

RESEARCH METHOD

A. Approach and Research Design

Qualitative approach design is aimed to examine the phenomenon as it is in a rich detail.²⁶ This research uses qualitative approach in the way of collecting and analyzing the data. Qualitative method is chosen in this research, since this is a study that wants to measure, analyzing, and describe students' ability in making indicators. Students' ability is an abstract thing that can be measured and approached only by using qualitative method. This research used qualitative method, especially descriptive method.

²⁶ Donald Ary, *Introduction to Research in Education 8th Edition* (Canada: Cengage Learning, Nelson Education, 2010), 25.

In this research the researcher was as instrument of the research as well as data collector. To this purpose researcher took lesson plan that made by students of PPL 1 class at English Education Department in collecting the data through instrument and the researcher also made an interview to interview students about develop indicator of lesson plan. When the researcher took students' lesson plan and interviews the students, the researcher introduced her presence to the students in order to know that the researcher did research about students' lesson plan.

The subject of this study was the students in C class of PPL 1 class of English education department UIN Sunan Ampel Surabaya, because this class had thirteen students, until this class more. Also the lecturer that teach in this class always give suggestion or feedback after every students practice teaching and the lecture ask what is revised by students should be implemented in the next circle.

[illegible]

Ampel. It was the only state Islamic university in Surabaya and a university that has an English education department.

D. Data and Source of Data

To answer the problems in this research, there were two types of data; the first was primary data and the second was secondary data. Those data will be explained in detail below:

1. Types of Data

a. Primary Data

The primary data of this study is the data got from some students' lesson plan (RPP) of PPL 1 class at English Education Department of UINSA Surabaya.

b. Secondary Data

The secondary data of this research is the data got from some students from the students taken PPL 1 class. The researcher give open-ended questionnaire for some students of PPL 1 class at English Education Department of UINSA Surabaya, it can help researcher to support the data from doing open-ended question.

2. Source of Data

The sources of both primary and secondary data are from students' lesson plan and interview the students with some question that is given to the students of

In conducting this research, the researcher uses some instruments. Those instruments are:

1. Students' Lesson Plan (RPP).

The lesson plan used grading rubric to give some criteria in measuring the ability of students in developing indicator of lesson plan. The table below is the grading rubric that will be used to analyze this data by the researcher:

Table 2: Grading rubric for students' ability in developing indicator of lesson plan

[illegible]

	thinking learners level)	
2	Related to standard competence and basic competence	
	a. Poor (the indicators arranged are not related to standard of competence and basic competence)	
	b. Fair (the indicators arranged are less related to standard of competence and basic competence)	
	c. Good (the indicators arranged related to standard competence and basic competence)	
3	Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor)	
	a. Poor (the indicators arranged do not show the learners achievement in terms of cognitive, affective, and psychomotor)	
	b. Fair (the indicators arranged only one or two of three domains cognitive, affective, and psychomotor show the learners achievement)	
	c. Good (the indicators arranged show the learners achievement in terms of cognitive, affective, and psychomotor)	
4	Using the operational verb that can be measure	
	a. Poor (the indicators arranged do not use operational verb that can be measured)	
	b. Fair (Most indicators arranged do not use operational verb that can be measured)	
	c. Good (All indicators arranged use operational verb that can be measured)	
5	Do not use the ambiguous words	
	a. Poor (All indicators arranged contain the ambiguous words)	
	b. Fair (the indicators arranged less contain the ambiguous words)	
	c. Good (All indicators arranged do not contain the ambiguous words)	
6	Observing the relevant learning sources	
	a. Poor (the formulation of indicators arranged do not observe relevant learning sources)	
	b. Fair (the formulation of indicators arranged less observing relevant learning sources)	
	c. Good (the indicators arranged by observing the relevant learning sources)	

F. Data collection technique

In collecting the data, the researcher did not take part directly in the activity. In other word, the researcher did not play arole as a direct participant observer. The researcher only collected the data through students' Lesson Plan (RPP). Here, the researcher took one time meeting to collect the data and it was be conducted after the middle test with an assumption that students already have bckground knowledge dealing with the way how to make Lesson Plan.

After the researcher took Lesson Plan made by students, then the researcher observed whether the indicator of Lesson Plan made by students of PPL 1 class are good or not by using the checklist criteria of indicators made by the researcher.

The researcher also interviewed the students of PPL 1 class that make lesson plan which is the researcher want to know the students' difficulties in developing indicator of lesson plan. The interview will be done with 1 time interview.

G. Data analysis technique

Data analysis technique plays an important role in conducting a research, since analysis can help the researcher to get a valuable meaning to solve the

