

CHAPTER III

METODOLOGY

3.1. Research Design

The purpose of this study was to evaluate the implementation of CLM as intra-curricular program. The CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) was used in the study.

In this evaluation study, the qualitative data were collected. Qualitative data were gathered through interviews with the instructors currently working at the preparatory school. Written documents were also made use of so as to obtain more detailed information about the Central language Movement (CLM).

Best (1981: 156) stated “qualitative studies are those in which the description of observations is not ordinarily expressed in quantitative terms. It is not suggested that numerical measures are never used, but that other means of description are emphasized”.

Evaluation was a central component of the educational process. The two common goals of program evaluation, as stated by Lynch (1996) were evaluating a program’s effectiveness in absolute terms and/or assessing its quality against that of comparable programs. Program evaluation not only provides useful information to insiders on how the current work can be improved but also offers accountability to outside stakeholders.

This study could be categorized as qualitative research because it met, as claimed by Bogdan and Biklen (2003:29), the five characteristics of qualitative

research. They are, first, the study is naturalistic; it happens in the natural setting in which researcher was the key instrument. Second, the data collected were in the form of descriptive data. Third, it emphasizes mainly on the process. Fourth, the data were analyzed inductively. Finally, “meaning” were of essential concern to the study.

Evaluation studies designed to provide information on program impact to external agencies referred to as summative evaluations. State tests administered by states to assess performance on state standards was an example of information collected to support a summative evaluation. Summative evaluation findings were usually reported through formal written reports, usually coming together in a final report. Thus, evaluation research also offered the added benefit of keeping stakeholders informed and satisfied. Whether it’s local, district, or state policy makers or parents of students with disabilities, lots of stakeholders will want to know whether the time and resources spent on your program were worth the effort. A well-designed, credible evaluation of your program can satisfy key stakeholders that successful programs should be continued, and that implementing similar programs may be beneficial. Of course, the best evaluation studies were those that combine both formative and summative assessments

This design was to fulfill goals of this study, describe the evaluation of the implementation of Central Language Movement as an intra-curricular program at SMP Muhammadiyah 4 Giri

1.2 Subjects of the Study

The subjects of this study included a number of parties related to

implementation of CLM program in SMP Muhammadiyah 4 Giri. They were school principal of SMP Muhammadiyah 4 Giri who was the controller and the manager of every activities in the school, the CLM teachers as the instructor of the CLM program. There were 2 English teachers in SMP Muhammadiyah 4 Giri. Both of them are participate in CLM as the instructor of the program. The education backgrounds of those teachers were graduated from English education department, faculty of teacher training and education. The first English teacher has already taught in CLM since 7 years ago. The second teacher has already joined about 3 years ago. The third subject is the students of CLM program in 7th grade. There are 2 classes, class A and B. The last subject is the CLM staffs who assisted the teacher in the daily activity of CLM. SMP Muhammadiyah 4 Giri was chosen because has the school program named CLM (Central Language Movement) that deals with speaking activity.

3.2.1 Criteria for CLM's staff

For the CLM's staff criteria to be the respondent was in the 8th grade, have a good speaking skill includes good pronunciation, fluency, accuracy, etc. The other things that can be consideration to choose the respondent based on English teacher recommendation because English teachers are choose them to be CLM's staff so they know the ability of the CLM staff. The researcher made the criteria above because she would to got the clear response from the respondent.

3.2.2 Criteria for 7th grade students

For the 7th grade students criteria to be the respondent was having a high intelligent in English, have a good score in the CLM test result, active student in CLM program, and the last based on teacher recommendation. The researcher makes the criteria above because she would to got the clear response from the respondent.

3.3. Data collection

3.3.1 Instrument

The main instrument to collect data was the researcher herself. It was because the researcher was able to absorb all the information and sensitive to what happened in the field. Boglan and Biklen (2003:74) say that the qualitative research design required the researcher as the main instrument. In regard to the above statement, this study involved the researcher as the observer-as-participant, which meant that the researcher spent a limited amount of time observing group members and told members that they were being studied. The researcher was also helped by some other research tools gain the specific data, such as:

3.3.1.1 Observation

One way to get the data was through observation. According to Ary et al (2002: 430) stated that “observation is the most basic method for obtaining data in qualitative research. It is a more global type of

observation than the systematic observation used in quantitative research.”

The researcher observes directly in the classroom and field. Best (1981: 158) stated that “as a data-gathering device, direct observation may make an important contribution to descriptive research. Certain types of information can best be obtained through direct examination by the researcher. When the process is relatively simple, and may consist of classifying, measuring, or counting.” Here, the researcher as nonparticipant observation. It means that the researcher was passive in the classroom and also in the field when they do the activity. She observed what the students have done in CLM activities. Ary (2002: 430) stated that “...the researcher observes without participating or taking any activity part in the situation.”

In the observation as the data collection technique, there were many instruments that can be used. The researcher only used one instrument in the observation step, namely field note. The researcher used field not during the CLM activities in the classroom or field. A field note was written account of what the researcher heard, saw, and experienced during the process of data collection (Bogdan and Biklen, 1992:87). The use of field note was intended to record the real happening that took place during the activity of learning speaking process in CLM program. (See appendix 1)

This data collection process was done by the researcher three

times uses to describe evaluation through the implementation of Central Language Movement as an intra-curricular program at SMP Muhammadiyah 4 Giri.

3.3.1.2 Interview

The second tool was interview. The researcher used interview to gain the data from the school principal, CLM teachers, CLM staff and students from 7 A and 7 B class who fulfill the criteria mentioned above. The researcher asked several questions to the school principal, teachers, and CLM staffs and students who fulfill the criteria, as participants about the information through the real practice and the implementation of Central Language Movement as an intra-curricular program at SMP Muhammadiyah 4 Giri. Best (1981: 164) stated that “the interview is, in a sense, an oral questionnaire. Instead of writing the response, the subject or interviewee gives the needed information verbally in a face-to-face relationship”. It meant that through interview the researcher will add to information from interviewee.

Best (1981: 165) also stated “through the interview technique the researcher may stimulate the subject to greater insight into his or her own experiences, and thereby explore significant areas not anticipated in the original plan of investigation”. The researcher can expect the interviewees to treat the question more seriously than in question and ambiguity or misunderstanding the question. During interview, the researcher and the responds have the opportunity to

asked more information about the information that needed through the CLM program. Therefore, the interviewees' answer gives the deeper information.

According to Best (1981: 165), "an open-form question, in which the subject is encouraged to answer in his or her own words at some length, is likely to provide a greater depth response". The teacher answer related to the research question by his or her own word.

For the type of the interview, the researcher uses semi-structured interview because it is flexible. There are many researchers who use semi-structured. Nunan (1992: 149) stated that "the semi-structured interview has found with many researchers, particularly those working within an interpretive research tradition". "In semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions" (Nunan, 1992: 149). It means that the interviewer can improve his/her question within interview is going on.

There are three advantages of interview. Nunan (1992: 150) stated that:

"the advantage of the semi-structured interview are, in the first instance, that it gives the interviewee a degree of power and control over the course of the interview. Secondly, it gives the interviewer a great deal of flexibility. Finally, and most profoundly, this form of interview gives one privileged access to other people's live".

The first interview was done with the school principal. It conducted based on interview guide (see Appendix 2) in order to know the general information of the implementation of the CLM program and other important information. The second interview guide used to interview two English teacher in CLM program (see appendix 3) in order to know about the real practice in the implementation of CLM. The third interview guide used to interview the three of CLM staff based on the criteria that researcher stated as the CLM staff criteria to be interviewed. The interview guide (see appendix 4) used to know the general information about the implementation of CLM. The fourth interview guide uses to interview the four of students. The interview guide (see appendix 5) use to know the general information about the implementation of CLM based on the students perspective.

3.3.1.3 Document Analysis

The CLM documents namely Technical System of Central Language Department were reviewed and analyzed to obtain data on different aspects of the language improvement that used in the description stage of the evaluation process.

3.4 Data Analysis

According to Bogdan and Biklen (1992:153), data analysis was the process of systematically searching and arranging the result of the data collection. It is to make it

easier for the researcher to understand and interpret the data. Miles and Huberman (1994:10) define data analysis, “as consisting of three concurrent flows of activity: (1) data reduction, (2) data display, and (3) conclusion drawing/verification”. Here, the researcher also intended to apply the techniques of data analysis proposed by Miles and Huberman (1994) as follows:

3.4.1 Data reduction

According to Miles and Huberman (1994), this activity done to reduce the data, only the data that relating formulated the problem will be taken. Therefore, data reduction in this research involves the process of selecting, transcribing, and arranging the raw data obtained from the data collection process. The process was done due to the excessive amount of data and intended to help the researcher to draw the conclusion. In selecting the data, the researcher only took the relevant data related to the researcher questions and discarded the irrelevant one. The researcher then organized and arranged the relevant data based on several topics in the research questions. In this section, first, the researcher was reduce the data in the field note includes praying time before the CLM activities in class begin and full transcript of activities in CLM. So, the researcher only took some verbal account into the researcher’s field note.

3.4.2 Data Display

Data display meant take the reduced data and displaying it in an

organized way so that conclusions can be more easily drawn. First, the researcher read transcript of the interview. Then, selected and classified the result of the data based on research questions. This classification helped the researcher to group the result of data and report them descriptively whereas the data collected via field note are, first, read by the researcher. Then they were selected and classified based on the variable asked in the research problems. Lastly, the result of data was reported descriptively.

3.4.3 Conclusion Drawing

The conclusion drawing was done by the researcher to describe the conclusion related to this research after finding extract or main point of the information. The result of this step was the description of the evaluation of CLM as an intra-curricular program's implementation that ran by SMP Muhammadiyah 4 Giri.