

III METHODS

In order to deal with concept of research method, this chapter discusses design, population and sample, data collecting technique, procedure, validity and reliability, research instrument and data analysis. They are described as in the following.

3.1 Design

A descriptive quantitative research design was used in this research to know the perception of the students on the implementation of the 2013 curriculum.

3.1.1 Quantitative Research Design

Quantitative research is “a systematic process of obtaining formal objective data to describe the variables and their relationships. Quantitative research uses structured tools to generate numerical data and uses statistics to interpret, organize and represent the collected data” (Burns & Grove 2001:30). In this study, the research design was quantitative as the researcher used questionnaire to collect data from the respondents. This method allows the researcher to ask all the respondents the same questions with predetermined responses, which allows objective data to be collected. The researcher also used mean and

standard deviation as the process of drawing information from sampled observations of a population and making conclusions about the population.

a. The Mean

For a data set, the mean is the sum of the observations divided by the number of observations. It identifies the central location of the data.

The mean is calculated using the following formula.

$$M = \frac{\Sigma(X)}{N}$$

Where Σ = Sum of

X = Individual data points

N = Sample size (number of data points)

b. The Standard Deviation

The standard deviation is the most common measure of variability, measuring the spread of the data set and the relationship of the mean to the rest of the data. If the data points are close to the mean, indicating that the responses are fairly uniform, then the standard deviation will be small. Conversely, if many data points are far from the mean, indicating that there is a wide variance in the responses, then the standard deviation will be large. If all the data values are equal, then the standard deviation will be zero. The standard deviation is calculated using the following formula.

$$S^2 = \frac{\Sigma(X-M)^2}{n-1}$$

Where Σ = Sum of

X = Individual score

M = Mean of all scores

N = Sample size (number of scores)

3.1.2 Descriptive Research Design

A descriptive study “observes and describes the presence, frequency or absence of characteristics of a phenomenon as it naturally occurs, in order to gain additional information. The primary purpose of a descriptive study is to describe the situation, preferences, practices, options, concerns or interests of the phenomenon of interest” (Burns & Grove 2001:248; Polite & Beck 2006:189). Descriptive studies provide valuable base line information. The method is also flexible and can be used to collect information from a large group of respondents (Drummond 1998:31).

Quantitative method emphasis on objective measurements and numerical analysis of the data collected through polls or questionnaires. Measuring the spread of the data set and the relationship of the mean to the rest of the data. While descriptive method was used to describe characteristics of population or phenomenon being studied.

3.2 Population and Sample

The population of this research was the seventh grade of SMP N 2 Bandar Lampung. The researcher used the random sampling technique by using lottery. It means that all in the first year class got the same chance to be sample. The number of students that had been taken to be sample of this research is based on Arikunto (2006), if the subject is less than 100, preferably taken all, so the research is the study population, further if more than 100, it can be between 10-15% or 20-25% or more depending at least of: (a) research capability in terms of time, effort and funds, (b) narrowing the vast area of observation of each subject because it would at least involve a lot of funds, (c) the size of the risk borne by the researcher. For the seventh grade in SMP N 2 Bandar Lampung, there were twelve classes of them. Each of them consisted of 20-25 students. After some consideration of the ability of the researcher, the researcher decided to take 80 students as the samples.

3.3 Data Collecting Technique

To collect the data, first the researcher observed the activities which happened in the classroom to know the real situation in the class. To see the state of the learning process directly in the implementation of 2013 curriculum as the method was used by the teacher. This observation used *Lembar Observasi Aktivitas Guru* to see teaching learning process in the class. This was done as supporting data from the questionnaire given to the students.

Secondly, the researcher distributed a set of questionnaire. The questionnaires were developed based on five topics in the research questions. The questionnaire used Likert Scale question. There were 20 items to be answered by the students.

Table of Specification

Topic	Number
The teacher	1, 3, 5, 6, 7, and 17
English teaching method	2, 4, 8, 10, and 20
Learning support	11, 12, and 19
Evaluation	15 and 16
Learning environment	9, 13, 14, and 18

3.4 Procedure

To achieve the best result of the research the researcher had been planned the procedure of the research on these following steps:

1. Determined the research subject

The researcher decided the question of the research.

2. Selected the population

The researcher selected the population that was the students of the first year of SMP N 2 Bandar Lampung. Then, the researcher selected the sample by using lottery.

3. Determined method for data collection

At the point the researcher decided the type of data to be collected. Here, the researcher used observation and questionnaire.

4. Collected the data

In this step, the researcher did the observation to see the teaching learning process. Then, she distributed the questionnaire.

5. Analyzed the data

Once the data have been collected they must be organized into manageable unit, so it can be analyzed well.

6. Described the result of numerical data.

3.5 Validity and Reliability of the Data

The general meaning of validity is that it can be trusted and reliability is consistency of the result of the research.

3.5.1 Validity

Validity is important to find out the validity of instrument. According to Hatch and Farhady (1982: 250), validity is the extent to which an instrument really measures the objective to be measured and suitable with the criteria. According to Hatch and Farhady (1982: 281) there are three basic types of validity; content, construct and face validity. In this research, the researcher used content validity and face validity to measure whether the questionnaire had good validity or not.

a. Content Validity

As the name suggests, the content validity discover what it contains instrument validity. Content validity in this research had been used to analyze the students' perceptions about the implementation of the curriculum. According to Setiyadi (2006: 23) to find the type validity the researcher should be aware of all the indicators of the questionnaire items and analyzed whether these instruments represent the material to be measured.

b. Face Validity

Face variables shows that in terms of the shape and appearance of a visible measuring instruments measure what you want to measure and face validity determine how far the students' interest toward the question or how far the question can be measure the instruments (Singarimbun & Effendi, 1989).

3.5.2 Reliability

To measure the reliability of the instrument in this study the researcher used the reliability Cronbach Alpha which is calculated by using the reliability procedure in SPSS. The aim of calculation coefficient reliability is to determine the level of consistency of the respondents' answers. If the alpha value is higher than 0.60 it means that the questionnaire can be said fulfill the concept of reliability, whereas if the alpha value is lower than 0.60 it means

that the questionnaire cannot fulfill the reliability concepts so, the questions cannot be used to measure the research (Ghozali, 2002).

3.6 Research Instrument

3.6.1 Observation

This observation was conducted to determine the current state of the classroom learning process took place. The researcher observed the teaching learning process by using “Non participant observation”, the researcher just observed and recorded or took notes of the students’ activity and respond toward the material (Selinger & Shohamy, 1995:120). The researcher used *Lembar Observasi Aktivitas Guru* sheets (see appendix 4). This was done to support the data from the questionnaire.

3.6.2 Questionnaire

The researcher used questionnaire as a collecting data for this research. The questionnaire consisted of 20 items that were distributed to the students to find out their response and opinion toward the 2013 curriculum in English teaching learning process.

3.7 Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern of the research. Data analysis is done to create understanding of the

data after following certain procedure final result of the students can be presented by the readers (Setiyadi, 2001).

In this research, as mentioned previously, the data were collected by means of questionnaires. After the data of questionnaire was collected, the researcher calculated mean and standard deviation. After that, the researcher explained the results that had obtained.

3.8 Research Schedule

The researcher did observation in order to support the data and make the data more valid. Then the researcher asked the students to answer the questionnaire.

The Schedule	Time
Observation	Monday, March 24 th 2014
Giving questionnaire	Monday, April 21 st 2014 Wednesday, April 23 th 2014

In this chapter the researcher described design, population and sample, data collecting technique, procedure, validity and reliability, research instrument, data analysis and research schedule.