

CHAPTER III

RESEARCH METHOD

In this chapter, the writer would like to give the description about the method of the study. This chapter consists of design of the study, population of the study, instrument of the study, data collection and data analysis.

3.1. Design of the Study

Determining the design is needed to conduct the study to find out the result based on the statement of the problem. This study was designed to investigate the phenomenon of brainstorming used in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik. Therefore, the research design that was appropriate in this research was descriptive. According to Darsono (1999:94) a descriptive research is used to understand the phenomenon or situation by observing in its natural setting without having manipulation. Another researcher, Len Kravits (1997: www.unm.edu) stated that a descriptive research often involves collecting information through data review, surveys, interviews or observation. This type of research best describes the way things are.

For conducting the descriptive research, the writer decided to use survey techniques in which, according to Donald A, Lucy C.J., and Asghar R (2002:404)

a survey is a research techniques in which data are gathered by asking questions to group of individual called respondents. In this research the writer used descriptive design and survey technique. In short, the research had a descriptive survey research design.

3.2. Subject of the Study

The subjects of this study were the lecturers and the students of the speaking 1 at the English Department of Muhammadiyah University of Gresik. The researcher chose speaking 1 because it was the basic level of speaking that the students were prepared or trained to have communication ability in order they could pass this level and continued the next level of speaking. In this class, especially, the lecturers encouraged and built students' motivation and interest to speak English in order they could practice their speaking confidently. Therefore, the researcher wanted to find out how brainstorming used in the teaching speaking 1 at the English Department of Muhammadiyah University of Gresik.

3.3. Instrument of the Study

Instrument is something needed to conduct a research. There are many ways to collect the data, according to Darsono (1999:158) test, questionnaire, interview, observation, documentation and attitude scale are the methods to collect the data in which every method has its own advantages.

In this study, there were three kinds of instruments for collecting the data. Those are observation, questionnaire and interview. The first instrument was

observation. The observation was included all concentration activity to object by using all our senses. There are three kinds of observer. Those are participant observer, quasi-participant observer and non-participant observer. A participant observer is an observer who totally includes into the activities of the subject of the study and totally does those activities. A quasi-participant observer is an observer who includes into the activities of the subject of the study, but he or she does not do those activities. A non-participant observer is an observer who is totally outside from the subject of the study. In this case, the researcher determined a quasi-participant observer because the researcher totally included in the teaching and learning process of the speaking 1 at the English Department of Muhammadiyah University of Gresik. The instruments used in observation were observation sheet, checklist, and tape recorder during teaching and learning process in the classroom.

The second was questionnaire. The questionnaire was a form containing a set of questions, especially one addressed to a statistically significant number of subjects as a way of gathering information for a survey (dictionary results). In this study, the researcher decided to use open-ended and closed questionnaire. The questions were related to the brainstorming used in the teaching speaking 1. It consists of five aspects of brainstorming that are broken down into five different tables with different activities provided. In every single activity, students were required to give their opinions about brainstorming by choosing five options, they were: 1 (*brainstorming doesn't support the students*), 2 (*brainstorming less support the students*), 3 (*brainstorming quite supports the students*), 4

(*brainstorming supports the students*), and 5 (*brainstorming very supports the students*). Then the researcher analyzed the result of questionnaire by calculating the students' answers to find out how brainstorming encourages the students' involvement in teaching speaking 1.

The third was interview. It was only used for the lecturers to know the information about brainstorming that were used in their speaking classes. In this case, there were 15 questions stated dealing with teaching and learning process with the purpose to get more information about the implementation of brainstorming in their speaking classes. Then the researcher also used a tape recorder in this interview.

3.4. Data Collection

In this research, the researcher collected the data by herself to avoid some mistakes by observing, distributing questionnaire and interviewing the lecturers. The first, the researcher observed the speaking 1 classes. It was started on July 13th, 2007 or after the middle test and the researcher observed the class for more than thirteen times. In detail, every single meeting of speaking 1 for a half semester the researcher observed the teaching process to collect the information dealing with teaching and learning process of speaking class, in this case, the information about the brainstorming that were used in the teaching speaking 1.

The second, the researcher had already distributed the questionnaire on July 6th, 2007 to fifty students of speaking 1. Before the questionnaire distributed, the researcher had tried out the questionnaire to five students of speaking 1. The

result showed that the questions provided in the questionnaire were already understood by the students because most of the questions had been answered. However, the researcher had to change several sentences to make the students easier in understanding the questionnaire than they were able to understand it easily. The questionnaire given to the students to find out the information about brainstorming used in the teaching speaking 1 especially information about the brainstorming whether it could encourage the students' involvement in speaking or not.

The third, the researcher interviewed the lecturers only dealing with the condition or participation of the students in speaking class such as, the students' interest, students' activity, students' progress, etc. It was done on July 6th, 2007 to all lecturers of speaking 1. The interview could give the information more detail related to the research. Beside that, the researcher also investigated to what extend the brainstorming used in the speaking class.

3.5. Data analysis

In this discussion, the writer wanted to explain more about the kinds of brainstorming used in speaking class. First, the researcher analyzed the data about brainstorming used in speaking class. The steps were the researcher put those data into a table, found the characteristics of those brainstorming and determined the kinds of brainstorming used in the teaching speaking 1. Second, the researcher analyzed the results of questionnaire that had already been given to the students by calculating the number of students that answered the questionnaire then the

researcher calculated those numbers into a percentage of the students that answered the questionnaire. It was used to find out the information whether brainstorming can encourage the students' involvement or not.