# Chapter III

**Research Method**

In this chapter the researcher is elaborating the research method including research design, research method, technique of collecting data and technique of analyzing data.

## 3.1 Research Design

Creswell (2008) defines research design as a several procedures on research that include method of data collection and analysis. In this research, the researcher will answer and explain the research questions as clear as possible. The researcher will be focusing on the analysis and interpreting the written material of lesson planning that made by one of English teacher in Senior Vocational School 1 Bandung. In line with that, Educational research is usually conducted through descriptive method (Burns in Maulana & Rizkiani, 2019). Therefore, this research uses qualitative approach. Ary (2010: 424) stated that qualitative research requires the data that are in the form of words or pictures rather than number and statistic.

In designing the research, the researcher is conducted with several steps. The steps are as follow:

**3.1.1 Planning**

In this step, researcher is making several steps. First, researcher is asking for permissions to the head of curriculum in Senior Vocational School 1 Bandung to conduct the research. Second, researcher is completing a procedure such as sending a letter from the English Department to the school. Third, researcher is asking the one of 3rd grade English teacher from to analyze his lesson planning.

**3.1.2 Implementing**

In this step, researcher is reading the whole lesson planning that made by the 3rd grade English teacher about news item. Then, researcher is making a table of content, and checking also determining the content whether the lesson planning is appropriate with Indonesian 2013 curriculum or not.

**3.1.3 Reporting**

In this step, researcher is writing what the findings are after analyzing the lesson planning. Then report the result of analysis. Therefore, researcher will arrange the research paper based on the procedures of analyzing lesson planning and its result after conducting the research.

## 3.2 Research Method

This research is analyzing a lesson plan as a descriptive study and as a documentation study. Then, researcher is using descriptive qualitative method to answer and interpret the research questions. According to Cresswell (2008) qualitative research is a form of research that exploring and understanding the problems in society or human as an individual that happened naturally and without involving directly or creating experiments. However, Sugiyono (2005) stated that qualitative research is a research method that used in order to investigate on natural object condition, the researcher as a main instrument, data analysis is inductive, and the result is emphasizing the meaning of the object rather than generalizing. Therefore, descriptive research does not need to formulate the hypothesis.

The researcher is choosing descriptive qualitative and documentation study method because the research is about analyzing printed document and do not need a statistic approach. After comparing the two explanation about descriptive qualitative above, researcher finds a appropriate step to answer all the research questions in this research using descriptive qualitative method. In this research, researcher is not using hypothesis, but the researcher is using explanation in order to describe the analysis in a descriptive form. In the process of analysis, researcher will elaborating Sugiyono’s method with this paper to know the result.

## 3.3 The Procedures of Collecting Data

The data that being collected is the 3rd grade English lesson planning of 6th semester about news item along with the teaching equipment. The data is available in the English lesson planning as a data document. The data is archived in Senior Vocational School 1 Bandung academic year 2018 – 2019. The data is used as the main data sources, if in analyzing process the main data is not enough, then the researcher will be fulfilling the data from the secondary sources from the school principal, vice principal or from English teacher. Then, the data is being analyzed with reading it first appropriating with how far the research need it and marking it for being analyzed in the next step. In the procedure of collecting data, the data is analyzed by using descriptive qualitative method. There are several techniques to collect the data such as using document analysis, table of content analysis checklist and interview.

The techniques of collecting data consisted of table of content analysis checklist and interview.

1. Table of content analysis checklist, was chosen to collect the data, to analyze the structures and to check the components. The researcher filled out the checklist of ten components consisted of standard of competency, basic competencies, indicators, time allocation, objectives, teaching materials, teaching activity, teaching media, sources and assessment. Then, all of the components will be checked related with the table of content analysis checklist whether has appropriated with standard of Indonesian 2013 curriculum or not. This technique is used to answer all the research questions in this paper.
2. Interview, was chosen to gain more information and to get opinions directly from the English teachers related with the lesson planning. This technique is used to give references for others.

## 3.4 The Technique of Analyzing Data

After the data being collected then it will be being analyzed. The procedure of analyzing is researcher refers to the theory that has mentioned in the previous chapter. The data that will be presented is the 3rd grade English lesson planning of news item for Senior Vocational School academic year 2018 – 2019 also with the teaching equipment that consist of learning materials, learning media, worksheet and evaluation.

**3.4.1 Analyzing the Lesson Planning**

According to Bogdan in Sugiyono’s book (2005: 88), data analysis is a process that find the data, arrange the data systematically which have been gained from interview, field records, and documentation. Then, make a conclusion which could be easier to understand to ourselves or others. In presenting the data, the researcher will be analyzing the comprehensiveness of lesson planning components related to the Indonesian 2013 curriculum. Then, researcher will provide the table of content analysis checklist. The table consist of ten tables also followed by the ten components in the lesson planning. The categories of assessment is elaborated by the standard components of Indonesian 2013 curriculum. Therefore, the data which categorized based on the component as example the indicators, objective, materials and others were being analyzed first. Next, the data were being collected and the result were provided and reported by the researcher.

Steps in analyzing the lesson planning are firstly the researcher reads the lesson planning form based on Indonesian 2013 curriculum. Then, the researcher reads and analyze the lesson planning of news item which arranged by one of the 3rd grade teacher of Senior Vocational School 1 Bandung in order to know whether the lesson plan is appropriate with standard of Indonesian 2013 curriculum or not. The last step is the researcher conduct the process of examining by comparing the lesson plan with Indonesian 2013 curriculum also checking the component analysis with the content analysis table that are provided by the researcher.

In analyzing the lesson plan, researcher will be focused on the main components of lesson plan. Those are (1) Identity of Lesson Plan, (2) Core Competency, (3) basic competency, (4) indicators of competency achievement, (5) learning objectives, (6) learning materials, (7) Learning methods, (8) Teaching activity, (10) Learning Media, (11) Sources, and (12) Assessment.

Based on those components, if the components are available on the lesson planning and matches with the standard of Indonesian 2013 curriculum, it could be stated that the lesson planning is appropriate with the Indonesian 2013 curriculum. Then, if the components are not completed as have been mentioned above, the lesson planning may not appropriate with the standard of Indonesian 2013 curriculum.

After the lesson planning being analyzed, next step is the researcher is providing the table. It has a purpose to measure the lesson planning itself. The table is about the standard competency and basic competence of Indonesian curriculum 2013 for senior vocational school. The analysis will be implemented related with the Ministerial Regulation of Education and Culture number 81 year 2013 about implementation of curriculum.

## 3.5 Instruments of the Research

**3.5.1 Instrument of Analyzing Identity of Lesson Planning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Component** | **Elements** | **Availability** | |
| **Available** | **Unavailable** |
| 1 | Head | 1. School Identity |  |  |
| 1. Subject |  |  |
| 1. Class/Semester |  |  |
| 1. School year |  |  |
| 1. Time allocation |  |  |
| 2 | Main Competency | 1. Core competency 1 |  |  |
| 1. Core competency 2 |  |  |
| 1. Core competency 3 |  |  |
| 1. Core competency 4 |  |  |
| 3 | Basic Competency | 1. Basic Competency for Core Competency 3 |  |  |
| 1. Basic Competency for core Competency 4 |  |  |
| 4 | Competency Accomplishment Indicators | 1. Indicator for basic competency 3 |  |  |
| 1. Indicator for basic competency 4 |  |  |
| 5 | Teaching Objectives | |  |  |
| 6 | Teaching Material | |  |  |
| 7 | Media / Learning tools | 1. Learning media |  |  |
| 1. Learning tool |  |  |
| 8 | Lesson source | |  |  |
| 9 | Teaching method | 1. Approach |  |  |
| 1. Model |  |  |
| 1. Method |  |  |
| 10 | Learning Activity | 1. Opening |  |  |
| 1. Core |  |  |
| 1. Closing |  |  |
| 11 | Assessment | 1. Assessment Technique |  |  |
| 1. Assessment instrument |  |  |
| 1. Score calculated guidance |  |  |

**3.5.2 Analyzing Learning Equipments**

**3.5.2.1 Learning Material**

In learning material, the next step researcher is analyzing learning material which appropriate with the theory that has been mentioned in the previous chapter. Based on analysis purpose, the researcher will make an instrument to analyze learning material that must contain school identity, instructions for students, content learning material, a preface that in accordance with student’s age and bibliography or references.

**3.5.2.2 Instrument for Learning Materials**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect of Assesment** | **Available** | **Unavailable** |
| 1. | The material is appropriate with main competencies (KI, KI2, KI3 and KI4) |  |  |
| 2. | The materials is appropriate with the point factual, conceptual, procedural and metacognitive knowledge |  |  |
| 3. | The materials contain the elements of:  - Critical thinking and problem solving skills  - Collaboration skills  - Creative skills  - Communication skills |  |  |
| 4. | Using supporting sources (internet, handbook or text book) |  |  |
| 5. | Learning material contains of School Identity |  |  |
| 6. | Learning material contains clear instructions for students |  |  |
| 7. | Learning material contains content learning materials |  |  |
| 8. | Learning material contains a preface that in accordance with student’s age |  |  |
| 9. | Learning material contains bibliography or references |  |  |

**3.5.2.3 Instrument of Learning Media**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect of Assesment** | **Available** | **Unavailable** |
| 1. | The media is up to date and relevant with the materials. |  |  |
| 2. | The media is attractive based on their characteristic. |  |  |
| 3. | The accuracy of the delivery strategy thus enabling convenience and speed of understanding and mastery of material, concept or skills. |  |  |
| 4. | Appropriateness and quality of utilization video with the aim, content and material related audience characteristics (students). |  |  |
| 5. | The accuracy of using the language communication according to purpose, content audience material and characteristics (students) related. |  |  |
| 6. | The media could gain motivation for students |  |  |

**3.5.2.4 Instrument of Worksheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect of Assesment** | **Available** | **Unavailable** |
| 1. | Student worksheet contains core competency and basic competency |  |  |
| 2. | Student worksheet contains material context |  |  |
| 3. | Student worksheet uses pictures or illustations with clear instructions |  |  |
| 4. | Student worksheet mentions terms and materials based on student’s development |  |  |
| 5. | The material related with Indonesian current situation, condition and problems |  |  |
| 6. | The content encouraging student’s expansion of knowledge |  |  |
| 7. | The language is easy to understand consist of questions, instructions and activities |  |  |
| 8. | The sentences and language use scientific approach |  |  |
| 9. | The terms and spelling are must conformable with the rules of Indonesian language |  |  |

**3.5.2.5 Instrument of Learning Evaluations**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect of Assesment** | **Available** | **Unavailable** |
| 1. | Learning evaluation contains knowledge skills |  |  |
| 2. | Learning evaluation contains cognitive abilities |  |  |
| 3. | Learning evaluation contains thinking skills (low-level to high-level) |  |  |
| 4. | Learning evaluation contains multi-literacy abilities |  |  |

**3.5.2.6 Instrument of Interview**

According to Sugiyono (2005:72) interview is a meeting conducted by two persons to exchange information and idea by giving questions and answers so it could construct a conclusion about certain topic. In this interview, researcher is making five questions related to this research. The interview will be held directly with the teacher and using Indonesian language. Then, the researcher will be translated the interview result to English language. The questions that going to be asked as follows:

Interviewer: Ilham Rafial Hafiz

Source/Speaker: …………

Place: SMKN 1 Bandung

Time: March, 25nd 2021

|  |  |  |
| --- | --- | --- |
| **No.** | **Questions** | **Answer** |
| 1. | How are the process in designing and making lesson planning in the school? |  |
| 2. | Are the teachers in the school already understand with Indonesian 2013 curriculum in designing lesson planning? |  |
| 3. | Are the teachers already implementing the lesson planning based on Indonesian 2013 curriculum? |  |
| 4. | What are the teacher problems or challenges in designing lesson planning based on Indonesian 2013 curriculum? |  |
| 5. | Are the teachers implementing all the teaching equipment based on lesson planning that had been designed? |  |