

CHAPTER 3 METHODOLOGY

This chapter present the methodology used in this study. It started with the method of the study that was followed by time and place of the study, participant of the study, data and data sources, instrument of the study, and data collection procedures.

3.1 Method of the study

In conducting this study, the writer uses content analysis. Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use (Krippendorff, 2004). Content analysis is possible to be applied for this study because this study tend to analyze learning materials and lesson plans used during English teaching in a semester.

3.2 Time and Place of the study

The writer began to collect the data on October 2015. This study is conducted at SMPN 216 Jakarta.

3.3 Participant of the study.

The participant of the study was an English teacher of SMPN 216 Jakarta who is teaching in 8th grade.

3.4 Data and Data Sources

The data were learning materials, teacher's statements in learning activities (*Kegiatan Pembelajaran*), learning objectives (*Tujuan Pembelajaran*) section, and statements of *Kompetensi Inti 3 and 4* section in the lesson plans. The source of data were the teacher and teacher's development of lesson plans that used for 8th grade semester one. Teacher's statements in learning activities (*Kegiatan Pembelajaran*) and learning objectives (*Tujuan Pembelajaran*) section in the lesson plans become the data of this study because in using learning materials, teacher must consider the learning objectives that have been already determined in the lesson plan. Then, statements of *Kompetensi Inti 3 and 4* become the data for this study because SMPN 216 uses 2013 curriculum and *Kompetensi Inti 3 and 4* elaborates the target languages in knowledge and skill aspects.

3.5 Instrument of the study

In conducting this study, the writer used document study as the instrument to conduct the study. The document study became the instrument of this study in order to find out the kinds of authentic materials and investigate how to implement authentic materials in english teaching. The documents were the learning materials and the lesson plans which were created by the teacher for 8th grade junior high school semester one.

3.6 Data Collection Procedure

In completing this study, there were some data collection procedures as follows. First, the writer selected SMPN 216 Jakarta and asked permission from the faculty and the school. Then, the writer asked some teachers at SMPN 216 Jakarta about the kinds of learning materials that they used in English teaching. After asking some teachers, the writer obtained an English teacher whom claimed that she used authentic materials in teaching English. Next, the writer asked permission from the teacher to be given of the documents which are consist of the lesson plans and learning materials used in a semester . After getting the data needed, the writer analyzed the data by using table analysis. The table analysis consists of Number, Kompetensi Inti, Learning Objectives (*Tujuan Pembelajaran*), Learning Activities (*Kegiatan Pembelajaran*), Learning Materials, Kinds of Learning Materials (Authentic or Non-Authentic materials), and Comment. In making the table analysis, the writer consider Cunningsworth (1995) as cited in Richards (2001) explanation about the role of learning materials reflect on learning objectives that have been already determined. In other word, before using learning materials, teacher must determine the learning objectives which adjust to the target languages that are mentioned in *Kompetensi Inti*. The table analysis as follows :