



## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 *Research Design*

Maxwell (1996) describes that research design is like a philosophy of life; no one is without one, but some people are more aware of theirs, and thus are able to make more informed and consistent decisions.

Biklen (1992) also states that design is used in research to refer to the researchers' plan on how to proceed.

Meriam (1988) explains that a case study design is considered to be the most suitable research strategy. She also describes that recently education has turned to case study research to explore the processes and dynamics of practice. This design is used as an effort made to attain an in-depth understanding of the situation and its meaning for those involved.

On the basis of the statements above, the researcher design this study as an attempt to understand the use of EFL textbooks to develop students' communicative competence. She will employ a case study design as the method of the research. She will portray and document the use of EFL textbooks to develop students' communicative competence through the investigation conducted in the classroom setting.

#### 3.2 *Research Site*

The research took place at one SMA Negeri in Kota Cimahi. The school was chosen because of practical and economical reasons. She assumed that she has sufficient information and knowledge about the school and its environment.

### 3.2.1 Choice of the Site

The school was chosen because of practical and economical reasons. The researcher found that it was easier for her to conduct the observation since the location of the school is quite near to her house and her office.

### 3.2.2 Access to the Research Setting

The researcher found that it was easy to have the access with the school members: the headmaster, the English teachers, the students and the staff.

### 3.2.3 The Classrooms

Everything happens in the classroom is always interesting to investigate. Allwright and Bailey (1991) draw the classroom as the place where teachers and learners come together and language learning, we hope, happens. The researcher visited eleven classes (three classes of year ten, two classes of year eleven, and five classes of year twelve). The different number was because of the different number of classes taught by the three teachers and the different activities being conducted by them during the research. For example, since the eleven year English teacher was quite busy with her position as the vice headmaster of students' affair, so the researcher found it difficult to observe her class.

### 3.2.4 The Teachers

Besides observing the ways the three teachers conducted the teaching-learning process in their classrooms using the textbook, the researcher also conducted some interviews with them to have a better understanding on how well they understand the present English Curriculum/Syllabus, their perception on good EFL textbooks, and their ways of using the textbooks in the classrooms to achieve the learning objectives.

### 3.2.5 The Students

There are twenty-seven students interviewed by the researcher to know if English lesson is favorable, their perception on the textbooks used by them in the classrooms, and their perception on the ways their teachers use the textbooks in the classrooms.

### 3.3 *Research Objectives*

The main objectives of the research are to have a better understanding on how well the English teachers understand the present English Curriculum, their perception on good EFL textbooks, and their ways of using the textbooks in the classrooms to achieve the learning objectives.

### 3.4 *Research Methods*

The data in this research gathered using three methods of data collection: observations, interviews, and documents analyses.

- Observation is collecting data through watching or participating in the activities of the researched. The researcher used the note-taking and videotaping to gather the data during the classroom observations.

- Interview is questioning or discussing issues with your sample. Besides interviewing the teachers whose classes being observed, the researchers also had twenty seven students to interview. during the interviews, the researcher using a tape recorder to have a verbatim record of the whole interview and to concentrate on the whole interview with the permissions of the teachers and the students being recorded.
- Document analysis: the activity of using written materials as a basis for the research. The researcher analyzed the present English Curriculum: the 2004 English Curriculum and the Content Standard, the Syllabus, and the Lesson Plans made by the teachers.

### *Observation*

Merriam (1988) suggests that observation is the best technique to use when an activity, event, or situation can be observed first hand, when a fresh perspective is desired, or when participants are not able or willing to discuss the topic under study. In line with Merriam suggestion, Maxwell (1996) also clarifies that observation often enables a researcher to draw inferences about someone's meaning and perspective that she could not obtain by relying exclusively on interview data.

The role of the researcher was first observer as participant. The researcher participation in the group is definitely secondary to his or her role of information gathered. Second, as collector, she collected the data from the interview.

### *Interviews*

According to Maxwell (1996), Interviewing can be a valuable way, the only way, for events that took place in the past or ones to which you cannot gain observational

access of gaining a description of actions and events. These can provide additional information that was missed in observation and can be used to check the accuracy of the observation.

Blaxter et al (1998) clarifies that the interview method involved questioning or discussing issues with people. It can be a very useful technique for collecting data which would be unlikely accessible using techniques such as observation or questionnaires.

#### *Document analyses*

All research projects involve, to a greater or lesser extent, the use and analysis of documents, often in conjunction with other research techniques such as interview with key informants (Blaxter et al, 1998). They also state that researchers are expected to read, understand and critically analyze the writing of others, whether fellow researchers, practitioners, or policy makers. Then, Blaxter et al. (1998) defines documents analysis as using written materials as a basis for the research.

