

CHAPTER III

RESEARCH METHOD

This chapter aims to give a deeper understanding on the methodological procedure conducted in this research. This chapter is divided into sections including the research design, setting of the research, participants of the research, the source of the data, data collection techniques and instruments, the role of the researcher, trustworthiness and data analysis techniques.

A. Research Design

This research entirely applied a case study along a qualitative inquiry. A case study approach is selected to investigate a unique phenomenon occurred in a particular subject which takes place in SMP N 4 Pakem. In addition, this case study is also used to tried providing rounded, detailed information of the subject. In addition, this qualitative inquiry deals with well-grounded data, rich descriptions as well as explanation of any kind of human processes (Miles, Huberman, and Saldana, 2014). Thus, detailed and rich descriptions were displayed to describe the phenomenon considered as unique in this research. The particular aspect considered as unique found in SMP N 4 Pakem becomes the object of the research.

The aspect that is regarded as unique in that school is the process of English language teaching. The process of English language teaching is considered unique as it brings the students especially in English performances to get great achievements. It is indicated by a success attained by the students in surpassing National Examination. Besides, the indication of this success is represented by the

implementation of Curriculum 2013 performed by the teachers. Therefore, this research was conducted to investigate the teaching process in English language classrooms within the implementation of Curriculum 2013 at SMP N 4 Pakem. This means that the researcher tried to investigate how the English teachers at SMP N 4 Pakem perform the English teaching process including the process of designing lesson plan, delivering the lesson, and assessing the students' achievement. According to the objectives of the research, it is believed that such phenomenon will be best described and understood as the case occurs without any external constraints or control by doing a case study (McMillan, 2012:274). Besides, a situational context is important to understand such behavior. Accordingly, a case-study approach was conducted.

In accordance to the objectives, this study was also carried out to explore and interpret the process within the context and merely resulted in a descriptive form of how the process of English language teaching was done. It is in regard with what Denscombe (2007:35) mentioned that a case study should focus on one or just a few cases of a particular phenomenon with a view to provide an in-depth account of events, relationships, experiences or processes which appear in a certain case. Therefore, the English teaching process is regarded as the case of the particular phenomenon that was studied in this research.

Meanwhile, this case study was also conducted to describe unique and specific characteristics of a real context about the process of English language teaching. Empirically, this case study relied on multiple sources of evidence by involving

data triangulation to investigate a contemporary case or phenomenon in an in-depth investigation within a real-life situation (Yin, 2009: 18).

In associating with the typical purpose of the case study which is to provide comprehensive understanding of a case, the data which were used in this qualitative case study was obtained from various sources. Various data sources included interviews with English language teachers, direct observations, and documents. After all the mentioned of the data sources were collected, the result of the data in the forms of interview transcripts, field notes and video recorded were further transcribed, selected, displayed and described into words then they came to the analysis procedure. This analysis aimed to investigate comprehensive view of the English language teaching process at SMP N 4 Pakem.

B. Setting of The Research

The setting of the research deals with the place and time showing where and when this case study was conducted. SMP N 4 Pakem Yogyakarta was selected as the setting of the research study. SMP N 4 Pakem Yogyakarta was chosen as the unique case for this school because it is considered as superior junior high school. This school is also regarded as a progressive and favorite junior high school located in a rural area. Precisely, it is located on Jl. *Kaliurang KM 17, 5, Sukunan, Pakembinangun, Pakem, Kabupaten Sleman, Daerah Istimewa Yogyakarta*. The reason behind choosing this Junior High School as the place of this study was because of its plentiful achievements both in academic and non-academic aspects especially in the term of English language subject. Besides, the implementation of Curriculum 2013 in this school is considered as good. In addition, this school is

also well known as one of the leading schools and favorite state-owned junior high school in Yogyakarta region.

For the timeline of this study, this research was conducted in two months to gather the data at SMP N 4 Pakem under the investigation from July to August 2018. Several processes of data collection were conducted in the second semester of the academic year of 2017/2018. The rest of data collection procedure was done in the first semester of the academic year of 2018/2019.

C. Participants of the Research

SMPN 4 Pakem became the main source of data. This school was selected as the setting of this study. The researcher took the participant from this school namely the teachers of English language classrooms. The researcher involved all teachers from three grades to be interviewed to obtain a comprehensive view of the English language teaching process experienced by the teachers. The consideration behind involving all the English teachers was that each of the teachers has his/her own English classroom process in which different and various teaching processes possibly happen.

Besides, the English classroom process experienced by both the teachers and the students was also observed to support the data. However, the classroom that was observed was only 8th grade class meaning that the observation process only involved one English teacher. Accordingly, the 8th grade became the classroom to be observed because it was assumed to have more optimal and stable classroom activities than the 7th and 9th grades. The researcher did not observe the 7th grade because the English teacher was transferred to another junior high school before

the classroom observation was even started. While, a new teacher was registered to the class and she was considered as not having enough experience to become one of the participants of this research. For the 9th grade, the school did not permit the researcher to access the class as the class will be going to focus on the National examination preparation.

D. The Source of the Data

There were two kinds of data in this research, primary and secondary data. The primary data were collected through interviews with English teachers and direct classroom observations. The secondary data were collected by taking any documents regarding the English teaching process. The data collection was done from July to August 2018. Firstly, the researcher conducted an interview with three English teachers and followed the process toward a direct classroom observation. The researcher then continued the process to get the data from documents. Throughout the techniques, the researcher got the data in the forms of interview transcripts, field notes and reports. The data then were compiled with the researcher's own words and analyzed by the researcher herself to get the result of the research.

E. Data Collection Techniques and Instruments

The data collection was done after all the administrative procedure to get a permission at the school was finished. Before conducting the data collection, the researcher contacted the school administrator to meet the principal and asked for a permission to conduct a research study at the school. The researcher then followed the process through a formal procedure. The researcher proposed a permission

letter from Yogyakarta State University and submitted it to the school. After both formal and non-formal permissions were completed, the researcher started the data collection procedure by using three techniques, namely interview, observation, and documents.

Concerning the nature of this research, the techniques of data collection were done by firstly conducting shorter case-study interviews with English teachers. Second, direct and non-participant observations were also done to add and compare the data from interviews about the process of English teaching. Third, the researcher checked all the data found in the interviews and observations and corroborated the data using documents. Each of the following was explained below.

1. Shorter Case Study Interviews

The first data collection technique was a shorter case study interview. According to Yin (2014), this technique becomes one of the essential sources of any case studies. The interview used a combination of semi-structured and structured interview that was done with three English teachers of each grade. Since the interview was done to focus on actions, the result of this interview was regarded as verbal reports (Yin, 2014). This interview occurred once which took about an hour. This was done because the researcher avoided that teachers to be bored when being interviewed. The interview was conducted in *Bahasa Indonesia* in order to get more understandable information from the participants. The researcher also hoped that the participants shared what they actually do concerning the topics being questioned.

The aim of doing a shorter case-study interview was to get detailed and important information about the teaching process established by the teachers. Additionally, the use of semi-structured interview benefited to provide uniform as well as additional information regarding the data. This could be the main data which was useful to assure the comparability of the data with the other data found in other techniques (Kumar, 2014). The interview was also a face-to-face interview intended to elicit views and opinions from the participants regarding the English teaching process. Thus, this interview was useful to dig up ways of teachers on how to prepare the lesson plan, how to deliver the lesson and how to assess students' achievements as well as to find out problems experienced by teachers in implementing the curriculum for the English teaching process. The researcher had prepared a set of questions as the interview guideline and provided herself a phone cellular as another instrument to record the data. The aforementioned instruments were intended to make the interview more guided and easier to be established. Therefore, the researcher would not feel difficult to do the data analysis.

The procedure of the interview was started from contacting one by one of the English teachers' disposal to be the participants. The researcher then made an appointment with the teachers. The researcher explained the aims of doing the research and asked for a permission to do the interview while engaging with them. Then the researcher let the teachers to arrange schedule concerning the time and place to conduct the interview. Before doing the interview, the teachers were asked to read and sign the participant consent form (see

Appendix 2). The individual interview was done in the teacher's room and a school lobby. The procedure was done precisely in accordance to the interview protocol (see Appendix 3).

The researcher then started to deliver questions and recorded the interview. The researcher listened to and gave more opportunities for the teachers to answer the questions. Besides, the researcher wrote down some important notes from the interview. The interview was ended by some final questions and the researcher then thanked the teachers. The researcher informed the teachers that she would transcribe the interview verbatim. After getting completed the interview, the researcher transcribed the recordings word by word to get the whole information. The data obtained from the interview then were typed in Microsoft Word and organized structurally based on the research questions.

2. Direct Observations

The second data collection technique of this research was a direct and non-participant observation. The research was taken place in a real-world setting of the English teaching process at SMP N 4 Pakem to get a sense of naturalistic approach. The direct and non-participant classroom observation was the type of observation conducted in this research. It was done to find out what kind of process of teaching demonstrated in the English classrooms. The type of observation applied in this study did not require the researcher to get involved in the activities of the observation. Therefore, the researcher was a completely passive observer who did nothing than just observe. The researcher did the

observations without becoming a part of English teaching process (McMillan, 2012). The researcher only watched and listened to the activities while recording and noting several points and then making a report from the process. Furthermore, the result of the observation was compared to the interview transcripts and the documents to see and check the similarity. A series of observations was conducted from where some relevant and supported phenomena can be explicitly observed (Heigham and Crocker, 2009). Thus, the researcher did several times of observations. In addition to that, the researcher used field notes in order to record the process of English teaching and enhance the result.

The procedure of the observation was that the researcher firstly asked the teacher to get access into the classroom for an observation. After getting the permission, the researcher got the schedule of the class and followed the teacher to come to the class. The observation was done 8 meetings in parallel within different time. The schedule of the observations was completely based on the class schedule. Five meetings were done in class VIII D and three other meetings were done in class VIII B.

The observation was conducted from the beginning of *KD/Kompetensi Dasar* until the period of a summative assessment and it was only focused on how the teacher delivered the lesson as well as managed the teaching process. The aim of conducting such observations was to get the whole illustration of the English teaching process from the beginning to the process of the assessment established by the teacher. The researcher videotaped the process

of English classroom and made some notes as the raw data. The time of the observation for each meeting depended on the allocation time scheduled. After the observation finished, the researcher did a crosscheck with the teachers. The researcher also delivered several questions for the teachers regarding the process that had been done. Finally, the researcher explored the raw data and wrote down an observational report of each observation as the reflection and interpretation of the English teaching process in a form of description.

3. Documents

Another technique of data collection conducted in this research was by using documents. Therefore, documenting written records in this research was done to match the data gathered from interviews and observations. The target documents included the lesson plan and learning materials that were created by the teachers, the assessment guide, and other essential printed information concerning the teaching guidelines launched by the government, among others. The process of documenting was done by getting the documents from all the English teachers. The researcher selected and focused on similar kind of teaching process that has already found in the observations and interviews. Accordingly, this method was possible to get involved the data reduction in order to avoid redundancy of the data.

For the data collection instruments, the researcher combined an adaptation from previous studies having similar set of questions for interviews and developed the questions to adjust them with the face-to-face interviews' necessity with the English teachers. The questions were designed and then

developed following the participants' responses. Other instruments like camera and cellular phone were also involved to record the process of observations and interviews.

F. The Role of The Researcher

In this qualitative case study, the researcher played an important role especially that related to data collection and analysis. The researcher was the main and central actor of this case study as she included herself in every single procedure conducted in this research. Thus, the researcher was the main instrument of her own research. All the data collection techniques were conducted by the researcher. Data were collected and any important information from the participants were gathered by the researcher. In addition, actualities from the field were only observed and constructed from the researcher's own eyes and ears.

G. Trustworthiness

A qualitative study should address the degree of trustworthiness. As Guba's corresponded, there are several criteria used to reach the trustworthiness cited in Shenton (2004), as follows:

- a) Credibility (dealing with internal validity);
- b) Transferability (dealing with external validity or generalizability);
- c) Dependability (dealing with reliability);
- d) Confirmability (dealing with objectivity).

Accordingly, in obtaining trustworthiness and evaluating this qualitative case study, the researcher addressed more issues on the credibility, dependability and

confirmability. Therefore, several strategies were applied in the process of collecting and analyzing data to establish the findings to be trustworthy.

1. Credibility

Credibility turns out to be the primary criterion to evaluate a qualitative study as the extent to which overall procedures of the research are trustworthy and accurate (McMillan, 2012: 302). To ensure the credibility, the researcher selected three of eight procedures suggested by Cresswell (2009). The first provision to promote credibility is triangulation. A kind of methodological and data triangulation was conducted to use multiple methods and data sources to get a valid and consistent result. This means the researcher combined different methods of data collection with different sources and places to deal with the phenomenon studied in the research.

As mentioned before, this research used observation, interview and documents to gather the data. The combination of primary and secondary sources was also used to compare the result. In addition, the researcher also looked for any findings presenting disrupting information in order to reflect the truth that not all the data maintain similar result. Presenting such negative case is likely to enhance the credibility of the research as it encourages the researcher to examine thoroughly the case and to present the information which contradicts the overall results (McMillan, 2012: 304).

Last but not least, the researcher tried to describe the result in comprehensive descriptions (McMillan, 2012: 305). Such kind of descriptions will enhance credibility for it indicates vast engagement with the presented data as well as a

recognition of how the information is of value. Throughout this technique, the researcher presented verbatim language from the participants, field notes and reports of both.

2. Dependability

Dependability is a term dealt with the issue of reliability in a qualitative study. It is in line with the process of examining stability or consistency of responses (Creswell, 2009). This criterion is to make sure of consistency of the result in different researchers and projects (Gibbs, 2007) cited in Creswell (2009:190). In ensuring the criteria, the researcher documented and explained all of the steps and procedures of the research. In particular, the researcher reported the processes for enabling a future researcher to repeat such work or to gain similar results. The researcher also illustrated the operative details of data gathering and explained any details of what had been done.

3. Confirmability

The concept of confirmability is done to compare the qualitative investigators to the objectivity. Throughout this criterion, the researcher needs to ensure that the findings are the result of the ideas and experiences of the informants, not the characteristics or preferences of the researcher (Shenton, 2014). The use of triangulation was the main strategy to maintain this issue. Therefore, the researcher did triangulation to reduce any effect of investigator bias. The researcher also recognized shortcomings and potential effects in the research's methods. Lastly, the researcher gave methodological descriptions to consent integrity of research results.

H. Data Analysis Techniques

According to Miles et al (2014: 20), data analysis technique is an activity of selecting and categorizing data. Concerning the nature of this qualitative case study, the data analysis process was dealt with developing a description and narrative to describe the situation of the English teaching process. The process of data analysis was started during and after the researcher collected the data. The techniques included the process of categorizing the data, outlining a unit, arranging into pattern, selecting and reducing some aspects and choosing the most important aspect, and drawing a conclusion to make the data more understandable.

Firstly, a process of data collection was done before and while doing the analysis. Within the process, the researcher gathered all the data from the mentioned techniques including interviews, observations, and documents. The process of collecting data would not stop until the data became saturated. This means that the process of collecting data was only stopped as long as no new information was found. The data collected from non-participants observation, interviews and documents were analyzed qualitatively to investigate similar patterns within all the gathered data. The similar emerged patterns were color-coded and classified into several categories to find the topic and to draw the conclusion. After all the data were gathered, a data analysis was done to find the result of the research. An interactive model proposed by Miles et al (2014) was used to analyze the data. There were three components of data analysis involved, as follows.

1. Data Condensation

Data condensation means the process of selecting as well as transforming all the gathered data found in the complete corpus (Miles, Huberman, Saldana, 2014: 12). Thus, through the data condensation, the researcher selected, focused, and transformed the data in the full body of the empirical materials including interview transcripts, filed-notes, and documents. In this process, the researcher analyzed carefully which data chunks needed coding and summarizing. The aim to do this data condensation was to make the analysis sharper, more sorted and focused. In addition, the researcher could well organize and verify the data to meet a final conclusion. To do the data condensation, the researcher selected information found in all data sources and made the data into larger patterns. After that, the researcher categorized the data which had similar patterns to be interpreted and described based on the topic.

2. Data Display

Data display refers to organizing and compressing any similar information to meet a conclusion (Miles et al, 2014: 13). According to this, a process to display data in a particular manner needed doing to get a more accurate and understandable result. In the process of data displaying, the researcher focused on what kind of techniques to display the data and selected which data that needed to be included in the matrix or display. The researcher mainly used text and table to display the data. All the selected information was put on those selected data display. All of the processes were systematic and iterative. This

aimed to make the analysis produce well displayed conclusion and verification.

3. Conclusion Drawing and Verifying

This step involved the process of analyzing and verifying the overall data to make a conclusion. Actually, the processes were already done since the beginning of the data collection. The data was analyzed and summarized directly after being obtained and became more apparent as more data obtained. The final conclusions were made when the data collection was over. The researcher stopped the data collection whenever no occurrence of new data found.