CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

Based on the research problems, this study is based on qualitative approach. The type of this qualitative study is basic interpretative study. A basic interpretative study consists of descriptive statements that are targeted to understand about the respondents' world or experiences¹. Qualitative method helped the researcher to answer the research questions which are focusing on pre-service English teachers' techniques in adapting materials from textbook of curriculum 2013 and their reasons for adapting materials from textbook of curriculum 2013.

Qualitative research tended to emphasize the role of the researcher in the data construction. Qualitative data take the form of spoken or written words and visual pictures observed or creatively produced². Therefore, by using this method, it is expected to gain deeper information about the techniques of pre-service English teachers who take the course of microteaching (PPL 1) in adapting materials from textbook of curriculum 2013 and also their reasons for doing the adaptation.

¹Donald Ary - Lucy Cheser Jacobs - Christine K. Sorensen, *Introduction to Research in Education Eight Edition* (Belmont: Wadsworth, Cengage Learning, 2010) 29.

² Martyn Denscombe, *The Good Research Guide; Fourth Edition.* (New York: Open University Press, 2010),172.

B. Researcher Presence

In this study, the acts of the researcher were considered as well as a data collection instrument. The instruments other than the researcher were also used, but only served as a supporter for researcher in doing the research. Therefore, the presence of researcher in the field was required. The present of the researcher was needed when distributing the questionnaires, interviewing respondents and analyzing the documents. Afterwards, the presence of the researcher was known by the subjects of the research from the first research conducted. Which distinguish qualitative research from quantitative research are the methods used to collect and analyze data. In qualitative research, the researcher is the primary instrument to collect and analyze the data³.

C. Research Location

The setting of the study is based on the location of State Islamic University of Sunan Ampel Surabaya. It is located on Jl. Jenderal Ahmad Yani No. 117. Surabaya. The pre-service English teachers that analyzed were the 6th semester students of English Teacher Education Department who joined the PPL 1 course. The pre-service English teachers in English Teacher Education Department were divided into 7 classes. Every class generally consisted of maximum 12 pre-service English teachers, but there were a few classes that consisted of less than 12 pre-service English teachers. The class

³Donald Ary - Lucy Cheser Jacobs - Christine K. Sorensen, *Introduction to...*424.

was usually held in Microteaching room, and some of them in Building B of Education Department.

D. Data and Source of Data

The data were in form of completed questionnaires sheets, interview transcriptions, and also some documents related to adapting material activities. Those data were collected from pre-service English teachers in PPL 1 course. The resources of data were pre-service English teachers or 6th semester students of English Teacher Education Department who took the PPL 1 course at Sunan Ampel State Islamic University, Surabaya. The numbers of pre-service English teachers analyzed were depending on the data collection techniques. In small-survey, the researcher took 33 respondents. Yet, the mounts of pre-service English teachers analyzed were decrease based on the data collection instruments used. For deeper information, interview was used for pre-service English teachers who have been chosen from each class using random purposeful sampling⁴. Then, for the document analysis, the lesson plans were collected from the same respondents who did the interview session before.

⁴Donald Ary - Lucy Cheser Jacobs - Christine K. Sorensen, *Introduction to...*424.

E. Data Collection Techniques

The data were obtained through the data collection techniques that are small-survey, interviews, and documents analysis from pre-service English teachers' adaptation activities. The steps of those three data collection techniques were:

1. Small-survey

Pre-service English teachers in PPL 1 course had the authority to choose the materials to be used in the teaching practice no matter whether it was authentic or created materials. Before questioning the respondents about their techniques in adapting materials from textbook of curriculum 2013, it must be ensured that the respondents analyzed were using textbook of curriculum 2013. Therefore, in this step, small-survey was conducted for pre-service English teachers in PPL 1. By using questionnaires, the general ideas were gathered from pre-service English teachers' ideas about adapting materials. Some of them gave contrast result like they did not use the textbook of curriculum 2013. Therefore, the respondents analyzed were those who gave expected and needed responses to answer the research questions. The small survey was held at the second teaching cycle of PPL 1 course after pre-service English teachers had finished doing the first cycle of PPL 1 course based curriculum 2006 (KTSP).

2. Interview

Interview would be more suitable method if the researcher wants to gain insight into things such as opinions, feeling, emotions and experience of some people. Interview method adjusts to the intricacy of the subject matter. It means that the researcher needs to gain the opinions, feeling, emotions, and experience that need to be explore by the subject more that a word or two⁵.

The interview was held after the small-survey process when the results of the questionnaires had been gathered. The interviewees were pre-service English teachers in PPL 1 course who had been chosen from the questionnaires proceeds using random purposeful sampling⁶. The type of interview used in this study was one-on-one interview, telephone interview and also email interview⁷. Therefore, some questions in interview guideline were going to be asked to the pre-service English teachers selected. While the pre-service English teachers were being interviewed, some important information was noted.

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⁵Martyn Denscombe. *The Good...* 172

⁶Donald Ary - Lucy Cheser Jacobs - Christine K. Sorensen, *Introduction to...*424.

⁷ John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (Boston: Library of Congress Cataloging-in-Publication Data, 2012,) 218

3. Document Analysis

Documents analysis involves the study of public and private documents such as newspaper, personal journals, diaries and letter⁸. The further technique used to collect data from documents was analyzing the pre-service English teachers' lesson plans. The documents were gathered from the pre-service English teacher who had done interview. In this section, the lesson plans were gathered to be analyzed in order to enrich and ensure the result of small-survey and interview.

F. Research Instruments

The instruments used to collect the data were:

1. Questionnaire

The questionnaire was used as the first research instrument. Questionnaires based on written information completed directly by people as the response of questions provided in the questionnaire. The kind of collected data from questionnaires was different from the data that were obtained from others instruments such as interviews, observation or documents. The information from questionnaires tends to fall into two broad categories 'facts' and 'opinions'9.

⁸ Phyllis Tharenou - Ross Donohue - Brian Chooper, Management Research Methods. (Cambridge: Cambridge University Press, 2007), 124

⁹Martyn Denscombe, *The Good...* 155.

The questionnaire used in this study consisted open-ended questions. In every question, the respondents had to choose one or more suitable answer or they could add other option based on their own answer when it was not written among the choices provided. From the questions provided, the question number 13 was intended to find the answer of the pre-service English teachers' techniques in adapting materials from textbook of curriculum 2013. Therefore, the question number 11 was intended to obtain the answer of the pre-service English teachers' reasons for adapting materials from textbook of curriculum 2013.

2. Interview guideline

The interview guideline was used as an instrument in interview session. The questions consisted in the interview guideline were openended questions. Creswell stated that open ended question will make the respondents voice their experiences with unconstrained by the researcher's perspective or the past research findings¹⁰.

The questions asked to the respondents were divided into four parts that were warming up, analysis, core, and closing. Core part consisted of questions that were intended to find the answers of the research questions. The question number 3b was intended to find out the reasons of preservice English teaches in adapting materials from textbook of curriculum

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¹⁰John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (Boston: Library of Congress Cataloging-in-Publication Data, 2012,) 218

2013. Whereas the questions number 3c, 3d, 3e were intended to find the techniques of pre-service English teachers in adapting materials from textbook of curriculum 2013.

However, the questions asked to the respondents were not absolutely the same as the interview guideline because the interview guideline used was in kind of semi-structured. It was sometimes improved or simplified depended on the situation and condition while the interview was held.

3. Documents

The documents were also used as the other data instruments. The documents researched were pre-service English teachers' lesson plans, authentic materials, supplementary materials, etc. The lesson plans analyzed were taken from the pre-service English teachers who had done interview.

G. Data Analysis Techniques

The data were analyzed from the questionnaires sheets that have been filled by the respondents. Then, the data were classified and some of them were chosen to be considered as the next respondents for deeper information in interview session.

The data were processed by coding the respondents' answers that had been taken, based on these steps. First, the interview guideline was comprehended well for the interview session. Second, once the data were collected, the interviewee answers were read carefully. Third, the descriptions were listed based on the interviewee answers and looked for the nearly same descriptions which could be gathered it into the same codes. Fourth, the theme was decided from the descriptions lists. The codes which had more than one description were included as one theme.

After analyzing the data from interview process, the data from documents were also analyzed. The documents were taken from pre-service English teachers' lesson plan. The documents were analyzed to support the findings of questionnaire and interview.

H. Checking Validity of Findings

Triangulation was applied to keep the validity of research finding. There were three data collection techniques used in this research in order to keep the credibility of the research data. The first data collection technique was small-survey. The questionnaire used has been validated by a lecturer before it is distributed to the respondents.

The second data collection technique was interview which used semi structured interview guideline as the instrument. And the last was document analysis that used the respondents' documents as the instrument. That data collection technique was conducted to make sure the credibility and the validity of respondents' answers in questionnaires and interview.

I. Research Stages

There were three stages passed to finish this thesis. Those stages were;

1. The first stage was submitting research title and research proposal.

The first stage was submitting a title of proposal based on the research that was going to be conducted. Once the title was accepted, a proposal was written with the guidance of two advisors considered by the English Education Department. The proposal was written based on the rule and formation given by the English Education Department. Once the proposal finished, the approval was obtained from the advisors.

2. The second stage was doing a research and writing the research finding.

The second stage was starting the research with the guidance of the advisors. It was started from small-survey. The questionnaire sheets were distributed to the pre-service English from class A to class B. Once the data were gathered, the result was analyzed to be continued to the next step that was interview session.

By interview, more complete and deeper information were gathered. After doing an interview, the respondents were asked to show their document they made or used when they were applying the adaptation of textbook curriculum 2013. The data gained from the interview were analyzed. The relevance of the documents gathered from the respondents was checked so that it can be reported as the research finding.

3. The third stages was doing thesis examination and asking the legalization.

The third stage was registering and then joining examination with the monitoring of examiners, a secretary, and the chief of department. There should be some revision after the examination that must be completed. Then, the revision was submitted to the examiner till it was completed well with the legalization.