

### **III. RESEARCH METHOD**

In order to deal with the concept of research method, this chapter presents research design, subject of the research, data collecting technique, research procedure, reliability and validity of the data, and data analysis. Those are described as follows.

#### **3.1. Research Design**

The purpose of this research was to find out whether collaborative learning is implemented or not in the implementation of 2013 curriculum. To find out the answer of the research problems, the researcher employed descriptive method. It means that the data are made up of written descriptions of events. The data were derived from direct observations, interview, written opinion, or from public documents. In this research, the role of the researcher is limited to take notes from the video recording of the learning process, interviewed the teachers and gave questionnaires to the students.

#### **3.2. Subject of the Research**

The research was conducted at the seventh grade students of SMPN 2 Bandar Lampung. The subjects were the students of class 7-8 and two English teachers of the seventh grade students at SMPN 2 Bandar Lampung who have implemented the 2013 curriculum. The researcher chose the seventh grade because the 2013

curriculum is just started to be implemented in this grade, as for the eighth and ninth grades are not implemented yet.

Since the research focused on the collaborative learning throughout the learning process, the atmosphere and situation that are built between the teachers to the students and the student to other students become the source of data.

### **3.3. Types of Data**

The data of the study were collected in the form of recorded classroom interaction and the observer's field notes. The two types of database were examined in order to identify how the collaborative learning process is in the 2013 curriculum implementation.

### **3.4. Data Collecting Technique**

In collecting the data, the researcher used some techniques as follows:

#### **1. Observation**

In this research the researcher had done the pre-observation and observation.

##### **a. Pre-observation**

Prior to the observation, the researcher had done the pre-observation in order to identify how the collaborative learning process was implemented by the teacher.

##### **b. Observation**

In conducting this research, the researcher became a complete observer. Thus, the researcher only observed the situation and interaction that

happened in the class from the back side of the class. It was done in order to decrease the possibilities of the subjects do something unnatural that they made up due to their awareness of the observer.

## **2. Interview**

The researcher conducted interviews towards two English teachers of the seventh grade students in order to find out the issues that appear in the implementation of 2013 curriculum and whether it is hard to use collaborative learning in the learning process. The questions were concerning on the aspects of collaborative learning and its relation to 2013 curriculum.

## **3. Video Recording**

In order to properly observe the learning process; the students' behavior, the teacher's behavior and the aspects of collaborative learning that appear, the researcher recorded the learning process by using a handy-cam.

## **4. Questionnaires**

Questionnaires were used in order to find out the students; response towards collaborative learning activities in the classroom. The questions were concerning on the collaborative learning activities and its characteristics and how the students respond to them.

### **3.5. Research Procedure**

The procedure of this research was as follows:

1. Found the subject.
2. Completed a pre-research by asking the English teacher on how the implementation of 2013 curriculum was at seventh grade of SMP.

3. Made an observation list that consisted of the aspect of collaborative learning. The list is used in the observation later.
4. Completed the observation and taking notes about all the events that occur in the class and the problem that appear during the learning process and also pay attention to the observation list. Whether there is a collaborative learning or not.
5. Interviewed the English teacher concerning the issues appeared in the implementation of 2013 curriculum and whether it is hard to use collaborative learning in the learning process.
6. Analyzed the notes of the observation and the result of the interview and the observation list.
7. Made the report of findings.

The data in this research were in a form of words, phrases and sentences which were taken from the data resources. The data resources were taken by using observation. The observation was done by recording, and noting down the events that happened in the class. In order to identify the students' response to the activities, the researcher gave questionnaires which were concerning on collaborative learning class. After that the interview was done by asking several questions related to the research problems to the teachers.

### **3.6. Reliability and Validity**

The aim of validity is to enable the research to be trusted and reliability is consistency of the result of the research. In order to make the data valid, the researcher used triangulation. Triangulation is the value of multiple perspectives.

It is said in Setiyadi (2006) that there are at least two courses necessary of an accurate picture of particular phenomenon to obtain. The researcher used three data collecting techniques; observation, questionnaires and interview. By employing these techniques, the researcher hoped that the data of the research would be more reliable.

### 3.7. Instrument of the Research

**Table.7. Observation Checklist**

No	Indikator	Hasil Penilaian					Jumlah	
		1	2	3	4	5	Skor	Skor Maks
<b>I.</b>	<b>Introduksi dan eksplorasi</b>							
	1. Guru mengeksplorasi konsep-konsep dan keterampilan baru							5
	2. Guru memberikan berbagai situasi problematika dan <i>modelling</i> sebagai strategi							5
	3. Guru membimbing diskusi yang bermakna							5
<b>II.</b>	<b>Penguatan konsep</b>							
	4. Memberikan tugas							5
	5. Mengklarifikasi hasil-hasil yang diharapkan							5
<b>III.</b>	<b>Tugas kelompok</b>							
	6. Siswa mengeksplorasi konsep dari tugas							5
	7. Siswa menginvestigasi konsep dari tugas							5
	8. Siswa mengaplikasikannya							5
	9. Siswa membuat penguatan untuk tugas tersebut							5
<b>IV.</b>	<b>Mengases kemajuan dan mengklarifikasi</b>							
	10. Guru mengadakan interaksi tanya jawab aktif antar kelompok							5
	11. Setiap kelompok mendiskusikan situasi masalah							5
	12. Setiap kelompok mendiskusikan diskusi temuan							5
	13. Guru memberikan pengembangan baru							5

	14. Guru memberikan tugas baru								5
<b>V.</b>	<b>Reviu</b>								
	15. Guru membahas kembali tentang tujuan secara singkat								5
	16. Guru mereviu tugas								5
	17. Guru mereviu temuan-temuan								5
	18. Guru memberikan <i>feedback</i>								5
	Skor Total								90
	Skor Konversi								

$\frac{\text{The total score}}{\text{The maximum score}} \times 100\%$

The maximum score

Notification:

- 1= Never
- 2= Occasionally
- 3= Sometimes
- 4= Frequently
- 5= Constantly

Maximal Score 90

Final Scoring= Score/Maximal Score  
X 100%

Category: 0-46 Worst

47-55 Bad

56-65 Enough

66-75 Good

76-100 Very Good

The observation checklist above was based on a model that is integrated in the process of collaborative learning in whole-class teaching by Good et al. (1992:140) in Muijs and Reynolds (2008). This observation checklist helped the researcher to identify the focus which was observed during the observation.

Besides the checklist above, the researcher also observed each characteristic of collaborative learning, as follows:

**Table.8. Observation of Characteristics**

No.	Characteristics	Group						%
		1	2	3	4	5	6	
1	<b>Positive Interdependence (Participation)</b>							
2	<b>Promotive Interaction</b>							
3	<b>Individual Accountability</b>							
4	<b>Collaborative Learning Skill</b>							

	I.	Forming Skills							
		1. Move quickly and quietly into groups							
		2. Stay with the group							
		3. Use quiet voice							
		4. Take turns							
	II.	Functioning Skills							
		1. Share ideas and opinion							
		2. Look at the speaker							
		3. Use each other's names							
		4. Express support and acceptance							
	III.	Discussion Skills							
		1. Make your point concisely							
		2. Look for areas of commonality							
		3. Allow others to speak							
		4. Ask for justification							
	IV.	Working Skills							
		1. Stayed on task							
		2. Complete individual assignments							
		3. Complete the group task							
<b>5</b>	<b>Group Processing (Feedback)</b>								

Characteristic occurs: 1.Never 2.Occasionally 3.Sometimes 4.Frequently 5.Constantly

$$\frac{\text{The total score of all the groups}}{\text{The maximum score}} \times 100\%$$

The maximum score

- Category: 0-46 Worst**
- 47-55 Bad**
- 56-65 Enough**
- 66-75 Good**
- 76-100 Very Good**

In order to support the data, the researcher also observed with a field-note. The form of the field-note was as follows:

**Table.9. Observation Checklist**

Field Note No: Location:	Date:	Time Start: Time Stop:	
<b>Teacher Activities</b>		<b>Students' Activities</b>	<b>Notes</b>

### **3.8. Data Analysis**

In this research, the data were collected by conducting an observation, video recording, questionnaires and interview. Firstly, the obtained data were called as the process of collecting raw data. These raw data were classified, analyzed, interpreted, and clearly described in order to have good conclusions.

According to Moleong (1990), there are four steps in analyzing and interpreting the data. Those steps are as follows:

1. Making the observation of all collected data

The researcher collected the data related to the students' situation during the learning process in the class and kept it relevant to the research questions.

2. Arranging all collected data by unifying the data

In this step, the researcher arranged the collected data into two categories

- a. The data from the video recording and observation
- b. The data from interview and questionnaires

3. Categorizing the grouped data by giving code for each data

4. Interpreting the data into substantive theory

The researcher interpreted the collected data and described the data into conclusions and suggestions.