

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher conducted this research using qualitative descriptive, which aimed to comprehend the phenomena naturally towards research subject, such as behaviour, perception, motivation, action, etc.¹ The researcher described the facts that were in the field without conducting data manipulation at all. The researcher used phenomenal approach to search the valid and reliable data.

B. Research Location

The researcher conducted this study in SMA Khadijah Surabaya that is located on Jl. A. Yani No. 2 – 4 Wonokromo Surabaya East Java. The school is located in the city centre of Surabaya with the other public places that add educational environment for the students. The researcher chose this school in consideration that this school has implemented SBC since 5 (five) years ago.

C. Data Source and Variables

The data source that the researcher used to answer the research questions were from components in SMA Khadijah, they are:

1. The Headmaster

¹Lexy J., Moleong., *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2007), 6.

The researcher searched data from the headmaster related to policy and rule of school in SBC implementation for English speaking skill. The data was used to answer the question number 1 (one). The variables are the arrangement of school's aims and partnership with other institutions in this school.

The researcher also searched data from the headmaster related to supporting and hindering factors of SBC implementation for English speaking skill. The factors are variables of the research question number 2 (two). The researcher used data from the headmaster to answer the research question number 2 (two).

To answer question number 3 (three), the headmaster is also the data source. Data on the solution to deal with the difficulties were firstly focused on the headmaster. It was because the headmaster is the leader who decides the school's policy and handles responsibility in SBC implementation especially for English speaking skill.

2. Vice headmaster of curriculum

The vice headmaster of curriculum is the one who implemented of SBC under the headmaster supervision. The researcher searched data from the vice headmaster on the real implementation of SBC in SMA Khadijah Surabaya. The vice headmaster has responsibility to develop and redesign SBC for school's aims and the partnership with other institution. Furthermore, the researcher used the data to answer the research question number 1 (one).

The vice headmaster also has responsibility in SBC implementation related to the supporting and hindering factors. The researcher searched the data related to the factors from the vice headmaster. The data from the vice headmaster was used to answer the question number 2 (two).

Furthermore, the researcher searched data on the solution to deal with the difficulties from the vice headmaster. It was because the vice headmaster of curriculum is the team leader of curriculum development in the school. The data gotten from the vice headmaster of curriculum was used to answer the research question number 3 (three).

3. English teacher of the class of 11 students majoring in social science

The English teacher is the main actor who implements of SBC specifically the syllabus, the lesson plan and the principles of teaching learning process. The researcher searched data on syllabus and lesson plan arrangement that were responsibility of English teacher. The data was used to answer variables that were in the question number 1 (one).

The researcher also searched data from the English teacher on the supporting and hindering factor of the design of syllabus, and lesson plan. The researcher used data from the English teacher to answer the question number 2 (two). Also, this is to answer question number 3 (three) which is about, the data of the solution to deal with the difficulties in syllabus and lesson plan design.

4. The class of the eleventh grade students majoring in social science

The researcher searched data related to teaching learning process for English speaking skill in the class. The researcher focused on students' activity in teaching learning process for English speaking skill that included in English subject. The researcher chose this grade since the speaking is closely related to social that implemented into the relationship among people. Speaking becomes a way to know the knowledge and culture of the other nations. The students whom the researcher focused on are in the class of 11th grade students majoring in social science.

5. SBC documents

The researcher used document 1 and 2 to search data related to: 1) the school's aims to implement English speaking skill, 2) the design of syllabus and lesson plan for English speaking skill, and 3) the other policy for development of English speaking skill.

D. Data Collection Techniques

In this study, the researcher used several procedures in order to get the empirical data required. The researcher conducted 4 (four) ways as follows:

1. Questionnaire

Questionnaires are a number of written questions used to obtain information from respondents in terms of personality reports and all the things

that the respondent knew.² Questionnaire is also used to mention for the method and the instruments.³ A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms.⁴

The researcher distributed questionnaires to 11th grade students majoring in social science of SMA Khadijah. The researcher chose this grade since the speaking is closely related to social that is implemented into the relationship among people. Speaking becomes a way to know the knowledge and culture of the other nations. Thus, the researcher focused for students' activity for English speaking skill. The questionnaire are also related to the questions about students' knowledge of the school's aims of SMA Khadijah Surabaya.

2. Interview

To answer the research questions, the researcher used the interview technique because this research is qualitative descriptive. The researcher considered to use interview since it is proper to get data in qualitative research as Geoffrey Marczyk said "Interviews are also an essential component of most types of qualitative research ..."⁵. The researcher also wanted to convince

²Prof. Dr. Suharsimi Arikunto, *Prosedur Penelitian – Suatu Pendekatan Praktik (Edisi Revisi VI)* (Jakarta: PT. Rineka Cipta, 2006), 151.

³Ibid

⁴C. R. Khotari, *Research Methodology – Methods and Techniques (Second Revised Edition)* (New Delhi: New Age International (P) Limited, Publishers, 2004), 100.

⁵Geoffrey Marczyk - David De Matteo - David Festinger, *Essentials of Research Design and Methodology*. In Alan S. Kaufman and Nadeen L. Kaufman (Ed.), *Essentials of Behavioral Science Series* (Hoboken, New Jersey: John Wiley & Sons, Inc., 2005), 119.

what the researcher observed. The researcher interviewed the vice headmaster of curriculum and the English teacher as the data source on the duties in SBC implementation.

The researcher interviewed the headmaster, the vice headmaster of curriculum, and the English teacher on the school's strategy of SBC implementation for English speaking, the supporting and hindering factors, and the solution to deal with the difficulties in implementation of SBC for English speaking skill.

In the interview, the researcher supported data that was gotten from observation and the interview could cover what the researcher cannot know in observation.

A thorough *interview* is a form of self-report that is a relatively simple approach to data collection. Although simple, it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data that does not require formal testing.⁶

The researcher interviewed on SBC implementation to:

- a. The headmaster, as the holder of school's program, the researcher found data related to the school's aim (policy and rules) of this school as proper as government's rule. The interview guidelines used by the researcher for the headmaster are in appendix 3.

⁶Lexy J., Moleong., *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2007), 117.

- b. The vice headmaster of curriculum, who managed curriculum related to the directions of Standardized Institution of National Education (BSNP) and supervised the curriculum implementation. The interview's guidelines used for the vice headmaster of curricular there are in appendix 4.
- c. The English teacher of the 11th (eleventh) grade of social department, who becomes a major implementer for English speaking skill

The interview guideline that used by the researcher for the English teacher related to English syllabus contained: development of standard competency (SK) & basic competency (KD), indicator, method and technique, assessment, media and learning source

3. Observation

The researcher used the observation technique to get data about facilities and infrastructures in SMA Khadijah. The researcher considered that using observation, he got the real data on facilities and infrastructures that supported and hindered the SBC implementation for English speaking skill.

The researcher conducted observation to find out the aims of SMA Khadijah for speaking English skill in formal and informal communication in this school. The experts stated that:

Observation is another versatile approach to data collection. This approach relies on the direct observation of the construct of interest, which is often some type of behaviour. In essence, if you can observe it, you can find some way of measuring it. The use of this approach is

widespread in a variety of research, educational, and treatment settings.⁷

4. Documentation

The researcher got supported data through documentation from the school. The researcher analysed the document 1 (one) and document 2 (two) of SBC. The researcher analysed how the school implemented SBC for English speaking skill in order to reach the proper implementation of SBC in SMA Khadijah Surabaya.

A document is an artefact that has its central feature as an inscribed text (Scott 1990).⁸ Documentation is the process of classifying and annotating texts, photographs, etc.⁹

E. Instruments of Collecting Data

1. The Researcher

In qualitative research, the researcher is the main instrument in qualitative research. The researcher is the main instrument in finding data systematically and in facing towards all of interactions probably in the source of data.

⁷Geoffrey Marczyk - David De Matteo - David Festinger, *Essentials of Research Design and Methodology*. In Alan S. Kaufman and Nadeen L. Kaufman (Ed.), *Essentials of Behavioral Science Series* (Hoboken, New Jersey: John Wiley & Sons, Inc., 2005), 119.

⁸Monageng Mogalagwe, *Research Report – The Use of Documentary Research Methods in social Research* (Gaborone, African Sociological Review, 2006), 222.

⁹Oxford Dictionaries, “*Documentation*” (<http://oxforddictionaries.com/definition/english/documentation> accessed on 10 April 2013).

2. Questionnaires

The researcher used the questions to search data from students' activity for English speaking skill. The questions are based on the indicators that have been decided in order to cover the wide data source and to avoid the bias of the interviewer.¹⁰ The questionnaires that the researcher used are in appendix 9.

Data of students' responses are analysed in percentage using a formula below:

$$R_i = \frac{S_i}{N} \times 100\%$$

Note:

R_i = Respond of students (always, often, sometime, seldom, never)

S_i = Sum of students who respond

n = number of students

3. Observation sheet

The researcher used observation sheet in conducting participant observation. The observation objects are:

- a) The facility and infrastructure, that supports and hinders the SBC implementation for English speaking skill. The researcher used observation sheet as below:

¹⁰C. R. Khotari, *Research Methodology – Methods and Techniques (Second Revised Edition)* (New Delhi: New Age International (P) Limited, Publishers, 2004), 100.

Table 2. The observation sheet

Observation Sheet: Description of Facility and Infrastructure	
Key Point	Observations
Classroom	
Library	
Laboratory of language	
Hotspot Area	

4. Interview guideline

The interview guideline was based on the indicators related to the research questions. It was to complete data from observation. The interview guideline includes:

- a) The questions related to the school's aims for English speaking skill, directed for the headmaster. The indicators and the questions are in appendix 3.
- b) The questions related to the school's aims and policy for English speaking skill, also directed for the vice headmaster. The indicators and the questions are in appendix 4.
- c) The questions related to students' activity for English speaking activity in the school and the design of syllabus and lesson plan and, directed for the

English teacher of the 11th (eleventh) grade students. The indicators and the questions are in appendix 5.

5. Study documents sheet

The researcher used documents to excavate data related to rule of school and government that existed as the guide of this school to conduct the core rule of government in implementation of the pattern. The documents were SMA Khadijah's own namely document 1 (one) which the researcher got data on the facility and infrastructure, the school's aims and policy for English speaking skill. In document 2 (two), the researcher got data related to the design of syllabus and lesson plan.

F. Data Analysis

The researcher analysed data through three (3) steps as the model of Miles and Huberman, namely through *Data Reduction*, *Data Display*, *Conclusion Drawing/Verification*¹¹, they are:

1. First is *Data Reduction*

The researcher reduced the data gotten from observation, interview, and documentation. The researcher chose the important data related to SBC implementation for English speaking skill of 11th (eleventh) grade of social department students.

¹¹Sugiono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2011)

The researcher presented the SBC implementation for English speaking skill through questionnaire, observation, interview, and documentary in 3 (three) scores based on criterion of Standardization of Minister of National Education. The criterion are in table 1, the highest score and lowest scores of the indicator for each research questions are in table 2. They are below:

Table 3. The indicator of SBC implementation

No.	Indicator	Measure	
		Criteria	Scores
1	School's Aim	Available and was implemented well	3
		Available and was not implemented maximally yet	2
		Not available	1
2	Designing of Syllabus and Lesson Plan	By the teacher independently	3
		Joined in MGMP/PGK	2
		Following the other school	1
3	Teaching learning process for English speaking skill	Using all of 6 (six) principles	3
		Using some principles	2
		Not using the principles	1
4	The other policy for development of English speaking skill	Available and implemented	3
		Available	2
		Not available	1

Table 4. The scoring of SBC implementation

No.	Indicator	Score	
		The lowest	The highest
1	School's Aim	1	3
2	Design of Syllabus and Lesson Plan	1	3

No.	Indicator	Score	
		The lowest	The highest
3	Teaching learning process for English speaking skill	1	3
4	The other policy for development of English speaking skill	1	3
Total		4	12

The criteria of SBC implementation based on the scale in %. To analyse the research question number 1 (one), the researcher used the formula below. The implementation was positive if aspects that were observed on every points getting $\geq 75\%$.¹²

$$\% \text{ implementation} = \frac{\text{Number of implemented points}}{12} \times 100\%$$

Note:

% implementation = percentage of SBC implementation
12 = maximum score of SBC implementation

To support data from observation and interview, the researcher distributed questionnaires to students. This technique was conducted to find out the response of students of the eleventh grade of social department for SBC implementation. The researcher chose the 11th grade students majoring in social science since they had capacity to respond the dynamic of life.

¹²Soffan Dalam Adibah, Skripsi: “*Pengembangan Perangkat Pembelajaran Matematika Dengan Pendekatan Inkuiri*”. (Surabaya: IAIN Sunan Ampel Surabaya, 2009), p. 52

2. Second is *Data Display*, the researcher displayed the reduced data in table.
The researcher also described collected data to make it easy to understand.
3. Third is *Conclusion drawing/Verification*, the researcher concluded the table in descriptive analysis to reach the real valid data.