

CHAPTER III

RESEARCH METHOD

A. Research Design

This research describes the student teachers' language awareness in creating lesson plan at English Department of *Tarbiyah* and Teachers Training Faculty of UIN *Antasari* Banjarmasin. This research is qualitative descriptive using case study approach.

According to Creswell (2013,p.93) : *“This case study is a research strategy that includes investigators thoroughly investigating a program, event activity, process, or group of individuals. The case is limited by time and activity, and the researcher collects complete information using various time has been determined”*.

In this research, the researcher used a case study approach because the researcher directly examines the events and processes on the object. Researchers collect complete information using various data collection procedures based on the time specified.

This research would be aimed to observe the subject and object based on the facts. In this study the researcher collected the data using documentation and interview techniques. After the data collected then would be analyzed on the data. Data analysis that would be used in this research was Case Study data analysis stage proposed by Creswell.

B. Research Setting

This research was conducted in the English Department of *Tarbiyah* an Teacher Training Faculty of UIN *Antasari* Banjarmasin. Located at Jl. A. Yani KM. 4,5 Banjarmasin, South Kalimantan. The study was conducted outside the classroom started on Monday, November 4th 2019 and the end on Tuesday, December 17th 2019 to interview students to get in-depth information. Research is also done by analyzing the lesson plan that has been made by the students.

C. Participants

The subjects of this research were the students of English Department 2016 students which have made a lesson plan. Object of this research is lesson plan of students who have taken eight subjects are CMD, Instructional Design, TEFL I, TEFL II, Language Teaching Media, Language Learning Assessment, Teaching Practice I, and Teaching Practice II.

In English Department class of 2016 there are 5 classes, they are A, B, C, D, and E. with a total of 140 students. For sampling the researcher used a type of probability sampling with simple random sampling technique. It is said to be simple because taking sample members from the population is done randomly without regard to the level in the population. This technique can be done if members of the population are considered homogeneous.

The researcher determines the object of as many as 20 people by taking 4 people at random each class. Creswell (2013,p.139) stated that totally minimum sample percentage is 15 percentage. It means the researcher took 15

percentage of 2016 students. Based on 20 people, the data would be analyzed and the students would be interviewed. Because, they are still in the same level.

D. Source of Data

The data investigated in this study was primary data and secondary data. Primary data is a source of data collected directly from the first source. They were students of English Department who have taken the subject of CMD, Instructional Design, TEFL I, TEFL II, Language Teaching Media, Language Learning Assessment, Teaching Practice I, and Teaching Practice II. The data taken is the result of the interview and the lesson plan they have made.

To complement the primary data, researcher also collected secondary data from various literature, articles, or writings of others related to lesson plan and language awareness, and internet media related to the object of research. In this secondary data, the researcher tries to find the relation and correlation of data with this research.

E. Data Collection Procedure

In this research, the writer used two data collecting technique in this research. They are documentation and interview. For detail description as follows :

1. Documentation

This technique was taken to collect data from documents that may supports data in documentation, such as: Pre as before doing revision and

Post as after doing revision of the lesson plan in middle and final of *Teaching Practice II* to identify teacher's candidate problems in creating lesson plan designed by 2016 students of English Education Department.

2. Interview

The last technique was a technique of interview. Interview in this study were aimed at students who have taken CMD, Instructional Design, TEFL I, TEFL II, Language Teaching Media, Language Learning Assessment, Teaching Practice I, and Teaching Practice II courses and have made lessons plans. Interviews were conducted outside the classroom. Before conducting the interview, the researcher made a list of questions. The implementation of interviews in structured manner by referring to interview guidelines so that the information giver would be able to answer the questions completely and in accordance with the reality. The interviews include twelve questions that related of language awareness.

F. Data Analysis

After collecting data with documentations and interviews, the data would be analyzed. Data analysis in a simplified process in which data becomes a form that can be read and understood easily. As presented on the previous page, this study is excepted to identify the factors that make the students' develop language awareness in creating lesson plan. This study used case study analysis based on Creswell (2013,p.96) as follows :

1. Gathering Categories

Researches look for a collection of sample data at the same time hoping to find meaning appropriate to the issues that would arise. In this study the researcher interviewed the students that determines several categories with the problems to be found the language that did not appropriate in lesson plan created 2016 students in *Teaching Practice II*, from the problems that would be found later after interviewing the students, the researcher would divide each problem into a predetermined category.

2. Direct Interpretation

The researcher looked at the case study example and drew meaning from it without looking for more examples. After looking at the example and interviewing the students, the researcher would give a direct opinion of the findings based on interview the students' language awareness in lesson plan created 2016 students that have been divided into several categories that have been determined by previous researchers.

3. Researcher form a pattern and find correspondence between two or more categories

In this stage of analysis, researchers can create patterns by looking at categories language of the interview and documentation that the 2016 students used in lesson plan that have been determined and based on the opinions of researchers who have developed.

4. Conclusion

After all the data had been displayed, the researcher develop or develop generalizations from interviews all the students and analyzed documentation. At this stage, the researchers conclude from the result of categories problems of language that the researcher found in interview and documantation that 2016 students faced in creating lesson plan and patterns that have been formed.