

CHAPTER III

RESEARCH METHOD

In this chapter, the writer will be presented the research method of the study which is applied in the research. It provided with research design, research subject, data collection and data analysis. To make all of them clear the researcher would elaborates them one by one.

3.1 Research Design

Research design is very important to conduct the research. It helps the writer to search the problem and show how the study would be answered. Based on Ary et al (2002) the research design is the researcher's plan of how to make the research run naturally. This study has purposed to find out the information about the use of media for teaching speaking and the problems that are faced by teacher in using media as an instructional tool for teaching speaking. Dealing with Nadraha cited by Hamida (2007) says that if the researcher is concerned with finding out who, what, where, or how, the study is descriptive. Therefore, the appropriate research design is descriptive qualitative.

According Arikunto (2002), descriptive qualitative is a research in which the researcher has to describe and interpret the events happened in detail. It means that descriptive qualitative is describing what exist in reality, which involves the description, recording, and analysis. In this study the researcher uses descriptive qualitative research design because the objectives through this research are to investigate the use of media in teaching speaking in the class is, and also the problems faced by teacher in using media as an instructional tool for teaching

speaking are. The researcher observes the process of the media used for teaching speaking then reports it descriptively.

3.2 Subject of the Study

The researcher uses criteria of good teacher to select the subject. There are five criteria which are used toward instructional media. First, she/he has ability to communicate in English both in spoken and written. Second, she/he has S1 minimum degree and S2 maximum degree. Third, she/he has experience in teaching more than 5 years. Fourth, English teacher has joined in MGMP and seminar. The last important criterion is she/he uses media in teaching speaking more than three years. Based on the criteria above, the subject of this research is Junior High School teacher who always use media as an instructional tool in teaching speaking especially in Gresik.

Before doing the research, the researcher did preliminary study to choose the subject of the study. In this research, the researcher visited some public junior high schools and private junior high schools to find out the teachers who have used media and the researcher came to four public junior high schools and private junior high schools. The researcher was conducted an observation and an interview to the English teacher of junior high school in Gresik about the use of media whether the teacher was used media or not in teaching speaking. On June 22st 2015 until June 25th 2015, the researcher observed 4 public junior high schools, they were SMP Negeri 1 Gresik, SMP Negeri 2 Gresik, SMP Negeri 3 Gresik and SMP Negeri 4 Gresik. Then, the researcher conducted interview with the English teacher about the use of media for teaching speaking. Almost all schools have been using instructional media, but the researcher should select

again some of schools above which the English teachers have good quality in used of media as an instructional tool. Finally the result of interview showed that from 4 public junior high schools, it was just one school that used media regularly in teaching learning process that is SMP Negeri 4 Gresik, so the researcher chose SMP Negeri 4 Gresik.

Next the researcher conducted observation and interview on June 29th 2016 until July 3rd 2016 to six private schools which were: SMP ManbaulUlum, SMP Muhammadiyah 4 Kebomas, SMP Darul Islam, SMP YIMI Gresik, SMP YPI Darussalam, and SMP Mualimat. After that the researcher found the school which was used media as an instructional tool for teaching speaking. From the schools that come by researcher, from 6 private schools, they did not used media in teaching speaking. The English teacher just used media when it was needed only in learning, but the English teacher from SMP YIMI Full day school Gresik only who used media in every meeting in class. The teacher was combined media technology based and other media in teaching speaking, so the researcher chose two teachers in her research because she wanted to focus on those teachers until she got the answer of her research problem which was about the use of media as an instructional media for teaching speaking at Junior High School.

The school that fulfilled the criteria was SMPN 4 Gresik and SMP YIMI Gresik. The first English teacher has got S2 English department and had experienced in teaching eight years. The teacher was used media frequently as an instructional tool almost in every meeting. Additionally, she was also English teacher who was active in joining MGMP and seminar. The second teacher was a teacher from the eighth grade of SMP YIMI Gresik. She was able to communicate

in English both spoken and written. She has got S1 English department and had experienced in teaching more than eight years. Both of the teachers used a variety of media in learning, sometimes she combined several media for teaching speaking in English language.

It could be concluded that this study would be conducted in two schools. They are in SMPN 4 Gresik which is located on Proklamasi Street, and in SMP YIMI which is located on Panglima Sudirman Street. The researcher will observe the students at the eighth grades. The researcher does not choose the specific class in both schools because there are no difference one to another. The important thing is the teacher uses media as an instructional tool in teaching speaking.

Therefore, the researcher chooses those subjects to describe the use of media as an instructional tool for teaching speaking and to know the problems that were faced by teacher in using media as an instructional tool for teaching speaking.

3.3 Research Instrument

The instrument of research is a tool used by researcher to collect data. The instrument used in this study is the researcher herself, because descriptive qualitative research studies in human experience and situation. As said by Ary (2002) who state that research needs instruments flexible enough to capture the complexity of the human experience. The researcher also helps by some other research tools to gain the specific data such as observation. This observation is equipped with a video camera, voice recorder and also interview guide.

3.4 Data Collection Technique

In conducting this research, the researcher uses two kinds of data collection techniques. They are:

3.4.1 Observation

At this step researcher conducts observation for collecting data. It is about the activities of teacher uses media for teaching speaking in the classroom. In this case, the researcher is also will be equipped by video to record the whole activity in the class. In this step of observation the researcher will plan three meetings each subject to get enough data as an answer through problem statements in this study.

Observation form helps the researcher to get the information about the process of teaching learning activity and it will be used in every meeting. In this study, the researcher will use observation form to obtain information about teachers' and the students' activities and performance during the use of media as an instructional tool. The researcher uses it as a guidance to observe all aspects and classroom activities to get data on any media used by teachers for teaching speaking. Then, the researcher makes some notes and writes down the information that was needed and recorded the activities done by the teacher and students in the class.

3.4.2 Interview

The second instrument to collect the data researcher used interview. According to Bruce L. (2001) interview is conversation which has a purpose, the purpose is to get information. The information is to ask the situation that unclear

during the teacher used media as an instructional tool for teaching speaking.

Interview is a set of questions to be answered by the subject of the study.

Interview provides information that cannot be obtained through observation, or they can be used to verify the observation. The researcher interviews the teacher after using of media for teaching speaking. First, the researcher composes semi-structured interview that related to media used for teaching speaking. The researcher chooses this type because the researcher will feel free to make question and improve questions. The data obtained from interview is information about the use of media in teaching speaking that cannot be obtained through recording observation and to know the problems that were faced by teacher in using media as an instructional for teaching speaking. After that, the researcher interviews the teacher and then the researcher records the process of interview and takes some notes based on the answers of the teacher to make the data more detail.

3.5 Data Collection Procedure

In this study, the researcher collects the data by herself and she has direct contact with the subject of the study. The data is collected by some steps:

1. The researcher makes an observation by joining the class the researcher will record the activities done by both the teacher and the students. Here the researcher directly observes the classrooms' activity as nonparticipant observer while they are undergoing in speaking section.
2. The researcher will confirm the result of observation by doing interview on the English teacher in order to get the depth data.
3. The researcher will take a note during the observation and interview session.

4. The last step is depth interview. The researcher will do depth interview with the teacher to get data and information about the problems that were faced by teachers in using media as an instructional tool for teaching speaking.

3.6 Data Analysis

To analyze the data from observation and interview, the researcher uses the procedures of data analysis to explore the steps in more depth as the processed below. The researcher analyzes the data by using qualitative data analysis. According to Miles and Huberman (1994) states that qualitative data analysis consisting of three concurrent flows of activity they are: data reduction, data display and drawing conclusion. Therefore, in this study, the researcher will analyze the data using those three steps as follows:

3.6.1 Data Reduction

The data reduction is the data from recording observation which is gotten by observing task for teaching speaking that is used by teacher. It is about classroom management from the teacher's introducing topic, compatibility between materials presented and media used, and also giving feedback regarding with the material. The second data is the data from interview with the teacher, which is purposed to find out the problems that were faced by teacher in using media as instructional tool for teaching speaking then it is conducted to cross check the data from observation form.

3.6.2 Data Display

The first data display is from observation form with extended text and list of table. By using extended text and list of table, the researcher can display the

data which the aims of this data is conveying what the happened as detail in the classroom is. The second data is interview with the teacher. The researcher displays the data interview by using transcript. It aims to understand clearly by the reader. Those types of data display are purposed to display the data from the teacher about the problems that were faced by teachers in using media as an instructional tool for teaching speaking.

3.6.3 Drawing Conclusion

The last step in analyzing the data is data conclusion. The researcher conducts the first analysis of the observations form. This conclusion gives a clear description of the process of media used by teachers in teaching speaking at school. And the second analysis comes from depth interview tool. The conclusion from teacher interview result gives clear understanding about the use of media in teaching speaking is and the problems that were faced by teacher in using media as an instructional tool for teaching speaking.