

## **CHAPTER III**

### **RESEARCH METHOD**

Research method is a methodology that helps researchers to collect, analyze and interpret the data that obtained to answer the research question (Cresswell, 2012). This chapter includes research design, approach of the study, site research and access, data collection, trustworthiness, and data analysis.

#### **3.1 Research Design**

The approach that used in this research is qualitative approach. Qualitative research is a study that emphasizes on mindset and behavior of humanities. It has potential to provide guidance and reveal more comprehensive understanding of study. Because it has a principle with a direct source of data and actual setting which overview the phenomenon direct to subject of the research in the real situation, (Bodgan, 2006). According to Cresswell, (2009) the thew of qualitative research is natural settings meaning the data will be collected in the field of problem occur. Nasaji, (2015) said qualitative research involved naturalistic data which comes from the field, such as interview, observations, examination of records, reports, photographs, and documents. In addition, qualitative research is a study that has natural data setting and emphasized on social and humanities which is usually difficult to describe with the numbers, and finding naturalistic data obtained from the field through interviews, observations, examination of records, reports, photographs, and documents. Which in this study the researcher used interview and documents as a method to gathered the data.

Meanwhile to explain the results of the research in this study, the researcher used a qualitative descriptive method. According to Lambert (2012) descriptive qualitative is an acceptable method in qualitative research which describe the real conditions, without giving treatment or manipulation of the variables under study and allows researchers to label research results with grounded theory, phenomenology, or ethnography. Therefore, the researcher realizes that the descriptive method is a suitable method for researchers to be used to describe the findings of this study. Due to the data in this study is descriptive data obtained from the data in the form of words and writings from the participants in this study.

### **3.2 Research Site and Access**

The research site of this study is SMP Negeri 11 Kota Jambi which is located at Jl. Hos Cokro Aminoto Kec. Telanaipura Jambi City. Before conducting this research, the researcher asked permission to the head master and the staff of SMP Negeri 11 Kota Jambi to get the access in this school. In addition, the researcher asked permission from the English teacher at SMP Negeri 11 Jambi City, and create a small group and discuss their availability to be the subject of this research before the interview process and analysis document retrieval are carried out.

### **3.3 Participants**

Participants in the research are also called data sources that provide information on a problem being researched. According to Arikunto (2006) the data source is the subject from which the data is obtained. Initially, before the research was carried out, the researcher had determined that there are seven English teachers at SMP Negeri 11 Jambi City would become participants in this study.

However, after having a discussion with EFL teachers, there were only three teachers who were available to become participants. The reason is because these teachers represent all teachers

who teach grades 7, 8, and 9. Then the second reason is because during designing lesson plans in the online learning period, all of the EFL teachers at SMP Negeri 11 Jambi City did teamwork among the fellow subject teachers who teach at the same level of students. Therefore, they only allow the researcher to interview EFL teachers who are willing to become participants in this study only, which of course can represent the teachers who teach at different student levels. Thus, for the type of data obtained from the participant that gathered by the participant is in the form of data that contains words generated from the interview process and written data from the lesson plan as document data.

### **3.4 Data Collection Technique**

Data are variety of information collected during a research. A researcher should be able to use several data collection techniques to get the data. According to Creswell, (2009) there are four data collection techniques in qualitative research, namely observation, interviews, documents, and audio-visual material. While, in this study the researcher used two models of data collection namely interviews and documents analysis to see the appropriateness of the lesson plan made by the EFL teachers as a subject of this research. The following is an explanation of those techniques:

#### **3.4.1 Interview**

Interview is the process of question-answer that carried out by two or more people. The interview is one of instrument in qualitative research. According to Easwaramoorthy (2006), interview is the process of gathering the information through a conversation, which involved the researcher as the interviewer who coordinates the process of conversation and asks the question, and the interviewee who gives the information by answer the questions asked by the interviewer, which include structured, semi-structured, and unstructured interview.

Meanwhile in this study the researcher used a semi-structured interview type. Which means the question given refers to a series of open questions. The semi structured interview method allows the researcher to ask new questions from the answers given by the participant with the aim of look for more in-depth information.

As previously explained, researchers conducted interviews with the semi-structured interview method to find information about how English teachers designed lesson plans during the online learning and the problems faced by participants while designing online lesson plan during the Covid-19 pandemic. Before conducting the interview activity, firstly the researcher has discussed with the participants about their willingness to be interviewed. The researcher gave the participant the freedom to choose the process of conducting interviews with the participant according to their willingness. In this activity the researcher offered two interview method which was through online that was conducted via Whatsapp call and offline which was conducted face-to-face. As long as the interview process, the researcher interviewed the participants one by one on different days and sessions. The interview process focuses on a list of questions that have been made by the interviewer, but the researcher also proposes new ones that are still related to the research theme which aims to dig deeper information.

### **3.4.2 Document Analysis**

According to Bowen (2017), document analysis is a systematic procedure for evaluating and reviewing the documents including electronic and printed documents. The aims of using document analysis to gain the comprehending and develop empirical knowledge. Cresswell (2009) said that documents are written data used by researchers to obtain research data, in the form of books, journals, diaries, or other letters. Meanwhile in this study, the type of document that the researcher used was the EFL teachers' lesson plans.

### 3.5 Instrument of Data Collection

Research instrument is a tool used to collect data. It has an important role in a study. In addition, the success of a study is determined by the accuracy of the researcher in determining the research instrument to collect data. In this study, to collect data, researchers used two research instruments from two data collection techniques such as interviews and document analysis. These instruments are interview guidelines and lesson plans, the following is the explanation in details:

#### 3.5.1 Interview Guideline

During the interview process, the researcher used the interview guideline as a guidance to interview the English teachers. The aims of using the interview guideline to make the researcher easier in conducted the interview process. Then the researcher also used other tools such as a tape recorder from an Android-based mobile phone which aimed to record all conversations between the interviewer and the interviewees. The used of interview instruments and tape recorders was helped the researcher collected, and memorized the answers given by the English teachers regarding how to design lesson plans and the problems they faced in designing the lesson plans.

In the interview guideline there were twenty-six questions that must answered by the EFL teachers related to the way they design online lesson plan and their problem and solution while designing online lesson plan during pandemic covid-19. The following is a list of questions grouped by interview questions:

<b>NO</b>	<b>THEME</b>	<b>THE AMMOUNT OF QUESTIONS</b>
1.	Online learning process	1-5
2.	Things to prepare during distance learning	6-8

3.	The stages of designing a lesson plan:	
	3.1. how to analyze and design lesson plan	9-12
	3.2. how to develop lesson plan	13-16
	3.3. how to implement lesson plan	17-18
	3.4. how to reflect and evaluate lesson plan	19-22
4.	Problem faced in designing lesson plan	23
5.	Solution to overcome the problems	24, 25, 26

### **3.5.2 Documents**

As mentioned before in this study, the instrument of documents that the researcher used in was the participants' lesson plans. As a document instrument it aimed to checked the competencies and the completeness component of the lesson plan based on the provisions of the Minister of Education regarding competency achievements in the emergency curriculum during the Covid-19 pandemic. Other than that, it aimed to check the correctness of the information provided during the interview, and enriched the data to answer the first research question in this study.

To gathered the participants' lesson plan, firstly the researcher asked their willingness to give their lesson plans to be analyzed. After all participants agree, the researcher made such appointment with the participants to made copy from the lesson plan given.

### **3.6 Trustworthiness**

According to Mekarisce, (2020) trustworthiness is an activity carried out by researchers to check the accuracy of the data that has been obtained by ensuring the suitability of the data with conditions occurring in the field. There are four techniques to test the validity of the data that has

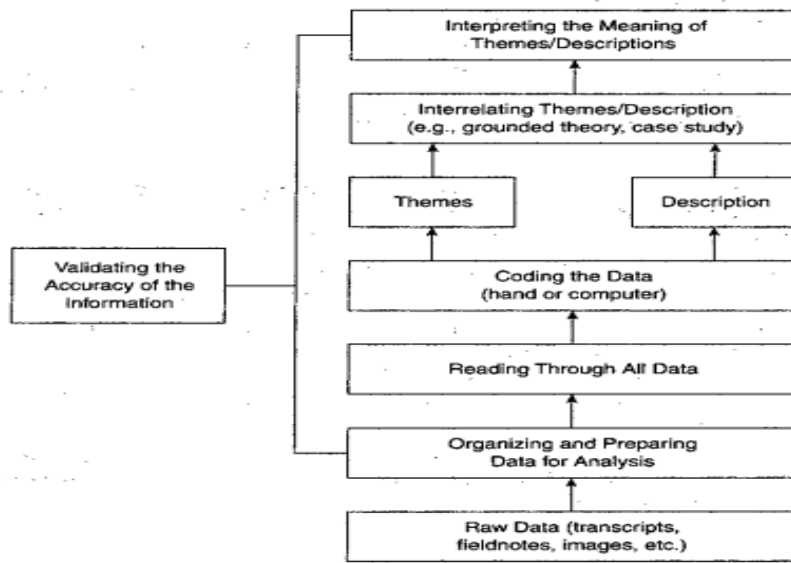
been obtained, Mekarisce (2020) said that those techniques are credibility, transferability, dependability and confirmability. In other words, trustworthiness is an activity carried out to ensure the correctness and check the relationship between the data that has been obtained and the facts in the field, which consists of credibility, transferability, dependability and confirmability.

Therefore, to check the credibility of data in this study, the researcher used member-check to confirm the transcript as the interview data result and lesson plan as the document data result. Meanwhile according to Mekarisce (2020), member checks is a process of checking data sources, which aims to obtain confirmation of the correctness of participants on the data that has been provided. In this case, to check the credibility of the interview results, the researcher transcribed and interpreted the data. Thus, the researcher made the appointment with the participant to meet them in a discussion forum as individually to confirmed the truth of the data result.

In this activity, the researcher gave the transcript and interpretation of the result interview to the participant, to later confirm the truth of the information provided. The researcher frees the interviewee to add and rejected the data result until they reach a mutual agreement on the results of this study. Then, the researchers also carried out confirmability activities using the member-check technique on the results of the lesson plan component analysis to the participants. The goal is to confirm the correctness of the aspects contained in the lesson plan.

### **3.6 Data Analysis Technique**

In analyzing the data that has been obtained in this research, the researcher used the steps described in the picture above. According to Cresswell, (2009) these steps are as follows:



## 1. Organize and preparing data

The step that researchers have to do in organizing and preparing data was organizing the raw data that has been obtained. Therefore, the steps that the researcher done were transcribing the data from the interview results and checking the lesson plans as documents of this research. So, the first step of this activity is transcribing interview recording. After transcribed the interview result the researcher has checked the recoding about three times to make sure the correctness and avoid the error in writing the interview result. The second step is gathering and checking the forms of the lesson plan.

## 2. Reading through all data

After carrying out the process of organizing the data obtained, the next step that the researcher has done is to read all the data that has been obtained. The purpose of this activity was to get ideas or big frames from the information given by participants. Or in other words, at this stage the researcher reads and interprets all the raw data that has been obtained.

Then the next step was to conducted the member checking activity with participants in this research. The purpose of this activity is to provide the opportunities for participants to checked the accuracy of the information provided from the results of the researcher's interview interpretation.



Other than that, as long as the member checking was conducted the researcher gave the participant freedom to reduce answers that are deemed unnecessary and add some information if there is incomplete information. In this research the member check activity can be said to be complete until there was an agreement between the researcher and the participant, they feel that the interview results are suitable for analysis.

### **3. Coding the data**

Coding is the process of organizing the material or the information into the chunks. Meanwhile, in the process of coding data in this study was assisted by the NVIVO program. The results of the encoded data have visualized using the menu in NVIVO. The steps include:

- a. The first step is to input the interview transcript file in the form of a document produced through Microsoft Word to the NVIVO program.
- b. Then the next step is to read the entire data carefully from all participants. All data is read three times to get a repetitive word or statement. According to Bernad (2010) the more likely the ideas appear in the statement, these ideas can become a theme. So, the purpose of repeating the review of the results of the transcript is to find and determine the themes in this study. The themes were grouped based on their similarities.
- c. After read all the data, the researcher started to coding the data by adding quotations based on the themes that had decided.
- d. Then after identifying the quotations and put it into the code in this study, the researcher then used NVIVO to create an index from the original text. Or in other words, the researcher classifies and inputs the pieces of the

statement into the code determined by the researcher to measure the data index.

- e. Then the data generates a general chart and a percentage (%) automatically toward the data from each participant in NVIVO program.

#### **4. Interrelating themes or description**

After getting the codes and charts from the analysis results through NVIVO, the next step that the researchers took was describing the results of the code in the form of a sentence. According to Cresswell (2009), the description process is a detailed rendering of the information regarding people, events or places. In this activity, the researcher described the issues that had grouped according to the themes obtained in detail based on the analysis of the research finding that helped by NVIVO. During the interrelating theme process, the researcher presented and display multiple perspectives from the participants supported by quotes from the interview transcript and the chart which resulted from the analysis through NVIVO.

#### **5. Interpretation the meaning of themes or descriptions**

Then the final stages involved interpreting the data. In this stage, the researcher interpreted the processed data. The researcher also presented the final data in a descriptive form. So, in this stage, the researcher concluded the findings of this study in the form of descriptions. The things that were described and contained the data that can the answer to research questions, including how EFL teachers design lesson plans for online learning during the pandemic covid-19 and the problems and solutions they use to overcome it.