CHAPTER III

RESEARCH METHOD

This chapter deals with the method to obtain the data. The research method has some elements. They include research design, research subject, data and source of the data, data collection technique and instrument, data analysis, checking validity of findings and research stages.

A. Approach and Research Design

The approach of this research was qualitative. According to Dawson, "qualitative research explores attitudes, behaviour, and experiences through such methods as interviews or focus groups". This research applied qualitative approach to find out the answer dealing with the teacher's knowledge and experiences of process in designing speech syllabus. It would be proven through interview and analysis of syllabus document as a real product.

As of the design of the research, Suryana stated that "descriptive research is used to identify and classify the elements or characteristics of the subject". It means that descriptive design is used to describe the detail condition of the research subject, so the problem could be identified clearly. Therefore, the research design of this study was descriptive-qualitative research because the

¹Chaterine Dawson, "A Practical Guide to Research Methods". (United Kingdom: Advision of How to Book.Ltd, 2007), 15.

²Suryana, *Model Prakantis Penelitian Kualitatif dan Kuantitatif*, (Jakarta : Universitas Indonesia), 18

main concern of this research was to know and to describe the level of teacher's knowledge on designing a syllabus for speech subject at SMP Muhammadiyah 5 Surabaya based on some characteristics. It explained that descriptive research would be described narratively and interpretly. It was also related to the variable of this study which was dealing with the ways teacher designed the syllabus for speech subject.

Suharsimi stated that "descriptive research describes the reality of research variable, and condition". It means that through descriptive design, this study would like to describe the process done by the teacher in designing the syllabus for speech subject within analysing the real syllabus designed by the teacher in order to clarify its quality.

B. Researcher Presence

Sugiyono puts forward that in a qualitative design "the researcher has a role as the human instrument who knows the theory foundation of the problem" ⁴. Borg and Gall also stated that "the main measurement tool for collecting data in qualitative research is the investigator himself" ⁵. So, in this study, the researcher collected the data and provided as research instrument by interpreting from theoretical foundation about syllabus design within the fact of the problem found

_

³ Suharsimi Arikunto," *Manajemen Penelitian*," (Jakarta: PT. Rineka Cipta, 1995), 310

⁴ Sugiyono," Metode Penelitian Pendidikan" 320

⁵ Walter R Borg, Gall Meredith," *Educational Research: An Introduction*," (Fifth Edition: Longman, 1989), 35

in the field. The main source of data was the teacher of speech and the researcher interviewed the teacher dealing with the ways and knowledge in designing a subject syllabus under the implementation of KTSP development in case with the students exchange program.

C. Research Location

The researcher chose SMP Muhammadiyah 5 Surabaya because it applied a combination between Cambridge Curriculum and KTSP (*Kurikulum Tingkat Satuan Pendidikan/School-Based Curriculum*) for third grade and 2013 curriculum for first and second grade. Hence, dealing with a target to be an International school, this school has a program of speech subject which syllabus was designed by the teacher himself. It could be interesting, if the process and quality of the syllabus to be analysed.

The subject of this research was the teacher of speech subject who had a main role in designing a syllabus of speech subject that was held at SMP Muhammadiyah 5 Surabaya. Furthermore, the researcher interviewed the speech teacher as the first sample to know the level of of teacher's knowledge about how he designed a syllabus. Then, the second sample was the syllabus sheet that was designed by the teacher. The syllabus would be analyzed based on the rubric evaluation of syllabus that is adapted from The Center Of Language Teaching

And Assessment⁶ using the theories of O'Brien, Millis and Cohen⁷ to know whether the content were referred to the characteristics of well-developed syllabus or not.

D. Data and Source of Data

The data of this research was qualitative data dealing with description of the knowledge and understanding about the teacher designs a syllabus of speech. In this case, the researcher listed the data collected:

- 1. The process of designing the syllabus. The source of data was the English speech teacher and the targetted data was the information in words about the knowledge and understanding on process the teacher designed the speech syllabus. The interview would be done by making interview guideline based on a compilation of some theories in chapter two.
- 2. The syllabus form. The source was printed syllabus for one semester. the targetted data was a detail description about each element of speech syllabus based on the rubric that was adapted from Center for University of Teaching, Learning and Assessment⁸ within some other litaratures from journal and books. It was obtained from the teacher as a documentation.

⁷ Judith Gruneth O'brian, Barbara J. Millis and Margaret Cohen, "*The Course Syllabus*", (San Fransisco: A Jossey Bass, 2008), 39

⁶ CELTA is an online website that supports language teaching and learning at MSU and beyond (celta.msu.edu/)

⁸ CELTA is an online website that supports language teaching and learning at MSU and beyond (celta.msu.edu/)

3. The quality of syllabus. The source was printed syllabus. The target data was descriptive explanation from the researcher's interpreting after grading the syllabus form based on the checklist analysing from rubric evaluation of welldeveloped syllabus.

E. Research Instruments

Some instruments were needed to collect data in order to answer the research problem. Since the design of this research was descriptive-qualitative, the researcher formulated some instruments as below:

1. Human Instrument

Lincoln and Guba stated that "the instrument of choice in naturalistic inquiry is the human⁹". It explains that in qualitative approach, the researcher acted as the key instrument who built up some theories related to research subject because qualitative research did not examine a certain hypothesis. So, the result was related with the researcher interpretation. Nasution also clarified the characteristics of being human instrument, they are 10:

- a. The researcher is a person who directly communicates with the research subject and observes the field.
- b. The researcher can adapt in any situation to collect as many as data in fulfill the answer of research problem.

⁹ Sugiyono," *Pendekatan kuantitatif, kualitatif dan R&D*", (Bandung : Alfabeta, 2012), 306 ¹⁰ Sugiyono," *Pendekatan kuantitatif.......*" 307

c. The researcher analyses the data within the interpretation of some literatures and sources.

Therefore, in this study the researcher was being as the source of data, collecting data, analysing data, interpreting literatures and concluding the result.

2. Validation Sheet

This validation sheet was made by the researcher and being validated by the expert and the advisor. In this case, the expert and advisor are the lecturers of English Education Department who teach and give lectures on the teaching and evaluating preparation.

This instrument was used for validating the sheet of teacher's interview guide.

3. Rubric Evaluation of Syllabus

This instrument was used for evaluating the syllabus of speech at SMP 5 Muhammadiyah. It was used to find out if the syllabus quality based on the characteristics of well developed syllabus subject or not. The rubric was adapted from Center for University of Teaching, Learning and Assessment¹¹ using the compilation theories from O'brian, Millis and Cohen.

 $^{^{\}rm 11}$ CELTA is an online website that supports language teaching and learning $\,$ at MSU and beyond (celta.msu.edu/)

4. The Interview guide

This instrument was used for getting the data about the teacher's knowledge in designing a syllabus of speech. Esterbeg¹² divides three kinds about interview guide. They are:

- a. Structured interview: it is used within some alternative answer. So, the researcher gives the limitation about the obtaining information from research participant.
- b. Semi-structured Interview: it is used as in-depth interview which the researcher give an open-minded opinion from the participant. It is purposed to provide the idea about the real phenomenon.
- c. Unstructured Interview: in this type, the researcher does not sistematically write down the list of questions. The researcher just figures out the general problem related with the research subject.

In this study, semi structured interview was used because by using semistructured interview, the researcher concluded the corret answers form alternative answers provided in the interview to know the level of teacher's knowledge in ways the teacher designed the syllabus.

F. Data Analysis

The data of this study was described narratively and descriptively. The following were the steps in analysing the data:

¹² Kristin Esterberg," Qualitative Method in Social Research," (Mc. Graw Hill: New York, 2002), 57

1. The targetted data from interview technique was to answer the research question number one dealing with the level of teacher's knowledge and understanding as a designer of syllabus. It was related to the basic knowledge on the process in designing a syllabus. The answers would be calculated using average formula:

Result =
$$\frac{\text{Total Score}}{14}$$

With:

Total Score : Total of the teacher's score

: Total of the criteria on teacher's knowledge

The result of the calculation was interpreted based on the scale adapted from Marshal entitled "Teacher Evaluation Rubric" :

Level 1 : Does not meet the standard

Level 2: Need Improvements

Level 3: Effective

Level 4: Highly Effective

The categories of each scale is described as follows:

a. Highly Effective Level: the teacher experts in the syllabus area and give complete and clear answers of the process in designing the syllabus dealing with the triangulation theories of syllabus design.

¹³ Kim Marshal," *Rethinking Teacher Supervision and Evaluation*" (San Fransisco: Jossey Bass, 2009), 8 (the detail rubric is attached in appendix 3)

- b. Effective: the teacher knows the syllabus and the subject matter well and know the process in designing the syllabus dealing with the triangulation theories of syllabus design.
- c. Improvement necessary: the teacher is somewhat familiar with the syllabus area and the subject matter with few ideas of ways designing the syllabus. The teacher somewhat answers clearly dealing with the triangulation theories of syllabus design.
- d. Does not meet the standard: the teacher has no or little explanation with the syllabus area and the subject matter in the process designing the syllabus. The teacher does not show the clear answers dealing with the triangulation theories of syllabus design.

In scoring the level of teacher's knowledge, take each of the twelve criteria, read across the four levels, find the level that best describe the teacher's knowledge and understanding ¹⁴. Then, give an overall score on the bottom of page (averaging the score). After that, giving further explanation and interpretation of the result by building up the theoretical foundation and library research from a compilation theories that have been interpreted by the researcher. The researcher also figured out the difficulties in designing a syllabus to know how far the teacher's knowledge influence in producing well-designed syllabus.

_

¹⁴ The detail description of each level is attached in appendix 3

- 2. The targetted data from documentation was a syllabus sheet for speech learning. It would be analysed based on the syllabus rubric evaluation that compiled from The Center Of Language Teaching And Assessment¹⁵ with the theories of O'Brien, Millis and Cohen¹⁶. In order to answer the research question number two, the total score of syllabus components would be calculated and categorized into three scales. They are Basic (poor), Emerging (enough) and Exemplary (good)¹⁷. After analysing the quality of the speech syllabus by using cheklist attached in appendix 5, the result was concluded from overalls quality of speech syllabus components. Then, the syllabus components would be described with the detail description based on indicators to know the whole quality of the syllabus.
- 3. After all of the process, the researcher concludes all of the data analysis then writes the final result about the relation of teacher's knowledge in helping a syllabus design for speech class.

G. Checking Validity of Findings

Checking validity of findings is one of the important thing in figuring out the accurate result of research problem because as Meleong explaines "a research is supposed to demonstrate the right value which is used as the solution of

¹⁵ CELTA is an online website that supports language teaching and learning at MSU (Accessed on January 12, 2015)

¹⁶ Judith Gruneth O'brian, Barbara J. Millis and Margaret Cohen, "*The Course Syllabus*", (San Fransisco: A Jossey Bass, 2008), 39

¹⁷ The Complete Rubric of Syllabus Evaluation is attached in the appendix 4.

research problem"¹⁸. In qualitative design, checking validity includes credibility, transferability, dependability, and confirmability. In order to get valid data, this study applied credibility, dependability, and confirmability.

Lodico, Spaulding and Voegtle stated that "credibility refers to whether the participants' perceptions of the setting or events match up with the researcher's portrayal of them in the research report". It means that the data would be credible if the findings were in line with theories in this research. Therefore, this study did triangulation of multiple data sources and participant review of interview transcript. Because one of the data collection technique in this study was interview, the data would be referred into some theories.

In addition, Lodico, Spaulding and Voegtle explains "dependabilty refers to the detail explanations of how the data are collected and analysed."²⁰. It showed how the research collect the data and the ways analysed them. It was explained in the data collection technique and data analysis. In this study, to get the valid data, the teacher's knowledge level was analysed by using rubric of teacher evaluation which attached in appendix 3 and the quaity of the speech syllabus was analysed based on the syllabus rubric evaluation attached in appendix 6.

¹⁸ Lexy .J. meleong, ,"*Metodologi Penelitian Kualitatif*," (Bandung: PT. Remaja Rosdakarya, 2009).321

¹⁹ Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle," *Methods in Educational Research*", (San Fransisco: Jossey Bass, 2006), 273

²⁰ Merguerite Lodico, Dean Spaulding and Katherine Voegtle," *Methods in Educational Research*", (San Fransisco: Jossey Bass, 2006), 275

Sugiyono delivered that "confirmability deals with examining research objectives" ²¹. It explained that the result of the research has to be revised by the advisor and conducted by the interpreter of the researcher. This study used triangulation and participant review then analysing the collected data through interview and documentation within the compilation of some theories then state the final result of the findings.

H. Research Stages

The procedures of doing this research were explained into four steps: preliminary study, planning, research action and concluding data.

1. Preliminary Study

Preliminary study means a preparation before doing the research. In this case, the researcher directly observed the condition of speech class at SMP Muhammadiyah 5 Surabaya and had an interview²² with the curriculum advisor and teacher. Dealing with that observation, the researcher found some facts that this speech subject was designed for academic purpose related with development of students exchange program and its curriculum and the syllabus used was designed by the teacher of speech. Therefore, the researcher concerned on analysing the teacher's knowledge in process of

²¹ Sugiyono," Pendekatan Kuantitatif, Kualitatif dan R&D," (Bandung: Alfabeta, 2012), 377.

²² Preliminary interview with the curriculum teacher on Tuesday, 11th of March 2014 at SMP Muhammadiyah 5 Surabaya

designing a syllabus for speech class. The preliminary study was conducted on Monday, March 3rd, on Thursday, 13th and Monday, 17th 2014.

2. Research design and planning

In this step, the researcher chose the research design based on the research problem. In relation to conduct this research, a set of plans were needed to be prepared well. Then, the researcher tried to build up some theoretical foundation related with syllabus design and prepare some instruments such as a sample of interview guide and rubric evaluation of grading syllabus. The research planning was conducted from Monday, March 17th 2014 to Friday, October 24th 2014

3. Research Action

This part was a main part of this research because it was time for the researcher to begin collecting the data. This stage contained two implementations. The first was interviewing the teacher of speech class as the research subject to know the ways in designing a syllabus based on teacher's knowledge. The interview was an indepth interview with structured form.

The second was asking for the syllabus product of speech class that was designed for teaching speech as a documentation. The researcher did the activities from Wednesday, November 26th 2014 to Wednesday, December 10th 2014.

4. Analysing the data

In this step, the researcher analysed the data collected from the field. It was established based on the theories that has been built. Then, the researcher found out the answer of research questions and described them into categories. The analysis started on Monday, December 15th 2014.

5. Writing the result and concluding data

In this action, the researcher reflected all of the information that have been collected with the theories from library research. So, the researcher designed the result, described intensively, interpreted the literature, stated the parts of result complements and wrote the conclusion. Finally, the researcher concluded the research findings to answer all of the research problems. This activity was done from Monday, December 22nd 2014 up to the deadline before the thesis examination.