CHAPTER III

RESEARCH METHODOLOGY

This chapter covers research design, research locus, types of data resources, data collection technique and research instrument, research procedure, and technique of analysis data of the research.

3. 1. Research Design

The research use a descriptive qualitative method, that can be interpreted as a procedure to solve the research issues by describing the examined subject because it is based on real events at the time. Arief in Sri (2022) explained that qualitative method is a research process that generates descriptive data, oral and written, as well as human behaviour or subject that can be observed. In addition, Diandra, et al (2020) claimed that descriptive qualitative research is a set of procedures for gathering information that is accurate and unaltered, without providing certain conditions that the result more emphasized on meaning. The use of descriptive qualitative research method is meant to describe the facts about the lesson plan designed by English teachers in Kupang City. The writer uses descriptive qualitative approach because data of the information collected in the form of verbal or descriptive without requiring numerical calculations or statistical analysis.

3.2. Research Locus

There are 42 Senior High Schools in Kupang City, that consist of thirteen State High Schools and twenty nine (29) Private High Schools

(https://dapo.kemdikbud.go.id). Research locus of this research conducted in four (4) State High Schools in Kupang City which consists of one informant (English Teacher) for each school. The writer took and collected the data from each informant (English Teacher) of the four (4) schools as the representative of all Senior High Schools in Kupang City, Province of Nusa Tenggara Timur. The writer selects these four (4) schools as the data resources based on the accreditation of these schools in Kupang City and also the categorization of schools that have high quality and excellent in Kupang city. Based on this reason the writer conducted the research at:

1) SMA Negeri 2 Kupang (Accreditation A).

2) SMA Negeri 3 Kupang (Accreditation B).

3) SMA Negeri 4 Kupang (Accreditation A).

4) SMA Negeri 6 Kupang (Accreditation B).

3.2.1. Description of Research Location.

1) SMA Negeri 2 Kupang.

SMA Negeri 2 Kupang is one of the State Senior High Schools in East Nusa Tenggara Province, Indonesia which is accredited A. Similar to high schools in general in Indonesia, the school education period at SMAN 2 Kupang is taken within three academic years, starting from Class X to Class XII. SMA Negeri 2 Kupang uses Merdeka Learning Curriculum (for the entire class X) and the K-13 curriculum (for Classes XI and XII).

2) SMA Negeri 3 Kupang.

SMA Negeri 3 Kupang, is one of the State Senior High Schools in East Nusa Tenggara Province, Indonesia. This school accredited B. Similar to high school in general in Indonesia, school education at SMAN 3 Kupang is taken within three academic years, starting from Class X to Class XII. In 2014 to 2022 schools use the 2013 Curriculum. In 2023 this school use still use 2013 curriculum but implementing by Merdeka Belajar curriculum.

3) SMA Negeri 4 Kupang.

SMA Negeri 4 Kupang. is one of the high schools located in Kupang, East Nusa Tenggara province. The National School Principal Number (NPSN) for SMAN 4 KUPANG is 50305120 and accredited A This school provides various educational support facilities for their students. SMA Negeri 4 Kupang uses Merdeka Learning Curriculum (for the entire class X) and the K-13 curriculum (for Classes XI and XII).

4) SMA Negeri 6 Kupang

SMA Negeri 6 Kupang, is one of the State Senior High Schools in East Nusa Tenggara Province, Indonesia. This school accredited B. Completeness of facilities and infrastructure as well. The facilities in this school are quite adequate, for example there is a library, UKS room, and several technological equipment that supports learning. In 2022 this school still use 2013 curriculum but in the new academic year of 2023 uses Merdeka Belajar curriculum.

3.2.3. Description of Informants

The research informants in this study were English teachers from four (4) high schools in Kupang City. The researchers used 4 informants from each school with the initials FA, YKH, SAS and KK. The criteria set in determining the informant in this study in this study were English Teachers who were categorized as senior teachers at the school. Following are the profiles of the four research subjects:

1) The first informant is FA from SMA Negeri 2 Kupang. . He is a civil servant teacher. FA has an academic qualification of S1-English Education Study Program from a private university in Kupang City.

2) The second informant is YKH from SMA Negeri 3 Kupang. He is a civil servant teacher. YKH has an academic qualification of S1-English Education Study Program from a private university in Kupang City.

3) The third informant is SAS from SMA Negeri 4 Kupang. She is a civil servant teacher. SAS has an academic qualification of S1-English Education Study Program from a state university in Kupang City.

4) The fourth informant is KK from SMA Negeri 6 Kupang. She is a civil servant teacher. KK has an academic qualification of S1 – English Education Study Program from a private university in Kupang City.

3.3. Types of Data Resources

The type of data collection in this research is a qualitative data. The data collected by the result of observation, interviews with the English teachers who designed the lesson plan and document analysis on lesson plans.

3.4. Data Collection Technique and Research Instrument

Data Collection Technique in this research are documents (lesson plan) and interview, while research instrument in this research is interview guidelines (See Appendix I, Page 41).

3.5. Research Procedure

The research procedures in this study foe collecting the data are:

1) The writer designed and prepared interview guideline.

2) The writer visited places of informant to collect the data.

3) The writer classified the data.

4) The writer identified the data.

5) The writer analysed the data.

6) The writer reported the result.

3.6. Data Analysis

This research uses content analysis to analyse the data. The steps in analysing the data are:

1) The writer compares and identifies the components of the lesson plan designed by the English teachers with the components of the lesson plan from KEMENDIKBUD.

2) The writer analyses the data based on the research problem in this research.