

CHAPTER III

RESEARCH METHOD

This chapter: (1) research design, (2) operational definitions, (3) the research site and participants, (4) data collection, (5) data analysis, (6) establishment of trustworthiness.

3.1 Research Design

This research used a qualitative approach with a case study method. According to Tracy, 2013 qualitative research is about immersing oneself in a scene and trying to make sense of it, whether at a business meeting, at a cultural event, or during an interview. Qualitative researchers purposefully analyze and take note of small signals in order to determine how to act as well as to make sense of the meaning and to develop greater awareness of the community. In effect, qualitative researchers believe that they are interwoven with and across the context by empirical and theoretical instruments needed to explain or forecast a particular concept. According to Creswell (2013), a case study is a type of investigation used in many fields, particularly assessment, in which the researcher conducts an in-depth examination of a case, which is commonly a plan, case, operation, procedure, or one or more individuals.

Dealing with the current study, the interview used to identify the challenges in designing lesson plan to English teachers at MTs Patra Mandiri. To gain the data, I used interview by recording during the interview. After that I made the transcript and categorize the data. The last step was coding the data to get the result.

3.2 Operational Definitions

The title of this research is “English Teachers’ Difficulties in Designing Lesson Plan Based on the 13 Curriculum; a case study at MTs Patra Mandiri Plaju Palembang”. To avoid miss understanding, there are some keywords that need to be explained. They are as follows:

Designing lesson plan refers to an activity that teachers do before delivering material to the students in the class. Lesson plan can defined at the heart of being an effective teacher. It is a creative process that allow us synthesize our understanding of second language acquisition and language teaching pedagogy with the knowledge.

The Curriculum 13 refers to the latest curriculum in Indonesia which is upgraded from the previous curriculum, KTSP Curriculum

3.3 Participants of the Study

To determine the participants of study, this research used the purposeful sampling method. Investigators are able to select locations and people in order to gain a thorough understanding of the main issue (Cresswel, 2012). According to Palinkas, Horwits, Green, Wisdom, Duan, and Hoagwood (2013), purposeful sampling is widely used in qualitative research to define and select a large amount of information that is important to the intended case. Thus, purposeful sampling technique was used in this research to learn about the difficulties that teachers face when designing lesson plans based on the 13 Curriculum. I selected participants because they have experiences in teaching English. The study's participants were

the three English teachers at MTs Patra Mandiri Plaju Palembang in academic year 2021-2022.

3.4 Data Collection

The technique of collecting data of the difficulties that faced by English teachers in designing lesson plan based on the 2013 curriculum in this study was interview.

3.4.1 Interview

In this study, the first instrument was collected by using interview. In qualitative interviews, the researcher provided face-to-face interviews with participants, telephone interviews, or focus group interviews with six to eight interviewees in each group (Creswell, 2018).

The researcher interviewed three English Teachers at MTs Patra Mandiri Plaju Palembang. The interview consists of fifteen questions. It took 15-20 minutes. Interview evaluated the result test to measure whether the result was correct or incorrect. An interview is a conversation for gathering information (Easwaramoorthy & Zarinpoush, 2006).

To obtain in depth information, semi structured interview was used in this study with four English teachers to know how is their difficulties in designing lesson plan based on the 13 Curriculum. Semi-structured interviews, according to McIntosh and Morse (2014), are used to gain subjective responses from people about a specific situation or phenomena they have faced. All of the interviews

were recorded and then transcribed into English. Before conducting each interview, I explained the purpose of the interview and the use of audio recorded. In brief, semi-structured interview was conducted to know more detail information related to English teachers' difficulties in designing lesson plan based on the 13 Curriculum.

3.5 Data Analysis

Data analysis is data processing into information from data that has been collected. To gather data through an interview, the researcher interpreted the data using a thematic analysis. Thematic analysis is a tool for defining, evaluating and reporting trends or topics within the data (Braun & Clarke, 2006).

The thematic analysis was based on Braun and Clarke with six measures (2006). First, the data the researcher received was familiar. At this point, the researcher read all the data attentively to get to know them. The second step was to make the codes usable. The code was based on the data generated by the interview at this point. The third step was the quest for topics. In this step, the researcher sought a subject relevant to the researchers' codes. The fourth step was to discuss the topics. At this point, the researcher found and developed a set of candidate themes. The fifth step was the identification of subjects. During this step, the investigator defined and refined the themes presented by the researchers for the analysis and evaluation of their results. And the final step was to create a sample. In this step, the researcher reported or clarified the themes and codes in a descriptive way.

3.6 Establishment of Trustworthiness

The data was classified as good data in qualitative research if it was valid to ensure the accuracy of findings and interpretation. According to Lincoln and Guba (1985), the purpose of trustworthiness in qualitative research is to assess the quality and credibility of the results. This analysis would use the member tests to verify the results with the study participants to determine if the findings are correct. Creswell (2012) describes the supervision of a member as a procedure in which the researcher asks one or more study participants to verify the accuracy of the account.

I asked the participants to double-check the transcripts of the question as stated in the interview to ensure the accuracy of the results. I asked them about the transcript that had been done, such as whether or not it was complete and adequate on the basis of their answer. If their response was not what they mean, the researcher asked them again what they say. The applicant can verify the data and check the accuracy of the reliability of the data.