things in the classroom. The teachers should create a situation in which the students can perform things in the classroom. The teacher can create the situation (context) of visiting friends' classroom. It is the context

that can help students in performing the language. This way, the students will know situation which asks them to perform the language.

Then in the view of sequence, activities formulated in the teachers' lesson plans were analyzed whether its activities move from receptive skills to productive skills, from controlled to less controlled, from impersonal to personal, and from concrete to abstract. For instance, teachers create listening activity first about animals, ask students to listen to the story carefully. The teachers should bring the objects (puppet of animals or picture) so that the students can see and touch the animal pictures. After that, ask the students to retell the story in their own understanding. Then, ask them to think about their pets, and tell about their pets. This way, the activity sequence moves from concrete to abstract (when touching the animals and ask them to think about their pets), moves from impersonal to personal (when the topic of animals in general is personalized to the students' pets), moves from controlled to less controlled (when the students are asked to hear the story, then moves to ask them to work independently to think about their pets), moves from receptive skills to productive skills (when the students listen to the story first, then ask the students to retell the story).

After analyzing the data, the aspect of instructional media was observed. The instructional media was analyzed whether they were utilized effectively, practically, and suitably to the students' characteristics or not. For example, the teacher wants to introduce things in the classroom as new vocabularies for students. Thus, the teacher uses flashcard as media. It means that the teacher uses

instructional media effectively, practically, and suitably to the students' characteristics.

The last, the aspect of a lesson plan that was analyzed was its assessments process. Firstly, it was observed whether the assessment was able to measure what was expected to be achieved by students. Secondly, it was observed whether the assessment was congruence with the instruction that had been done.

The theories from Gagne et. al (2001), Reiser and Dick (1996), Richard (2001), Cameron (2001), and Woodward (2001) were adapted and combined into some categories to analyze the documents. Those categories refer to the chapter two. The data from the interview were retyped, identified, and then categorized and interpreted based on the related theories.

3.4 Procedure of the Research

The research moved through several steps as explained below:

1. Observing schools

Observing schools was done to get pre-information about the teachers and lesson plan that would be analyzed.

2. Collecting the lesson plans

To gain data, all documents needed, curriculum, syllabus and lesson plans were documented. Then they were analyzed.

3. Categorizing the aspects of the lesson plans

In analyzing the teachers' lesson plan, some related theories were employed. As a result, some categories were formulated in order to make the process of analyzing obvious and easier.

4. Analyzing the lesson plans

The lesson plans were analyzed in accordance with related theories suggested by some experts.

5. Completing the information for the data of the research through interviewing.

It is often found that what was stated in document was different to what was believed by the respondents. Thus, to check whether the data gained through documentation were in line with what respondents' believed, interview was done. Then the data were analyzed.

6. Presenting the result descriptively

