

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research uses qualitative content analysis. Based on Jacoby et al. (2008, p. 40-41) qualitative content analysis is one of several qualitative methodologies for analyzing textual data. This type of data analysis uses a collection of approaches that may be used in any qualitative inquiry with appropriate material. Qualitative content analysis studies data collected through open-ended methodologies, focusing on detail and depth over quantification. The stages are outlined below, based on (Shava, 2021):

##### **Step 1. Data Collection**

This is the stage during which the researcher gathers all of the relevant data for the study. The researcher obtained lesson plan documents from the students' lesson plans, which had been created by the students and doing the interviews.

##### **Step 2. Data Preparation**

After the researcher collected the data, the next step is to prepare it for analysis. This may entail cleansing the data of errors or discrepancies, organizing it in an appropriate format, and ensuring that it is all ready for processing.

### **Step 3. Coding**

This step assigns a label or code to the data so that it may be analyzed more systematically. The researcher can identify the topic or variables that the researcher want to know about, and then code the data accordingly.

### **Step 4. Theme Development**

After the researcher completed the coding process, the researcher can start identifying themes or patterns in researcher's data. This entails determining the relationships between the numerous codes and grouping them into larger themes or related topics.

### **Step 5. Interpretation**

The final stage is to interpret researcher's results. This entails analyzing and evaluating the results of theme development to determine their relevance to researcher's research questions. The researcher will attempt to connect researcher's findings to the relevant literature and decide what they mean in the context of researcher's overall investigation.

## **B. Research Setting**

This research carried out at English Language Education Department, Tarbiyah and Teacher Training Faculty, Antasari State Islamic University Banjarmasin.

The data collection for this study took place over a period of two months, from January 2025 to February 2025. This timeframe is allocated for collecting lesson plan documents from the Language Teaching

Methodology lecturer, conducting the processes of coding, categorization, and data interpretation, as well as conducting interviews with students who have completed the Methodology course. Document collection commenced upon receiving permission from the course lecturer and the department. Student interviews conducted after the document collection phase, specifically during the first and second weeks of February 2025. Interview scheduling coordinated based on student availability and conducted by prior appointment. The third and fourth weeks of February 2025 dedicated to finalizing and refining the research findings to ensure accuracy and completeness

### **C. Population and Sample/Participants**

This study's participants are students of English Language Education Department who passed Language Teaching Methodology subject, Tarbiyah and Teacher Training Faculty, Antasari State Islamic University Banjarmasin, and participants from class A to C each class has seven participants that amounted to twenty-one students.

### **D. Data**

This section outlines the type of data used in this research, which is qualitative data, sourced from secondary data to provide a comprehensive understanding of the phenomenon under investigation. The qualitative data in this study consists of document analysis and interview transcripts. This data is used to assess students' understanding and abilities in creating lesson plans, as well as to explore their experiences in the lesson plan development

process. The categorization of this data is based on the results of the analysis of the students' assignment documents which are still not properly written, there are empty activity parts of each phase and do not match the criteria for students' lesson plan that designed with the PDP framework.

Additionally, secondary data was obtained from the lecturer of the Language Teaching Methodology subject. The data collected includes documents from midterm assignments, specifically lesson plans created by fourth-semester students enrolled in the Language Teaching Methodology course using the PDP framework. This data will be analyzed based on established standards for creating lesson plans with the PDP framework.

#### **E. Technique of Data Collection**

In collecting the data, several techniques were employed in this study. The researcher used two techniques of data collection in this study, specifically:

##### **1. Document Analysis**

As stated by Suardamayasa (2022), document analysis is the process of examining records of events that have taken place, typically in the form of written texts, images, or works created by individuals. Moreover, as said by Creswell & Creswell (2018), Throughout the research process, the researcher might gather qualitative materials, which could include various types of documents. These documents may range from publicly available sources like newspapers, meeting minutes, and government reports to private materials such as personal notebooks, diaries, letters,

and emails. The study necessitated the submission of a lesson plan created by students enrolled in Methodology course.

## 2. Interview

As found by Suardamayasa (2022) an interview is an interactive activity aimed at gathering information, conducted between two parties: the interviewer, who asks questions, and the interviewee, who provides the answers. Also as claimed by Creswell & Creswell (2018) in interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engaged in focus group interviews consist of six to eight participants per group. These interviews include unstructured and often open-ended questioning that are few in number and meant to evoke thoughts and ideas from the participants.

Based on Elo et al. (2014), choosing the right data gathering strategy is crucial for reliable content analysis. Credibility is concerned with the research emphasis and refers to confidence in the data's ability to address the desired topic. To acquire appropriate data for content analysis, researchers need carefully choose their approach. To ensure reliability in content analysis, select the appropriate data collection method based on research questions. The researcher conducts document analysis and interview as data collection methods.

## **F. Data Analysis**

An outline of the procedure for data analysis. As a research tip, based on Creswell & Creswell (2018) to consider qualitative data analysis

as a procedure that necessitates following a series of phases, starting from the specific and working through various layers of analysis:

1. Arrange and get the data ready for analysis.

This includes transcribing interviews, scanning materials, taking field notes, documenting visuals, and categorizing data based on sources.

In this step, the researcher collected the needed data, specifically lesson plan assignment documents using the PDP framework from students in the English Language Education Department, along with the documentation of the interviewed students.

2. Examine or read every piece of data.

The first step provides an overview of the material and allows for reflection on its overall meaning.

The researcher began to analyze the data that had been obtained and the data was analyzed in each of its parts, especially the students' assignment documents to understand in depth the contents of the suitability or standards of the ideal PDP framework.

The researcher use a checklist table to provide a mark or code on the data and keep the data in accordance with the results of the analysis. The checklist table is an instrument used to analyze student assignment documents. Every student assignment must be recorded in the table.

The researcher also transcribed the interviews with the students into text to reconfirm the students' answers.

3. Put all of the data into code.

Coding involves arranging data by bracketing chunks (text or image segments) and writing a term denoting a category in the margin. Data analysis entails segmenting text or images, categorizing them, and labeling them with a term based on the participant's language (known as an *in vivo* term).

From the analysis of the students' assignments, the researcher gave a mark or code to each student's lesson plan assignment in the part that was still not in accordance with the PDP framework standards.

And for interviews that have been transcribed, then sorting the answers that are in accordance with the researcher's questions is done, then a mark is given that represents the essence of the answer.

4. Come up with a synopsis and some topics.

Coding allows for a description of the scene or persons, as well as identifying categories or topics for analysis. Description is the thorough rendering of information about persons, places, or events in a setting. Researchers can generate codes based on this description. This approach helps create extensive descriptions for case studies, ethnographies, and narrative research projects. Coding can help generate a small number of themes or categories, such as five to seven for a research project.

After the data were marked or coded, the researcher made patterns and grouped the codes that answered the research questions. Then the researcher made a descriptive summary of the answers from the

interviews and which parts of the students were wrong or not in accordance with the PDP framework standards. The researcher identified the main topics from the analysis of students' assignments and interviews.

5. Representing the descriptions and themes.

Determine how the description and themes will be conveyed in the qualitative narrative. The most common way to present analysis findings is through a narrative passage. A discussion can include a timeline of events, a detailed discussion of several themes (including subthemes, pictures, views, and quotations), or interconnected themes.

After the researcher gets the results of the steps that have been taken, the researcher presents the results of the analysis in narrative form.