CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a descriptive research which uses qualitative approach. The descriptive research is used to identify and classify the elements or characteristics of the subject.[1]Descriptive research is to describe or to get information about the current condition of certain objects. Therefore, it includes "describing, taking notes, analyzing, and interpreting the existing facts".[2]In addition, Arikunto states that descriptive research is not aimed at testing a certain hypothesis, but only describes the phenomenon, situation, and condition that happen during the research.[3]

As stated by Sugiyono, Bogdan and Biklen propose several characteristics of qualitative research as follows: [4]

1. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument

2. Qualitative research is descriptive. The data collected is in the form of words of pictures rather than number

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[1] Association of MBAs, "*Introduction to research and research methods,*" (Bradford: University School of Management), 3
[2] Mardalis, *Metode Penelitian,* (Jakarta: Bumi Aksara, 1995), 26
[3] Suharsimi Arikunto, *Prosedur Penelitian,* (Jakarta: Rineka Cipta, 1996), 10
[4] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,"* (Bandung: Alfabeta, 2009), 13

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3. Qualitative research are concerned with process rather than simply with outcomes or products

4. Qualitative research tends to analyze their data inductively

5. "Meaning" is essential to the qualitative approach

Therefore, this study attempted to presents the description, analysis, and interpretation of the existence of the lesson plan which has been developed by the teacher of international class at SMP Muhammadiyah 5 Surabaya. The researcher would explain the result of the study about how the teacher develops the lesson plan. In addition, the researcher also wanted to know some difficulties faced by the teacher in developing the lesson plan.

Regarding with the first research question, the researcher used documentation study and interview as the techniques to explain the detail of developing lesson plan. While the second research question was described by interviewing the teacher of international class at SMP Muhammadiyah 5 Surabaya.

B. Research Subject

The subject of this research is SMP Muhammadiyah 5 Surabaya because this school is on its way to be an international school. The researcher focused on two teachers who taught in international class at SMP Muhammadiyah 5 Surabaya. The teachers should teach in international class, and apply the newest curriculum includes the lesson plan, and they develop the lesson plan.

C. Data and Source of The Data

This study was conducted to describe lesson plan developed by the teachers in international class at SMP Muhammadiyah 5 Surabaya. For the purpose of the study, some data that were collected from the subjects were:

1. The teachers' consideration

    The teachers' considerations to develop lesson plans were needed to be analyzed. This data were from the teachers as the main source. The additional data might be taken from the school's principal to clarify the urgency of developing the lesson plans. Furthermore, some written sources found in books, journal articles, and undergraduate thesis were to be used by the researcher to explain the detail of those considerations.

2. The teachers' strategy

    In developing lesson plans, the teachers' strategy was also considered as important variable to be observed. It was taken from the English teachers as the primary source of the data. In addition, the secondary source has taken from weekly teachers meetings to know the strategy used by the teachers. The researcher used semi structured interview to clarify the data about the way how the teachers develop the lesson plan.

3. The lesson plan development components

    The lesson plans had many critical components. The researcher wanted to know what components need to be developed by the teachers. In depth-

interview and formal document were used as the primary technique to get the data. Meanwhile the data source was from the teachers themselves.

4. The teachers difficulties

The researcher would describe the difficulties the development of lesson plans which have been written down in formal document. The teachers would clarify the complexity in developing lesson plans. The primary data source was taken from the teachers.

D. **Research procedure**

Based on Suharsimi, research has five steps to be done. They are preliminary study, research preparation, research action, analyzing data and writing result of the study.[5]Knowing this research procedure's theory, the researcher implements those steps in this study. They are described as follows:

1. Preliminary Study

It is regarded as the researcher's preparation of the study. This preliminary research gave an opportunity for the researcher to observe directly about anything related with the study. This preparation was done by asking some questions dealing with the lesson plan development. In this study, the researcher has conducted this step since Monday, March 3rd 2014. Proposing a good title, studying some literatures, choosing the subject and instrument of

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[5]Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2005)

the research were included in this step. It was conducted to make research proposal to know the possibility of the research.

2. Research Preparation

This was the continuing step after the researcher conducts the preliminary study about lesson plans in international class at SMP Muhammadiyah 5 Surabaya. The researcher has done this research preparation which was started from Thursday, June 12th 2014 to Friday, October 24th 2014 to. In this step, the researcher managed the research design, review the instruments, prepare the study, and do trial study with the focus on how the teachers develop the lesson plan and their difficulties.

3. Research Action

The researcher conducted the research action after the researcher has prepared for the study. This research action was completed during Wednesday, November 26th 2014 to Wednesday, December 10th 2014. This step had two main points. The first, the researcher interviewed the teachers to know the development of lesson plan and also the teachers' difficulties during the process. The second part was documentation study to describe how the teachers develop lesson plans.

4. Analyzing Data

The researcher used the data from the instruments which have been obtained from the research. Then, the researcher analyzed both of the instruments to clarify and answer the research questions because the

researcher had to present some conclusions based on related literatures and experts. The researcher has examined the analysis which was started from Thursday, December 11th 2014 to Friday, December 19th 2014.

5. Writing The Result of The Study

This step gave opportunity to the researcher to arrange the design of the report, the main explanation of the result of the study, some parts of the result's complement and written format of the report. In this step, while analyzing the data which have been obtained from the study, the researcher also wrote the result of the study. The researcher started from Saturday, December 20th 2014 to Sunday, December 28th 2014.

E. Data Collection Techniques and Instrument

Marshall and Rossman, stated that "the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, and document review."[6] Knowing the nature of this study, the researcher used documentation and in-depth interview. In addition, the researcher also acted as human instrument because this study is regarded as qualitative research.[7]They are described as follows:

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[6] As cited in Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, (Bandung: Alfabeta, 2007), 225

[7]Sugiyono, *Metode Penelitian Kuantitatif,...*222

1. Documentation Study

   Sukmadinata describes documentation as "a technique to collect the data by assembling and analyzing the documents, either written documents, pictures, or electronic ones."[8]In addition, Ary stated that documents can be classified into four categories; public records, personal documents, physical materials, and researcher-generated documents.[9]These definitions clarify that documentation is one of collection data technique to be analyzed and described based on either written or oral documents.

   In this study, the researcher used documentation to collect the data of well-developed lesson plan which has been done by the teacher. It was used to answer the first research question which is focused on how teacher develop the lesson plan. In this case, the researcher would explain how the teacher develops the lesson plan whether individually or group.

2. Interview

   Esterberg defines interview as "a meeting of two people to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic."[10] Interview is described as the way of getting information and opinion by

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[8] Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan,* (Bandung: Remaja Rosdakarya, 2007), 221

[9]Donald Ary, Lucy Cheser Jacobs and Chris Sorensen,*Introduction to research in education,*(California: Wadsworth, Cengage Learning, 2010), 442

[10] As cited in Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 231

questioning, answering, and concluding meaning of the certain topic between two people.

Furthermore, Stainback explained that "interviewing provide the researcher a means to gain a deeper understanding of how to participant interpret a situation or phenomenon than can be gained through observation along."[11] This means that after conducting interview, it is expected that the researcher will get more understanding about the problems of the study.

Esterberg categorized three types of interview. Those are structured interview, semi structured interview, and unstructured interview.[12]

a. Structured Interview

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

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.

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[11] As cited in Sugiyono, *Metode Penelitian…*, 231
[12] As cited in Sugiyono, *Metode Penelitian…*, 233

This study used semi structured interview to collect information on how lesson plans are developed because this provided the researcher more space and flexibility to ask question and the teachers to answer more freely. This clarification was expected to give deeper explanation about the lesson plans.

The researcher selected this technique to clarify the data focused on how the teacher develops the lesson plan as stated in the first question. This study used an interview guide to understand the teacher development of the lesson plan. In addition, this technique was also used for gaining the information about the teacher's difficulties in developing lesson plan.

3. Human instrument

Since this study used the qualitative approach, the researcher was the key instrument. According to Sugiyono, the qualitative researcher as the human instrument is "to determine the research focus, to choose informant as the data source, to collect the data, to assess the quality of data, to analyze data, to interpret data, and to conclude all the findings of the research."[13] Therefore, in this study, the researcher acted as the human instrument and did all of those related to the study, such as deciding the research focus, determining informant as the data source, collecting data, assessing the quality of data, analyzing data, interpreting data, and concluding all of the research findings.

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[13] Sugiyono, *Metode Penelitian Kuantitatif ...* 222

F. Data Analysis

Bogdan clarified 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.[14] It means that data analysis is a process to analyze the data using interview transcripts, field notes, and other materials and then the researcher display the data based on the techniques.

To answer two research questions in this study, the researcher took some steps in presenting the data in data analysis. Those research problems would be briefly described as follows:

1. The ways how the teachers develop the lesson plans

The researcher collected the data of the ways how teachers develop lesson plans form interviewing the teachers and documenting the teacher's formal document. After collecting the data, the researcher analyzed the data deeply and intensively. In this part, the researcher would describe the teachers' understanding of lesson plan, the teachers' consideration in developing lesson plan, the teachers' strategy in developing lesson plan and the lesson plan development components.

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[14]As cited in Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, 244

To analyze the data, Ary stated some procedures to be done in a study.[15] Those are:

a. Organizing and familiarizing

b. Coding and reducing

c. Interpreting and representing

In conclusion, in this study, the researcher would do those steps to investigate the data which have been accumulated.

2. The difficulties which are found in developing lesson plan

After conducting an in-depth interview, to analyze the second research question about the difficulties in developing lesson plan, the researcher organized the interview transcript, familiarized the transcript interpretation, coded the data, 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. The researcher analyzed the data about the teachers' difficulties and solutions in developing lesson plan using the combination theories of Gafoor and Farooque and also the theory of Kizlik which stated that the difficulties in developing lesson plan are narrowing down the instructional objectives, managing time, developing the learning aids, arranging the lesson, using suitable methods, selecting the lesson assessment and choosing the students activities.

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[15]Donald Ary, Lucy Cheser Jacobs and Chris Sorensen,*Introduction to Research in Education,*(California: Wadsworth, Cengage Learning, 2010), 481-491