**Chapter III**

**Research Method**

This chapter presents whole process of the research method that include research design, research method, procedure of collecting data, technique of analyzing data and instrument of the research.

**3.1 Research Design**

The researcher does this research with three steps and plans to answer the research question. Step by step will be done right away based on the data and compare with Indonesia’s 2013 curriculum revised edition. This research discussed about the lesson planning completely with teaching equipment arranged by English teacher in XI IPS 2 at Pasundan 8 Senior High School academic year 2019-2020.

The place is being choosen based on where the researcher did the On Job Training. That lesson planning and teaching equipment becomes a primary data for doing the research. This research conducted by following three steps as guidances.

First is planning in this path, the researcher prepares several things and document that will be analyze by her. That is to find out the 2013’s Lesson Planning Training Module year 2018 as a guidance of lesson planning arrangement, the assessment guidance, and the ministry education and culture that related to the 2013’s curriculum. Such as The Ministry of Education And Culture Regulation Number 21-23 Year 2016. Then the researcher defines the object of this study and makes the research lisence for the researcher to conduct the study. After that the researcher arranges research instrument, which is study documentation.

Second is implementing, this research conducted at Pasundan 8 Senior High School Bandung, in this path the researcher analyze a lesson planning arranged by English teacher in Exposition Text subject theme. It is used by XI class IPS 2 in first semester, academic year 2019-2020. The activities were done by collecting the lesson planning completely with teaching equipment. There are teaching material, student’s worksheet, learning media and evaluation. Next step, the researcher is starting to read repeatedly and analyzing the compatibility between the lesson planning arranged by English teacher with the Indonesia’s 2013 curriculum revised edition, in terms of components. Last path, researcher will identify the terms of component and content through the instruments as a guidance and assessment.

Third is reporting. Researcher organize all data that she have. The data attached about lesson planning completely with teaching material would be analyze and discussed in descriptive result.

**3.2 Research Method**

This research tends to use a descriptive qualitative method. Because the data is collecting by words and picture not in scale of number. Quoted by Moleong (2006:4), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.

The researcher uses study documentation to identify the compatibility of the lesson planning and its teaching equipment. There are several reasons why researchers choose descriptive qualitative qualitative methods;

* Qualitative research does not focus too much on numbers or values ​​in measuring variables.
* Qualitative is elaborate, so researcher is allowed to look for deeper information on this research.

**3.3 Procedure of Collecting Data**

All data are taking from the English teacher at Pasundan 8 Bandung. The study documentation is a main technique on this research. The data consist of lesson planning arranged by English teacher used byXI grade IPS 2 in Exposition Text subject theme completely with teaching equipment in first semester, academic year 2019-2021. There are teaching material, student’s worksheet, learning media and evaluation. It would be a primary data for this research. The researcher should understand whole the objective of this study.

Then, the researcher also reads repeatedly according to the research needs. After the data is collected, the data begins to be analyzed accordingly the theory described in Chapter II. The data is becomes a primary data, if it is not enough she would find another source as a secondary data, such as head master or staff in that school perhaps to obtain more data related to this study.

**3.4 The Technique of Analyzing Data**

Based on the procedure of collecting data above that researcher is analyzing the lesson planning arranged by English teacher used by XI grade IPS 2 in Exposition Text subject completely with teaching equipment in first semester, academic year 2019-2021. There are teaching material, student’s worksheet, learning media and evaluation.

The primary data is about lesson planning structure and component. Researcher start to analyzing by read both of data, between the lesson planning arranged by English teacher and 2013’s Lesson Planning Training Module year 2018 as mention in Chapter II.

According to Sugiyono (2015) sudy documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. Therefore here the researcher is also identifying the component of teaching equipment, follows;

* Teaching equipment there are

1. Teaching material,
2. Student’s worksheet,
3. Teaching media and,
4. Evaluation.

The researcher is also identify those data based on the Indonesia’s 2013 Lesson Planning Training Module year 2018 and Permendikbud number 21-23 year 2016 also BSNP (Badan Standar Nasional Pendidikan) a s mentioned in chapter II. Before analyzing the data, the researcher will design an instrument for each data to be analyzed.

**3.5 Instrument of the Research**

The researcher is making an instrument and assessment to analyze the required data. The instruments that will be planned in this research are instruments for analyzing lesson planning and its teaching equipment. Here is the instruments, follows;

**3.5.1 The Instrument for Analyzing Lesson Planning**

As required by the curriculum and theory as mentioned in Chapter II there has eleventh component that identify and important in arranging a lesson plan. There are follows;

1. School identity including name of school, subject or sub-theme, class or semester, subject matter and time allocation.
2. Core competency, it consist of core competency one until four.
3. Basic competency, it consist of basic competency for core competency three and four.
4. Indicator of attainment, it is concern in indictor for basic competency three and four.
5. Learning achievement.
6. Learning material.
7. Learning media.
8. Learning source are follows with text book, internet and teacher’s handbook.
9. Learning method are covers approach, model and method.
10. Learning activities which consist of opening (Pre-Activity), core (Activity), and closing (Post Activity).
11. Assessment, it is cover technique of assessment, instrument of assessment and scoring.

The researcher makes an assessment instrument below as follows;

**3.1 Table of Assessment for Analyzing Lesson Planning**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Component of Lesson Planning** | **Available** | **Not Available** |
| 1 | **School Identity** |  | |
|  | 1. Name of school |  |  |
| 1. Subject or theme /   sub-theme identity; |  |  |
| 1. Class or semester |  |  |
| 1. Subject Matter |  |  |
| 1. Time Allocation |  |  |
| 2 | **Core 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 | **Indicator of competency attainment** |  | |
|  | 1. Indicator for basic competency 3 |  |  |
| 1. Indicator for basic competency 4 |  |  |
| 5 | **Learning Achievement** |  |  |
| 6 | **Learning Material** |  |  |
| 7 | **Learning Media** |  |  |
| 8 | **Learning source** |  | |
|  | 1. Text Book |  |  |
| 1. Internet (Put the address) |  |  |
| 1. Teacher's hand book |  |  |
| 9 | **Learning Method** |  | |
|  | 1. Approach |  |  |
|  | 1. Model |  |  |
|  | 1. Method |  |  |
| 10 | **Learning Activities** |  | |
|  | 1. Opening (Pre- Activity) |  |  |
| 1. Core (Activity) |  |  |
| 1. Closing ( Post Activity) |  |  |
| 11 | **Assessment** |  | |
|  | 1. Technique of Assessment |  |  |
| 1. Instrument of Assessment |  |  |
| 1. Scoring |  |  |

Then, the author analyzes the availability of these components based on the theory as mentioned in Chapter 2. She also develops several assessments carried out from the ministry of education and culture number 21-23 year 2016 and 2013’s lesson planning training module year 2018.

**3.5.2 Instrument of Teaching Equipment**

**3.5.2.1 The Instrument for Analyzing Teaching Material**

The researcher arrange the instruments for analyzing teaching materials. To analyze teaching material, researcher adopted and develop from the theory in Chapter II. The components are identified, it is consist of five aspect. First school identity completely with the name of school, class, semester, academic year and time allocation. Second is basic competency, it considers basic competency three and four. Third is indicator of competency attainment for basic competency three and four. Fourth title. Fifth learning material,

**3.2 Table of Assessment for Analyzing Teaching Material**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching Material Assessment** | | | |
| **No.** | **Components** | **Available** | **Not Available** |
| 1 | School Identity |  | |
|  | 1. Name of school |  |  |
| 1. Class |  |  |
| 1. Semester |  |  |
| 1. Academic year |  |  |
| 1. Time allocation |  |  |
| 2 | Basic Competency |  | |
|  | 1. Basic competency for core competency three |  |  |
| 1. Basic competency for core competency four |  |  |
| 3 | Indicator of competency attainment |  | |
|  | 1. Indicator for basic competency three (KD3) |  |  |
| 1. Indicator for basic competency four (KD4) |  |  |
| 4 | Title |  |  |
| 5 | Learning Material |  |  |
| 6 | Use language appropriate with ages of students |  |  |
| 7 | Bibliography |  |  |

**3.5.2.2 The Instrument for Analyzing Student’s Worksheet**

The researcher arrange the instruments for Student’s worksheet, instrument are identified from the Module Training year 2018. Then she have prepared to analyze of student’s worksheet components. The components are school identity, indicator of competency attainment, title, giving clear instruction and question.

**3.3 Table of Assessment for Analyzing Student’s Worksheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student's Worksheet Assessment** | | | |
| **No.** | **Components** | **Available** | **Not Available** |
| 1 | School Identity |  | |
|  | 1. Name of school |  |  |
| 1. Class |  |  |
| 1. Semester |  |  |
| 1. Academic year |  |  |
| 1. Time allocation |  |  |
| 2 | Indicator of competency attainment |  | |
|  | 1. Indicator for basic competency three (KD3) |  |  |
|  | 1. Indicator for basic competency four (KD4) |  |  |
| 3 | Tittle |  |  |
| 4 | Clear Instructions |  |  |
| 5 | Material Context |  |  |
| 6 | Use language appropriate with ages of students |  |  |

**3.5.2.3 The Instrument for Analyzing Learning Media**

The researcher arrange the instruments for analyzing learning media, researcher adapted and develop from the theory as mention in Chapter II. There has four components to identify the learning media. There are follows;

1. Content
2. Instructional design
3. Media communication
4. Implementing & User Acceptance.

**3.4 Table of Assessment for Analyzing Learning Media**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Media Assessment** | | | |
|  | **Aspect of Assessment** | **Available** | **Not available** |
|  | Content;   1. The media and material is Up-To-date |  |  |
|  | Instructional Design   1. Conformity of delivery strategy with audience characteristics (students) related. 2. The accuracy of the delivery strategy thus enabling convenience and speed of understanding and mastery of material, concept or skills. 3. The ability of students to think critically and solve the problems |  |  |
|  | Media and Communication Learning;   1. Appropriateness and quality of utilization video with the aim, content and material related audience characteristics (students). 2. The accuracy of using the language communication according to purpose, content audience material and characteristics (students) related. 3. The interest of media overall. |  |  |
|  | Implementing & User Acceptance;   1. Easy to use 2. The possible level of pushing the ability of students to think critically and solve the problem. 3. Possible to increase the interest and student motivation when used in learning individually and in class. |  |  |

**3.5.2.4 The Instrument for Analyzing an Evaluation**

The researcher arrange the instruments for analyzing the component of evaluation. The researcher have read from both of the theory as described in chapter II. Training Module year 2018 was a main source to identify the evaluation. In making this instrument the writer made 2 types of instruments, namely for teachers and for students. Based on the theory, she use this assessment to analyze an evaluation. First, the instrument for analyzing an evaluation for the teacher it is consist of five points, as follows below;

**3.5 Table of Assessment for Analyzing Teacher’s Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Assessment** | | | |
|  | **Assessment of Evaluation** | **Available** | **Not Available** |
|  | Clear Instruction |  |  |
|  | Constructing a grid of questions can use the grid format. |  |  |
|  | Develop the questions according to grid. |  |  |
|  | Use language appropriate with age of students |  |  |
|  | Create scoring guidelines and key answers suitable with the materials. |  |  |

Second, the evaluation for the student is consist of four points, as follows below;

**3.6 Table of Assessment for Analyzing Student’s Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Assessment** | | | |
| **No** | **Component** | **Available** | **Not Available** |
| 1. | School Identity |  | |
|  | 1. School Address |  |  |
| 1. Subject Matter |  |  |
| 1. Class and Semester |  |  |
| 1. Date of examination |  |  |
| 2. | Answer Sheet |  | |
|  | 1. Personal Data |  |  |
| 1. Class and Semester |  |  |
| 3. | Clear Instruction |  |  |
| 4. | Question |  |  |

**3.6 Subject of the Research**

This research is conducting to analyze the lesson planning arranged by English teacher used by XI grade IPS 2 in Exposition Text subject including with teaching equipments in first semester, academic year 2019-2021. The teaching equipmets to be observed are teaching material, student’s worksheet, learning media and evaluation. Those lesson planning and the teaching equipments are claimed that refer to 2013’s Curriculum.