# 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**

According to Cresswell (2009:3) research design is plans and procedures for research to detailed methods of data collection and analysis. In this research design the researcher has a purpose that this chapter will enable to answer the questions as clear as possible. In this research, researcher is focusing on the analysis and will going interpret the written material of lesson planning. So, the method that used in this research is qualitative approach. Ary (2010:424) implied that qualitative inquirer deals with data that are in the form of words or pictures rather than numbers or statistics.

In designing the research, researcher is started with doing several steps. The steps are as follows:

1. **Planning**

In this step, researcher is making several steps. First, researcher is making a title of final paper and approvement by lecturer. Next is researcher taking a seminar proposal and do the field research. In procedure of foeld research, first researcher is asking for permissions to the head of curriculum in Pasundan 8 Senior High School Bandung to do the research there. Second, researcher is completing a procedure such as sending a letter from the English Department to the school. Third, researcher is asking the English teacher from 2nd grade to analyze their lesson planning.

1. **Implementing**

In this step, researcher is doing the study documentation to find the data. The data is about the English lesson planning arranged by 2nd grade English teacher of Pasundan 8 Senior High School Bandung academic year 2019 – 2020. The data in this study documentation is the Explanation Text lesson planning with its teaching equipment and in accordance with standard of curriculum 2013.

1. **Reporting**

In this step, researcher is writing what are the findings after analyze the lesson planning. Then reporting the result of analysis in form of this thesis which has a title “The Analysis of English Lesson Planning at Pasundan 8 Senior High School Bandung”

## **3.2 Research Method**

This research is analyzing a lesson plan as a descriptive study. Then, researcher is using descriptive qualitative method to answer and interpret the research questions. According to Cresswell (2009) 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.

Meanwhile, Ari (2013) stated that descriptive study is a kind of non hypothesis research and do not need to formulate the hypothesis in steps of research. About descriptive qualitative research, Ari (2013) added that descriptive qualitative research is a non hypothesis research. As result, in the step of its research, the descriptive research does not need to formulate the the hypothesis.

The researcher is choosing descriptive qualitative 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 is finding a proper way to answer all the questions in this research using descriptive qualitative approach.

In this research, researcher is not using hypothesis but using explanation to describe the analysis in a descriptive form. In the process of analysis, researcher will elaborate the method and the theory from *Permendikbud* law and the training module.

## **The Procedures of Collecting Data**

The data that being collected is the 2nd grade English lesson planning of 1st semester topic about explanation text at XI MIPA 3 also with the teaching equipment. The data is available in the English lesson planning as a data document. The data is archived in Pasundan 8 Senior High School Bandung academic year 2019 – 2020. The data is used as the main data sources, in this research lesson planning and teaching equipment are used as primary data, if in analyzing process the main data is not sufficient, 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 is a technique to collect the data such as using document analysis and table of content analysis checklist. The technique of collecting data consists of table of content analysis checklist as explained below:

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 curriculum 2013 or not. This technique is used to answer all the research questions in this paper.

## **The Technique of Analyzing Data**

In this step, after the data being collected then it will being analyzed. The procedure of analyzing is researcher compared to the theory that has mentioned in the previous chapter. The data that will be presented is the 2nd grade English lesson planning of Explanation text for Senior High School academic year 2019 – 2020 with its teaching equipment contains of learning materials, learning media, worksheet and evaluation.

### **Analyzing Lesson Planning**

According to Marilyn (2011) data analysis is the process of making meaning form collected data. In this research, the technique of data analysis is using descriptive qualitative since the researcher take the printed document of lesson planning. Wilkinson and Birmingham (2003) implied that the process of content analysis starts from identifying the topic of research, establishing content categories, testing the categories established, collecting data, analyzing data and the last providing result.

In presenting the data, the researcher will analyzing the comprehensiveness of components in lesson planning related to the curriculum 2013. 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 curriculum 2013. 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 first, the researcher is reading the lesson planning form based on curriculum 2013. Second, the researcher is reading and analyzing the lesson planning of Explanation Text arranged by 2nd grade teacher of Pasundan 8 Senior High School Bandung in order to know whether the lesson plan has appropriated with standard Indonesia curriculum 2013 or not. Third, the process of examining is with comparing the lesson plan with curriculum 2013 with 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 (12) Assessment.

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

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 Indonesia curriculum 2013 for senior high school. The analysis will implemented related with the Minister of Education and Culture Republic Indonesia number 81 year 2013 about implementation of curriculum.

## **3.5.1 The Instrument for Analyzing Lesson Planning**

### **The Instrument of Analyzing Identity of Lesson Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Identity of Lesson Planning** | **Aspect of Identity Lesson Planning** | **Available** | **Unavailable** |
| Constitutional Unit | Institutional Unit |  |  |
| Subject | Subject |  |  |
| Class/Semester | Class/Semester |  |  |
| Theme/Subtheme | Theme/Subtheme |  |  |
| Time Allocation | Time Allocation |  |  |
| **Main Competency** | **Aspect of Main Competency** |  |  |
| **Core Competency** | -Core Competency 1 (KI-1) |  |  |
|  | -Core Competency 2 (KI-2) |  |  |
|  | -Core Competency 3 (KI-3) |  |  |
|  | -Core Competency 4 (KI-4) |  |  |
| **Basic Competency** | -Basic Competency for Core Competency 3 |  |  |
|  | -Basic Competency for Core Competency 4 |  |  |
| **Indicators of Competency Achievement** | -Indicators for Basic Competency 3 |  |  |
|  | -Indicators for Basic Competency 4 |  |  |
| **Learning Objectives** |  |  |  |
| **Teaching Materials** |  |  |  |
| **Learning Media** |  |  |  |
| **Learning Sources** |  |  |  |
| **Learning Method** |  |  |  |
| **Teaching Activity** |  |  |  |
| **Assesment** |  |  |  |

## **Analyzing Teaching Equipment**

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Based on analysis purpose, the researcher will make an instrument to analyze teaching equipment which consist of learning materials, learning media, student’s worksheet and learning evaluations.

### **3.6.1 Instrument for Learning Materials**

|  |  |  |  |
| --- | --- | --- | --- |
| **Number** | **Aspect of Assesment** | **Available** | **Unavailable** |
| 1. | School Identity1. Name of School
2. Class
3. Semester
4. Academic Year
5. Time Allocation
 |  |  |
| 2. | Basic Competency1. Basic competency for core competency three
2. Basic competency for core competency four
 |  |  |
| 3. | Indicator of Competency Achievement1. Indicator for basic competency three
2. Indicator for basic competency four
 |  |  |
| 4. | Title |  |  |
| 5. | Learning Material |  |  |
| 6. | Contains clear instructions for students |  |  |
| 7. | Contains content learning materials |  |  |
| 8. | Contains a preface that in accordance with student’s age |  |  |
| 9. | Contains bibliography or references |  |  |

### **3.6.2 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 languagecommunication according to purpose, content audience material and characteristics (students) related.  |  |  |
| 6. | The media could gain motivation for students |  |  |

### **Instrument of Student’s Worksheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect of Assesment** | **Available** | **Unavailable** |
| 1. | School Identity1. Name of School
2. Class
3. Semester
4. Academic Year
5. Time Allocation
 |  |  |
| 2. | Indicator of Competency Achievement1. Indicator for basic competency three
2. Indicator for basic competency four
 |  |  |
| 3. | Use pictures or illustations with clear instructions |  |  |
| 4. | Mentioned 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 |  |  |

### **Instrument of Learning Evaluations**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Aspect of Assesment** | **Available** | **Unavailable** |
| 1. | School Identity1. Name of School
2. School Address
3. Subject Matter
4. Class and Semester
5. Date and Time
 |  |  |
| 2. | Answer Sheet1. Student’s Identity
2. Class and Semester
 |  |  |
| 3. | Clear Instructions |  |  |
| 4. | Questions |  |  |

## **3.7 Object of the Research**

The object of this research is about the lesson planning of Explanation Text in 2nd grade class first semester of Pasundan 8 Senior High School Bandung academic year 2019 – 2020. The researcher takes one sample of lesson planning include its teaching equipment.