# CHAPTER III RESEARCH METHOD

In this chapter, researcher described the research design which would be used in this study, research subject, data and source of data, data collection technique, research instrument, and data analysis technique. To make them clear, the researcher elaborated them one by one in this chapter.

# A. Approach and Research Design

The goal of this research was to know and to describe whether the lesson plans designed by the pre-service English teachers met the requirements of K-13 or not, including the difficulties they faced in designing K-13 lesson plan. Considering the goal, this research was included as qualitative design using descriptive approach because it tried to describe or to get information about the K-13 lesson plans designed by the pre-service English teachers.

As asserted by Mardalis, descriptive approach is to describe or to get information about the current condition of certain objects. Hence, it includes describing, taking notes, analyzing, and interpreting the existing facts. In addition, Arikunto stated that descriptive approach is not aimed to testing a certain hypothesis, but only describes the phenomenon, situation, and condition that happen during the research. The descriptive approach is used to expose the

<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 1996), 10.

<sup>&</sup>lt;sup>1</sup> Mardalis, *Metode Penelitian* (Jakarta: Bumi Aksara, 1995), 26.

condition of the phenomena as clearly as possible without any special treatment.<sup>3</sup> Descriptive approach is designed primarily to describe what is going on or what exists.<sup>4</sup> Moreover, Whitney stated that descriptive qualitative approach is a data collection which interprets the fact truly.<sup>5</sup>

Therefore, the researcher tried to present the description, analysis, and interpretation of the existence of K-13 lesson plans which has been designed by the pre-service English teachers who taking PPL 1 academic year 2015 at State Islamic University of Sunan Ampel Surabaya. The researcher explained the result of the study to know whether the lesson plans designed by the pre-service English teachers met the requirements of K-13 or not. Besides, the researcher also intended to know some difficulties faced by the pre-service English teachers in designing K-13 lesson plan.

## B. Setting and Research Subject

This research was conducted in PPL 1 of English Teacher Education

Department of State Islamic University Sunan Ampel Surabaya academic year

2015. There were seven classes of PPL 1. They were A class until G class. The

<sup>3</sup> Indah Zakiyah Zamania, Unpublished Thesis: "Upaya Peningkatan Kompetensi Pedagogik Dalam Proses Belajar Mengajar Di Raudlatul Atfal Al-Ikhlas Sukodadi Lamongan" (Malang: UIN Malang,

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<sup>&</sup>lt;sup>4</sup> William M. K. Trochim, *Research Methods Knowledge Base* (Cincinnati, OH: Atomic Dog Publication, 2001), 5.

<sup>&</sup>lt;sup>5</sup> F.L Whitney. *The element of research*, Asian Ed,. Overseas Book Co., Osaka, 1960, 35.

researcher selected the sixth semester students of English Teacher Education

Department who taking PPL 1 academic year 2015 as the subject.

The purposive sampling was applied in this research. Ary explained that purposive sampling means that the researcher uses the experience and knowledge to select a sample of participants that can provide the relevant information about the topic or setting.<sup>6</sup> In addition, as described by Miles and Huberman and in Marshall and Rossman, random purposeful sampling is one of several variations on purposive sampling which is used in qualitative research when the potential purposeful sample is too large and the credibility of the study can be enriched by randomly selecting participants or sites from the larger group.<sup>7</sup> Random purposeful sampling is a technique of samplings which is for each sample or individual has same probability to be chosen randomly.<sup>8</sup>

Therefore, in this research, the researcher took fourteen K-13 lesson plans designed by pre-service English teachers from all classes of PPL 1, A class until G class, academic year 2015. For each class, the researcher took two K-13 lesson plans randomly based on the skills and sub-skills.

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<sup>&</sup>lt;sup>6</sup> Donald Ary, et.al., *Introduction to Research in Education* (California: Wadsworth, Cengage Learning, 2010), 429.

<sup>&</sup>lt;sup>7</sup> As cited by Donald Ary, et.al., *Introduction to Research in Education*.....430.

<sup>&</sup>lt;sup>8</sup> Haris Herdiansyah, *Metodologi Penelitian Kualitatif untuk Ilmu-Ilmu Sosial* (Jakarta: Salemba Humnika, 2011), 23.

## C. Data and Source of Data

#### 1. Data

The data which were needed in this research:

- a. K-13 lesson plans designed by the pre-service English teachers. They reviewed based on six aspects; indicator of standard competence achievement, objective, material, resource, teaching activity, and assessment. The data was taken after those lesson plans were designed in PPL 1 academic year 2015. This data was included into documentation data.
- b. The interviews results of pre-service English teachers about difficulties they faced in designing K-13. They reviewed relied on Kizlik's theory.

### 2. Source of Data

The source of data in this recent study was fourteen students of sixth semester of English Teacher Education Department who taking PPL 1 academic year 2015.

## **D.** Data Collection Technique

Ary said that the most common data collection techniques used in qualitative research are observation, interviewing, and document or artifact analysis. Thomas affirmed that there are three processes in the research method.

<sup>9</sup> Donald Ary, et.al., *Introduction to Research in Education*..... 431.

They are content analyses, observations, and interviews.<sup>10</sup> Knowing the nature of this study, the researcher used documentation and interview. They were described as follows:

#### 1. Documentation

Ary stated that documents can be classified into four categories; public records, personal documents, physical materials, and researcher-generated documents. Sukmadinata described documentation as a technique to collect the data by assembling and analyzing the documents, either written documents, pictures, or electronic ones. Furthermore, Creswell explained that document is a good source of the text (word) data in qualitative research. He also stated that one of the advantages of this technique is for analysis without needing to do transcription which required in interview collection. These definitions signed that documentation was one of collection data techniques to be analyzed and described based on either written or oral documents.

This research used documentation as a technique to get the information of K-13 lesson plan designed by the pre-service English teachers during PPL 1 academic year 2015. The documents of this study were obtained from the

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<sup>&</sup>lt;sup>10</sup> R. M., Thomas. *Blending qualitative and quantitative research methods in theses and dissertations* (Thousand Oaks California: Corwin Press, 2003), 77.

<sup>&</sup>lt;sup>11</sup> Donald Ary, et.al., Introduction to Research in Education..... 442.

<sup>&</sup>lt;sup>12</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2007), 221.

<sup>&</sup>lt;sup>13</sup> J.W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, Inc., 2012), 196.

pre-service English teachers who were the students of English Teacher Education Department who taking PPL 1 academic year 2015 at State Islamic University of Sunan Ampel Surabaya. The documents were K-13 lesson plans which they designed during PPL 1. The documents were collected from fourteen pre-service English teachers.

#### 2. Interview

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people's opinions, beliefs, and feelings about situations in their own words. 14 In addition, Stainback stated that "interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be gained through observation along." These definitions clarified that it was expected that the researcher would get more understanding about the problems of the study after conducting interview in their own words.

There are three types of interview mentioned by Esterberg. Those are structured interview, semi structured interview, and unstructured interview. 16

# a. Structured Interview

It is used if the researcher can suppose the particular information related to the topic of the study.

Donald Ary, et.al., *Introduction to Research in Education*.....438.
 As cited by Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*.....23.

<sup>16</sup> As cited by Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D.....233.

### b. Semi Structured Interview

It is categorized as in-depth interview because the researcher has more chances to ask the interviewee about the data. The researcher will get the data deeper and more free.

## c. Unstructured Interview

It is used to know the information about the data but the researcher does not have any systematic and completed interview guides.

This study used semi structured interview to collect further information about difficulties faced by the pre-service English teachers. This semi structured interview was conducted in combining English and Indonesian language using open-ended questions in order to the pre-service English teachers could speak freely to answer the questions.

## E. Research Instrument

To obtain the data in the field, the researcher employed two instruments; checklist of K-13 lesson plan analysis and interview guide.

## 1. Checklist of K-13 Lesson Plan Analysis

In this study, the documents; K-13 lesson plans designed by the preservice English teachers were analyzed using checklist in order to answer the first objective of this research. This checklist consisted of six aspects reviewed; indicator of standard competence achievement, objective, materials, resources, teaching activity, and assessment. These aspects were taken from the components of lesson plans adapted from the Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School.

### Interview Guide

The interview guide was provided to interview the pre-service English teachers in order to gather the information needed to answer the second objective of this research.

# F. Data Analysis Technique

Data analysis in qualitative research is a time-consuming and difficult process since typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.<sup>17</sup> Bogdan asserted that data analysis is the process of understanding the interview transcripts, field notes, and other materials which have been discovered during the study efficiently to enable the researcher to present. 18 It means that data analysis was a process to analyze the data using interview transcripts, field notes, audio recordings, video data, reflections, or information from documents and other materials and then the researcher displayed the data based on the techniques.

Donald Ary, et.al., *Introduction to Research in Education*...... 481.
 As cited by Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*.....244.

The researcher took some steps in presenting the data in data analysis in order to answer two research questions. Those research questions would be briefly described as follows:

1. The lesson plans designed by the pre-service English teachers met the requirements of K-13 or not.

In this study, the researcher collected the data of K-13 lesson plans designed by the pre-service English teachers in PPL 1 academic year 2015. After collecting the data, the researcher analyzed the data deeply using checklist of K-13 lesson plan analysis adapted from the Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School in order to know whether those lesson plans met the requirements of K-13 or not. In this part, the researcher examined the lesson plans components by matching them to the requirements of K-13. The focused on six aspects in the lesson plan. They are indicator of standard competence achievement, objective, material, resource, teaching activity, and assessment. The more the lesson plan matched with the requirements of K-13, the more appropriate the lesson plan was (checklist of K-13 lesson plan Standard was provided in appendix 1).

Then, research findings were discussed in chapter four which were reported in form of words, descriptions, and categorizations by the researcher. The next issue discussed was analysis on the content of lesson plan, the component of lesson plan met the requirements of K-13 or not by analyzing six aspects of the lesson plan.

 The difficulties faced by the pre-service English teachers in designing K-13 lesson plans

After conducting analysis on content of each aspect of lesson plans together with its deficiencies, it continued to find out the difficulties faced by the pre-service English teachers in designing the lesson plans by having interview (interview guide was provided in appendix 2).

Ary clarified some procedures to be done in analyzing the data. 19 Those are:

- a. Organizing and familiarizing
- b. Coding and reducing
- c. Interpreting and representing

In this study, the researcher organized the result of interview, familiarized the result of interpretation, coded and reduced the data which was not related with the data, interpreted the result of the analysis, and also represented the data into a brief explanation after conducting interview in order to get further information related to the difficulties in designing K-13 lesson plan. The researcher analyzed the data about the teachers' difficulties in designing lesson plan using Kizlik's theory which stated that the difficulties in designing lesson plan are formulating the objective, selecting the lesson

<sup>&</sup>lt;sup>19</sup> Donald Ary, et.al., *Introduction to Research in Education*.....481-491.

assessment, selecting the material, formulating the instruction, and choosing the teaching activity.

# **G.** Checking Validity of Findings

In this research, the researcher involved two different research methods. They were documentation and interview. For assuring the validity and reliability of the instruments, the researcher consulted the instruments several times with her thesis advisors and the competent English lecturer. To produce the reasonable findings and the interpretations, the researcher read and analyzed the data repeatedly. In addition, the data from various instruments were cross-checked to insure validity. Then, the researcher consulted the results of the study with her thesis advisors in order to specify the appropriate interpretations.