

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a qualitative approach because this study focused on the analysis or interpretation of the written material in a context that could include textbooks, newspapers, magazines, papers, and vice versa. According to Cooper (2008, p. 23), the qualitative approach is used to understand and interpret human behavior as it is lived by participants in a particular social setting. The researcher had to describe the custom reality, the daily process, the situation, grounded theory, and develop the understanding by collecting some data from a documentary, interview, and observation.

The kind of research was content analysis. According to Stemler in Sahajani (2019, p.49), content analysis is a powerful data reduction technique to examine trends and patterns in documents. Since this research is about to analyze things in lesson plan, thus this kind of research is suitable for it.

B. Research Setting

The research took place in Ukhuwah Full Day Integrated Junior High School Banjarmasin. This school is located on Jalan Lingkar Selatan, Kelurahan Pemurus Baru Banjarmasin.

The reason why the researcher chose this place as the research location was because of consideration that the quality of this school is really good and as the researcher knew to be a teacher in this school, the teacher-to-be has through some kind of tests and have some excellences. Beside of that, on the fifth semester, the researcher is also had done a research in this school and from that, the researcher saw how well English teacher taught

in the class room. Therefore, the researcher expected that after some kind of the tests to be a teacher in this school, the English teachers have good quality and can make a good lesson plan.

C. Subject and Object of Research

The subject of this research was the lesson plans made by the English teacher at Ukhuwah Full Day Integrated Junior High School.

The object of this research was the appropriateness between the indicators, objective of learnings, and assessments in English teacher's lesson plans.

A. Data and Source the Data

1. Data

The data that was going to discuss in this research were:

- a. The appropriateness between the objective of learning and assessment in English teacher's lesson plan were:
 - 1) The objective of learning and the assessment are appropriate to the indicator of achievement.
 - 2) The objective of learning and the assessment are appropriate to the skill used.
 - 3) The assessment is relatable to the objective of learning.
- b. The result of the interview with the English teacher:
 - 1) The guidance the teacher uses to make a lesson plan.
 - 2) The time the teacher needs to make a lesson plan.

- 3) How the teacher makes the indicator of achievement and the objective of learning.
- 4) How the teacher makes the assessment.

2. Source of data

In this research, the source of data were:

- a. Documents which are the lesson plans made by the English teacher.
- b. Informant which is the English teacher him/herself.

B. Technique of Data Collection

The source of data that the researcher got were from:

1. Documentary

A documentary is a technique used to categorize, investigate, interpret and identify the limitation of physical sources such as personal papers of commercial archives. In this research, this technique is taken to identify and analyze the lesson plan made by the English teacher.

2. Interview

An interview is a technique that is conducting an intensive individual conversation with a small number of respondents to explore their perspective on a particular program, idea, or situation. In this research, this technique is taken to get more information from the English teacher.

C. Data Analysis

In qualitative research, most of the data analysis method is carried out together with data collection. Miles and Huberman in Sugiyono (2008, p.91) said that qualitative data

analysis is held interactively through the process of data reduction, data display, and verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions (Sugiyono, 2008, p.247). The researcher first collect the lesson plans and the result of the interview, then selecting the needs in the reseach which are the objectives of learning and the assessments in each lesson plan and also the indicator of achievement because it has a relation to formulated the objectives of learning and from the objectives of learning, teachers know the goal in the lesson then make an appropriate assessment to reach that goal. The next, the researcher analyzing if the objectives of learning is appropriate to the indicator of achievement, the ABCD approach and the intended skill. The second thing is the researcher analyzing if the assessment is appropriate to the indicator of achievement and the intended skill. To know it is appropriate, less appropriate and not appropriate here are the explanation:

- a. If there are 4 objectives of learning, these objectives of learning can called as appropriate to the indicator of achievement if these 4 is formulated the same as the indicator of achievement but, if there is one that not formulated the same it can called as less appropriate and if there are more than one that not formulated the same, it called as not appropriate.
- b. For the ABCD approach and the objectives of learning, it is called as appropriate is if teachers write the ABCD formula in the objectives of learning but the C and the D is an optional so, if teachers did not write it in the objectives of learning, it is not

a problem but if teachers do not write the A, B, C, and the D in the objectives of learning, it is called as not appropriate. Since the things that teachers should attach in the objectives of learning is the A and the B, thus the researcher only see to the appropriate and not appropriate only, not to the less appropriate because the researcher never find the objectives of learning with the A only or the B only.

- c. To say that the objectives of learning and the intended skill is appropriate or not, mostly the researcher looks to the number 3 and 4 of the objectives of the learning because these two are the skill aspect in it, is the thing that students will do in the class that written in the objectives of learning is compatible to the intended skill. If it is compatible then it is appropriate, if not than it is not appropriate. For example, the intended skill is writing and the teacher writes in the objectives of learning number 3 and 4 “after make a short story, students are able to...” and “after having a task of filling a jumbled dialogue, students are able to...”, so between these two are appropriate. It can called as not appropriate if the skill is listening.
- d. For knowing between the assessments and the intended skill is appropriate or not is for example the intended skill is speaking, it can called as appropriate if the assessment is practice a dialogue, even though before that teacher asks students to make the dialogue first, but the thing that teacher assess is the practice part. However, it will be not appropriate if teacher only asks students to make a dialogue without practice it.
- e. To see the assessment is relatable to the indicator of achievement or less relatable or not relatable is for example, in 4 indicators of achievement teacher writes “determine”, “make”, “practice” and “do a social function...” and the assessment

or the task that teacher gives are fill is/am/are, write a positive and interrogative form from the negative sentence, make a dialogue and practice it. That is called that the assessment and the indicator of achievement are relatable. It would be less relatable if the “determine a social function...” that known in the knowledge aspect, teacher writes in the skill aspect and in the assessment it is stated in the knowledge aspect. The assessment and the indicator of achievement would be not relatable if it happens the same as in the less relatable for more than one number.

For the interview, since the researcher’s question are to the point of what the researcher’s needs than the researcher does not need to selecting more of it.

2. Data Display

After analyzed the data (lesson plan and the result of interview), then the researcher explained further in the description evaluation using narrative text.

3. Conclusion Drawing or Verification

The last phase was the verification of the data or conclusions drawing. Conclusion drawing based on the data obtained from the review of data and interview.