

## CHAPTER III

### METHODOLOGY

#### A. Research Design

This research explores English teachers' perception on the implementation of the 2013 curriculum at school. The researcher collected the data using interview. Depth interview absolutely needed to collect the data from the respondent. The researcher chose the qualitative descriptive as this is the appropriate design for this research. It means the researcher presented the data not in numerical but in explanation and description. According to Creswell (2012) qualitative research is one of method in conducting the research by interview. According to Golafshani (2010), qualitative method deals with a new understanding which is used by researcher to describe social phenomenon. Other expert Donald Ary (2010) said that qualitative research is research studies that investigate the quality of relationships, activities, situation, or materials. It is more on describing in detail all of what goes on in a particular activity or situation rather than comparing the effects of particular treatment. The interview was conducted to get the information about the participants' perception in the implementation of 2013 curriculum.

Case study was used as a research design in this research. Creswell (2012) explains that case study is one of qualitative research designs, in

event, or process involving few individual. In this study, the researcher aimed to find out the teachers' perception on the strength, weakness and the problem faced by the teacher in teaching and learning process.

## **B. Research Setting and Participant**

### **1. Setting of the research**

The researcher was conducted this research starting from 23<sup>nd</sup> May until 27<sup>th</sup> July 2014. The research was taken at SMP N 5 Yogyakarta. This school was chosen because this school is considered as one of the favorite school in Yogyakarta. Moreover, this school has already implemented the 2013 curriculum. So, the researcher interested in investigates about the teachers' perception toward the implementation of 2013 curriculum.

### **2. Participant of the research**

This research has chosen three participants from the English teachers at SMP N 5 Yogyakarta as the participants of the research to conduct the interview. There are six English teachers in SMP N 5 Yogyakarta. However, only three English teachers became the research participants because the 2013 curriculum is newly implemented for the seventh grade at SMP N 5 Yogyakarta and only three of the English teachers that teach seventh grade in SMP N 5 Yogyakarta. Furthermore, only the three English teachers implemented the 2013

in teaching and learning process. It is expected that the

researcher would understand and comprehend the English teachers' perception on 2013 curriculum implementation in their school. In order to select the sample of participants, purposive sampling technique is employed. According to Fraenkel and Wallen (1993), purposive sampling is technique of sampling which is based on consideration and particular purpose. In addition, the researcher chooses the small participants based on Creswell (2013) notes that in qualitative research, researcher should select the participants or site who can really understand about the situation that will be undergone.

The researcher chose the participant based on the reasons as follows: the English teachers who teach students using the 2013 curriculum in teaching and learning process at SMP N 5 Yogyakarta, and the English teachers who have experienced in teaching English using the 2013 curriculum. Thus, the main characteristic to choose the English teacher as participants of this research is the English teachers who really implement the 2013 curriculum in teaching and learning process.

As Cambell stated in Ardianto (2013) a small number of the participants chosen specially can yield more valid information than a large group of general informants. Meanwhile, by selecting the three English teachers who implemented the 2013 curriculum would get the valid data because the participants chosen in this research really

## C. Research Instruments

### 1. Interview

The interview was conducted as a personal interview. According to Fraenkel and Wallen (1993) personal interview is the interview which was conducted face to face with the respondent. In this research, the English teachers were interviewed directly or face to face. Other expert Susan Stainback (1988) in Sugiyono (2008) said that interview is a meeting of two people to change the information and idea through questions and responses, resulting in communication and joint construction of meaning about particular topic. There were fifteen questions in the interview with the English teacher. In this section, the researcher focused on the English teachers' perception, especially for the strength, weaknesses, and problem occurred in the implementation of 2013 curriculum.

**Table.1.1. The description of questions in interview**

No.	Questions	Description
1.	1 to 3	The two questions asked about the teacher's point of view of 2013 curriculum.
2.	4 to 8	These questions gather information about the teacher's opinion about the process of teaching and learning activities in the class based on the 2013 curriculum.

3.	11 to 12	These questions gather the data about the effect of 2013 curriculum implementation
4.	13 to 14	These questions gathered the data on teachers' opinion about 2013 curriculum with previous curriculum in implementing.

#### **D. Data Gathering Technique**

The researcher collected the data by interviewing the English teachers who implement 2013 curriculum. The purpose of the interview is to explore the English teachers' perception on the 2013 curriculum implementation, the teachers' perception about strength, weakness and the problem occurred by teacher in implement of 2013 curriculum.

The interview was conducted to answer the problem of this research. The interview focus on English teachers' perception about the strengths, weakness, and the problem occurred in implementation of 2013 curriculum.

#### **E. Data Analysis Technique**

In analyzing the data, the researcher transcription of the interview will be used to classify the point of the interview. In classifying the point of the interview the researcher used coding. Coding will be used after the transcription of the interview. Coding is used to conceptualize the data

by identifying the main points and put it together in a new ways. (Glaser

and Strauss (1967) in Corbin (1990). The results of the interview are classified and categorized based on the data and literature review.

In analyzing the result of the interview from the respondents, two steps will be used.

### **1. Transcript**

Before the researcher analyses the data, the researcher should record the interview first. The researcher recorded the interview to save the data. The researcher used laptop to record the result of the interview. Afterward the researcher transcript the data result by listening the recording. The transcribed data result are used to ease the analysis and summarize the data. The transcript is also used to know the result of the interview process in written form because the recording cannot be attached in this research .

### **2. Coding**

Coding is the process of analyzing data Corbin (1990). The coding process is to analyze and categorize the data gathered in the interview to become sentences that represent the phenomenon. In coding process researcher selected the idea from the data in short sentences.

## **F. Research Procedure**

The first step of the procedure was asking permission from the local government and the school. The researcher asked the headmaster permission to conduct the research in the school. After getting the

permission from the Headmaster, the researcher asked for permission from the English teachers who would participate in the research. After the headmaster and the English teachers allowed the researcher carry out the research, the researcher began conducting the research.

The second step, the researcher interviewed English teachers to collect information about the implementation of 2013 curriculum in teaching and learning. The researcher interviewed English teachers about their perception on the 2013 curriculum, the strengths and weaknesses of the curriculum, what the problem that they faced, and what the teachers understand about the curriculum implementation.

The next step, the researcher transcribed the data obtained from the interview with the participants. The transcript and coding were analyzed and summarized by the research into descriptive form. The summary would help the researcher to clarify the teachers' perception on the strength, weakness and problem in implementation of 2013 curriculum. Furthermore, the researcher classified the result of open-ended question in the interview. This analysis would help the researcher to know what the strength, weakness and problem in implementation of 2013 curriculum development are. The researcher also clarified some unclear utterances.

The last step, the researcher wrote the finding of the research and the analysis from the data gathered from the research. The researcher also draw a conclusion from the analysis.