

## **CHAPTER III**

### **RESEARCH METHOD**

In this part will be shown about the research method. It is divided into six parts. They are research design, subject of the study, data and data source, method of collecting data and instrument, technique of data collection, and technique of data analysis.

#### **A. Research Design**

Research design is a strategy to arrange the setting of the research in order to get the valid data. To conduct a useful research, a systematic way of well done plan must be made and automatically the valid answer research questions also be obtained. It means that appropriate research design has to be selected. Referring to this purpose, the study belonged to descriptive study with qualitative approach. According to Anderson and Arsenault (1998:7) research design in education is a disciplined attempt to address questions to solve problem through the collections and analysis of primary data for the purposes of descriptions, explanations, generalizations and predictions. In order to support the researcher, an appropriate design should be decided. Descriptive design target to understanding a phenomenon, a process, or a particular point of view from the perspective involved. Ary (2010:451) stated that The Central purpose of the studies is to understand the world or the experience of another. Qualitative approach was general term referring to the research

involving detailed, verbal descriptions of characteristics, cases and setting. Qualitative research usually involved fewer cases investigated in more depth than quantitative research.

According to Lodico, Spaulding, Voetle (2006:264) qualitative research focus on the study of social phenomena and on giving point to the feelings and perceptions of the participants of the study. This is based on the beliefs that knowledge is derived from the social setting and that understanding social knowledge is legitimate scientific process. On the other sides according to Anderson and Arsenault (1998:126) qualitative research is a form of inquiry that explores phenomena in their natural setting and uses multi-method to interpret, understand, explain and bring meaning to them.

So, in this research, the researcher used descriptive qualitative research design. According to Sugiono (2016:282) qualitative research were the researcher not only decided their variables but also all of the social situation that to be research, they were : place, actor, activities that have interactions directly. As stated by Karasar (2009), descriptive research is used to describe a current situation that existed in the past or existed now in the way it is. It is to gain the information about the use of two stay two stray strategy in teaching speaking at the second grade. Using this design, the researcher wants to describe the use of two stay two stray strategy in teaching speaking and the researcher in this case as the main instrument.

## **B. Subject of the Study**

This research was intended to know the use of two stay two stray strategy in teaching speaking. The researcher chosen MA Al-Anwar Durenan, because that school use two stay two stray strategy in teaching speaking. The researcher only used one class that is 11 IPS. The class has 35 students who will be the participant. The class was selected based on consideration from the English teacher. In addition the researcher will investigate the teacher and the students after use two stay two stray strategy in teaching speaking.

## **C. Data and Data Sources**

### **1. Data**

Data is something important in all of the research, especially qualitative research, because they contain the answer that related with the research questions need. The collected data of this research belonged to the qualitative data. Data in this study are in the form of statement and relate to research questions. Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting Ary Donald (2006:420), According to Bogdan and Biklen “data” refer to rough materials researchers collect from the world they are studying; they are particulars that from the basis of analysis.

## 2. Data Sources

Data source is a source from where data is taken from. Based on Arikunto (2006:118) statement, the source of data are subject where data can be gained. Source are some subject that are possible to give information in order to give representative data. There are three classified data sources, they are place, person, and paper. In this research, the researcher got data through doing observation and conducting interview to the students and the teacher in speaking at the second grade of senior high school. Hence, the data source of this research was categorized as person data source.

### **D. Method of Collecting Data and Instrument**

Data from the source can be several information related with one of class which use two stay two stray strategy in teaching speaking at the second grade. In the qualitative research, doing collecting data are in the natural setting such as: participant observation, in depth interview and documentation. According to Sugiono (2005:309) "*the fundamental for gathering information are, participant in the setting, direct observation, in-depth observation and document review*". Some method in collecting data are:

#### a. Observation

Observation means the action or process of closely observing or monitoring something or someone (Oxford:233). Observing is a basic

method for obtaining data in qualitative research and is more than just “hanging out”. Observation is scientific term that refer to research activity have survey and writes systematically the phenomenon and fact in the research field. Qualitative observation usually takes place over a more extended period of time than quantitative observation. Qualitative observation rely on narrative or words to describe the setting, the behaviors, and the interactions. The purpose of qualitative research is getting the complete description behavior in a specific natural setting rather than a numeric summary of occurrence or duration of observed behaviors. In this research the researcher done by observe the processes of teaching and learning using the observation checklist.

The way of observation: (1) The researcher prepares the observation tools. (2) The researcher join the classroom and then observe the processes of teaching and learning by using the observation checklist and field note. (3) The researcher gives check sign (v) in the column to know the responses of teachers and students activity in teaching and learning process of teaching speaking during the use of two stay two stray strategy.

### **Observation tools**

Observation tools are forms to be filled out by the observer. Depending on the observation technique, some forms instrument may be blank sheet, check list, camera, etc.

### **Observation checklist**

Observation checklist is an instrument for observation made by the researcher based on the lesson plan and two stay two stray strategy steps.

This research used Gutman scale as observation checklist, and it shows the application of two stay two stray strategy in teaching speaking. This observation checklist also could assess the students' behavior changing during the research based on Vogotsky (1962). It contains students' activeness, following the teachers' instruction, cooperation, and participation. There were indicators in teaching and learning process and in observation checklist. There was an option with "yes or no" of every indicator who was selected by the researcher (see appendix 3).

In this research, the researcher conducted observation to collect the data and information about teaching speaking using two stay two stray strategy. This purpose to know how does the teacher teach speaking using two stay two stray strategy and the students' activity during the application of two stay two stray strategy in teaching speaking. In doing this observation, the writer sat on the back of the class and observed the teaching learning process.

#### **b. Interview**

Interview means a meeting of people face to face. The interview is one of the most widely used and basic methods for obtaining qualitative data. Interview are use to gather data from people about opinions, beliefs,

and feeling about situation in their own words. In this research interview will be done by the research it can get from teacher directly. Alisan (155), said “Interview is conversation with certain purpose which is dialog done between interviewer (who give question) and interviewee (who answer the question) to get information”. It was a line with Arikunto (1998: 158) that interview is dialoged done by the interviewer to get information from the interview. There are types of interview, as follow: (a) Unguided interview, this type the interviewer ask to the interviewee. (b) Guided interview, this type the interviewer has structurally and completely question. (c) Free Guided interview, the combination of guided interview and unguided interview.

To collect the data from interview, the researcher used free guided interview. The procedures as follow: (1)The researcher prepares the concept of question that will be asked to the teacher and book to write the answer of the interview. (2) The researcher asks and talks in a friendly way according to the concept of question that has been prepared. (3) The researcher takes written notes during the interview.

In this interview the researcher made list of question about the material technique and process of two stay two stray strategy used in teaching speaking and asked the teacher to answer (see table 3.1).In this research before conducting interview the researcher brought general idea by some questions that were prepared before. To get validity and credibility of the instrument, the researcher asked help to the expert

teacher validate the interview guide. The interview was conducted to the class which use two stay two stray strategy in teaching speaking at the second grade and English teacher about how teaching speaking using two stay two stray strategy in the school.

**Table 3.1 Interview Guide**

1	Bagaimana persiapan anda sebelum mengajar menggunakan strategi two stay two stray?
2	Bagaimana kondisi kelas dan siswa selama proses mengajar menggunakan strategi two stay two stray?
3	Adakah kendala atau kesulitan saat mengajar menggunakan strategi two stay two stray? jika ada apa saja?
4	Bagaimana perasaan anda ketika mengajar menggunakan strategi two stay two stray?
5	Bagaimana cara anda mengevaluasi speaking siswa dalam penggunaan strategi two stay two stray?
6	Menurut anda apa saja kelebihan dan kekurangan mengajar menggunakan strategi two stay two stray?

#### **E. Technique of Data Verification**

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. In relation to this research the use of trustworthiness of the data is necessary to be checked in order to reduce the researcher's opinion, prejudices and biases about the data. To check the trustworthiness of the data the researcher use triangulation. Miles and



Huberman (1994:223) state triangulation is one way to get the finding first place by seeing or hearing multiple instances of it from different sources by using different method and by squaring the findings with others. Furthermore, Moleong (2006:330) revealed that there are four kinds of triangulation technique:

### 1. Source triangulation

Sources triangulation uses different sources of data to get the same data. This emphasizes in the source of data, not in data collecting method or other.

Data → Interview = Respondent 1  
Respondent 2  
Respondent 3

Figure 3.1. Source triangulation

### 2. Methodological triangulation

This triangulation can be done by researcher collecting the same data but using different technique or method of collecting data. The emphasize is one the use of different data collecting method and more over to test the data validity.

For example, to increase the data validity about someone's skill in a certain case, the researcher use questioner then conducting an interview to the same informant and than the result are tested by observing the informant skill in the real activity.

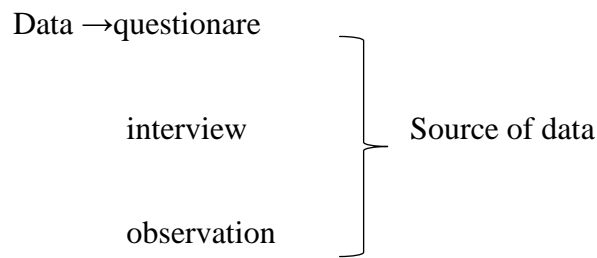


Figure 3.2. Methodological triangulation

### 3. Investigator triangulation

Investigator triangulation means that the validity of the research in some parts or all can be tasted by some other researchers. From some researchers' point of view and interpretation to the all information gotten and collected in the note, and it is hoped there will be the same interpretation that can increase the research validity.

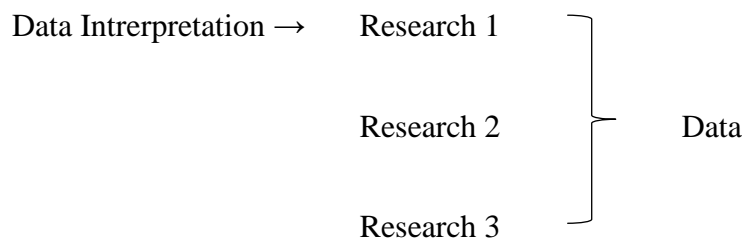


Figure 3.3. Investigator triangulation

### 4. Theoretical triangulation

This triangulation is held by researcher that uses perspective more than just one theory to discuss the research problem.

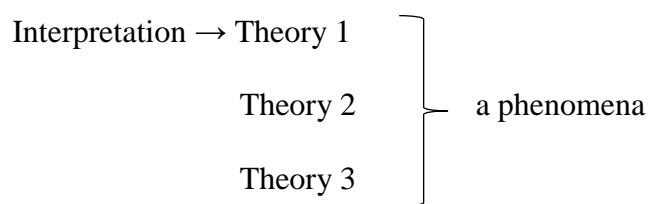


Figure 3.4. Theoretical triangulation

Triangulation was done by combining some data collection methods. In addition, Sugiyono (2008:241) states that triangulation means the researcher used some different methods in collecting data to get data from sources. The purpose of triangulation is to verify the credibility of the data.

As stated above, in this research the researcher employed methodology triangulation. The researcher used methodology triangulation in order to check credibility of the data by using different techniques such as observation and interview. Observation is done first then conduct interview. In addition, it was designed to investigate the student's learning speaking strategies in senior high school. The subject were interview to get clear and deeper data. The data from the research question about how the students learn speaking by using two stay two stray strategy.

#### **F. Technique of Data Analysis**

During the process of collected through doing observation and interview, the data were analyzed. In this research the data used qualitative research. The characteristic of qualitative research is generative data. It means that the writers presenter the problem specifically then make general conclusion. Data analysis is a process whereby a researcher systematically arranges the data in order to make them more understandable for researcher and for others. According to Donald (2000) process of data analysis

inductive way contains three steps of qualitative method of data analysis are organized and coding. On other hand, According to Bogdan states:

*“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them to enable you to present what you have discovered to others”*. In this process the researcher did some procedures to get a clear description of data analysis”.

In analyzing the data, the researcher employed procedures of data analysis. Proposed by Miles and Hubberman (1992:23) covering data reduction, data display, and conclusion drawing.

#### 1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes transcription. The step in the analysis data in this research were: (a) the researcher collected the data through observation and interview, (b) the researcher transcribed, selected and focused on the data by referring to the research problem. In other words, the irrelevant data were discarded and the relevant data were included.

#### 2. Data display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The process of showing data simply in the form of narration , table and graphic. After collecting and reducing the data about the use two stay two stray strategy in teaching speaking, the researcher displayed those selected data in the form of narrative or description.

### 3. Conclusion drawing

Conclusion is the last procedure of analyzing the data of the research. Making conclusion is the process of drawing the content of data collected in the form of statement. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Meanwhile conclusion drawing means testing the provisional conclusion for their validity. In this research, the temporary conclusion became final conclusion because the conclusion was supported by sufficient data in the field. The researcher got final and perfect conclusion as the answer of research problems.