CHAPTER III
RESEARCH METHODOLOGY

This section aims to explain about research methodology, including research design, research subject, research instrument, data collection, and data analysis. Those points will be discussed as follows:

3.1 Research Design

This research was designed by using qualitative and descriptive method. This was in accordance to Cresswell (2007), who states that qualitative research is a device for understanding and seeking answers based on the phenomenon of specific individuals or groups which are considered as source or subject to either a social or human problem. The data collection is usually collected in a setting of participants. The data analysis constructed through the explanation which acquired from the general description and the viewpoints of researchers based on data obtained. It aims to help the researcher to understand the social world where people live and how things happen in this world. Furthermore, qualitative research focuses on describing and interpreting a phenomenon that leads to the development of a new concept or theory. The final written report has a flexible writing structure.

In addition, according to Burns and Grove (2003), descriptive research is designed to provide a picture of a situation as it naturally happens. Further, this study used descriptive qualitative research since it aimed to get the information about the implementation of Modeled Talk Technique used in teaching speaking skill by the English teacher.
3.2 Research Subject

The subject of this research was an English teacher who taught the first year students in B class at SMPN 2 Dawarblandong Mojokerto. In this research, the class selection was based on the teacher’s suggestion. Therefore, B class was chosen to be observed. The researcher chose the teacher to be the subject of this research observation because the teacher was interested in using Modeled Talk Technique in teaching speaking. Furthermore, the researcher expected to get a lot of information about the topic that would be discussed with the subject.

3.3 Data Collection

Data collection method is the way the researcher collects the data in the research. There were two kinds of data collection methods used by the researcher, those are observation and interview. The detail explanation about data collection method will be described as follows:

3.3.1 Observation

According to Ary et al. (2010), in qualitative research, the most basic method used by the researchers is observation. It is a more global type of observation than the systematic and structured observation used in quantitative research. The aim of the qualitative research itself is in the form of a complete description of the behavior in specific settings rather than the numerical summary of the occurrence or duration of observed behavior.

This research was considered as Participant observation because of the possibility for interacting between researcher with teacher or students in the learning process. However, the observation only focused on how teacher
implements the Modeled Talk Technique. The researcher expected the participation of researcher in teaching process would give a clear depiction from the statement of problem. To support this idea, Ary (2010) states in participant observation, the observer actively participates and becomes an insider in the event being observed so that she or he experiences the events in the same way as the participant. As an observer, the researcher had an essential role to review the results of observation in detail.

As participant perspective, the researcher may interact with the subjects to establish rapport but cannot really become involved in the behaviors and activities of the group. In implementing modeled Talk Technique, the researcher might be allowed to interact directly with teacher and students. This was performed because the researcher was invited to demonstrate some examples of the material in the classroom as researcher and teacher discussed before. In addition, the researcher also helped the students to follow teachers’ instructions and made the learning process run properly. Moreover, as an observer, the researcher took a seat in the back of the classroom to observe what was going on in the class.

Besides, researcher used field notes and Observation checklist that can be seen in Appendix I and Appendix II. These instruments were used to facilitate the researcher in observing teaching and learning activities in the classroom. This is done to obtain the accurate data information related to the implementation of modeled Talk Technique in teaching speaking and the problems faced by teachers in teaching speaking through Modeled Talk Technique.
3.3.2 Interviews

In this study, the researcher used semi-structured interview as it enables the researcher to elaborate the idea into more detail and accurate based on the research topic. This was in pursuant to Ary (2010) who states that the area of the interest is chosen and the questions are formulated, but the interviewer may modify the format or questions during the interview process. It uses the list of questions as in the structured type and also allows the interviewer to ask additional questions to explore a more detailed topic.

The interviews were conducted after the observation were done. It was conducted to know the perceptions of the teacher about the implementation of Modeled Talk Technique in teaching speaking in the class. In addition, it was also conducted to determine the teachers’ difficulty in applying modeled talk technique in speaking class and how to cope with those problems. All the more, through the interviews, the researcher expected to get additional information which might not be obtained during classroom observation.

The researcher used interview in order to get the accurate information about Modeled Talk Technique in teaching speaking by interviewing the teacher. In addition, in the interview section, the researcher used Bahasa Indonesia in order to get a clearer information related with the research topic and to avoid misconception and misunderstanding. The list of questions were based on the research problems with several additional questions and some guiding questions from the previous study.
During the interview section, the researcher also recorded the interview process between the researcher and the subject to simplify the researcher in analyzing and processing the data. The complete interview would be constructed in interview guideline that can be seen in Appendix III as the instrument.

3.3.3 Data Collection Procedure

The data from this study were obtained from the classroom observation and interview with a teacher who teaches the English speaking in SMPN 2 Dawarbladong Mojokerto. Furthermore, the procedures on how the data were collected was described as follows:

1. Conducting the observation in the classroom during teaching and learning process in order to identify the implementation of Modeled Talk Techniques used by English teacher in teaching speaking, the problems faced by the teacher in implementing Modeled Talk Technique, and the ways the teacher coped with the problems.

2. Taking notes on the result of the observation.

3. Conducting the interview with the English teacher of SMPN 2 Dawarbladong.

4. Recording the interview process. This prevents the loss of data sources that is described by the teacher.

5. Taking notes on the results of the interview with the English teacher of SMPN 2 Dawarbladong. A note can facilitate the researcher to conclude the results after conducting observations and interviews.

6. Selecting the essential information from the interview and observation.
3.4 Data Analysis

The data analysis is really important for the researcher. By analyzing the data, the researcher will be able to conclude the data or the result of the research. Ary (1990) states the data analysis was referring to the proposal to check the original plans to present the data.

In this stage, the obtained data is analyzed to draw a reliable conclusion. The data analysis process in this research used several steps as follows:

1. Identifying on how the Modeled Talk Technique implemented by the English teacher in teaching speaking to the 7th grade students at SMPN 2 Dawarbladong.
2. Identifying the problems are faced by the English teacher related with the implementation of the Modeled Talk Technique in teaching speaking to the 7th grade students at SMPN 2 Dawarbladong.
3. Identifying how the English teacher of SMPN 2 Dawarbladong cope the problems occurred in the class related with the implementation of Modeled Talk Technique in teaching speaking skill.
4. Discussing the analyzed data.
5. Drawing the conclusion based on the essential information from the interview and observation.