CHAPTER III

RESEARCH METHOD

This chapter presents the procedures in conducting the research. It covers: research design, population and sample, research instruments, data collection and data analysis. Each section will be presented as below.

3.1. Research Design

Research design is a plan arranged by the researcher to gain the data that is suitable with the research objectives (Ary, 2010:32). There are three kinds of research design; qualitative research design, quantitative research design, and mixed methods research design. According to Fraenkel and Wallen (2009) stated that research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research. Besides, qualitative data are collected in form of words or pictures rather than numbers. Kothary (2004:3) suggested quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Moreover, Fraenkel and Wallen (2009:557) also stated mixed methods research design involves the use of both quantitative and qualitative research design in a single research.

In this research, the researcher used qualitative research design. The researcher chose qualitative research design because this research is focused on the existence of variety technique of teaching speaking to motivate students on learning English language at MTs Muhammadiyah 1 Malang and what kind of teaching speaking technique used by the English language teacher in MTs Muhammadiyah 1 Malang.

3.2 Research Subject

Research subject is individuals that will be as resources in collecting the data (Frankel and Wallen, 2009). The subject of this study is the teacher who
taught English language in seventh grade students of MTs Muhammadiyah 1 Malang and seventh grade students.

3.3 Research Instrument

The research instruments used to collect the data in this study includes observation and interview.

3.3.1 Observation

Observation is one of the instruments to gain the data needed. Based on Fraenkle and Wallen (2009:440), there are four types of observations. They are participant observation, nonparticipant observation, naturalistic observation, and simulation. Those types will be explained respectively as follows.

(P) Participant observation, the researcher took an active role on the situations being observed. While the researcher participates in the situation actively, the identity of the researcher is not known by the participants that are observed. The researcher will act naturally as possible with the participants. To do this successfully, the researcher might need a time to prepare all the things needed. Moreover, the researcher participates actively in the observed group in the class.

(N) Nonparticpant observation is the opposite of the participant observation. In this kind of observation, the researcher do not include in the activity of the observed group. They tend to just sit and watch the activity in the classroom. The researcher will also act differently when they are doing a participant observation. In this observation, they will not pretend that she or he is the one of the member of the group. So the observed participants know that she or he is an observer.

(N) Naturalistic observation tries to offer an observation as natural as possible. It means that the researcher does not manipulate the variable or control the activity of individuals. The researcher observes and records what is naturally occur.
Simulation is a kind of observation that is contrast to naturalistic observation. In simulation, the researcher or observer makes a situation and asks the participants to act it out. The researcher does it in order to make a certain variables. Consequently, it allows the researcher to observe a certain situations. However, simulation makes a clear fact that something is just artificiality. It means that what is seen by the researcher might not what actually will occur in natural situations.

In this research, the researcher used nonparticipant observation. Researcher is not going to be included and take a role actively. The researcher would observe the participants in order to obtain the data needed.

3.3.2 Interview

According to Cohen (2007:351), interview is done to gather the data. Interview is verbal questionnaire. It consists of a series of questions designed to elicit specific answers from respondents (Fraenkel and Wallen, 2009:446). There are three kinds of interview based on Ary (438:2010). They are unstructured interview, structure interview, and semi structure interview. Unstructured interview is not planned in detail. The interviewer should make the next question after he or she obtain the answer for the previous question from the respondent. In this situation the interviewer should be skill full in interviewing the respondent since the interview may be unpredictable conversation. Even sometimes the respondent does not realize that she or he is being interviewed. Structured interview is an interview in which the schedule and the set of question have been planned well. That is why in this interview, the interviewer will make a minimal modification or improvisation on the interview itself. Structured interview is used to obtain certain information from the respondent. In semi structured interview, the questions have been formulated but the interviewer can make some modification during the interview.

In this research, the researcher used semi structured interview. She interviewed the English teacher of MTs Muhammadiyah 1 Malang especially teacher of seventh grade, it was conducted to obtain the information about the
techniques used by the teacher in teaching English language, the procedures of implementing those techniques, and how those techniques motivate the students.

3.4 Data Collection

Data collection is the process of gathering and measuring information by planning it in. Some data collection methods that are usually used in qualitative research design are observation, interviewing, and document or artifact analysis as stated by Ary et al, (2010:431). Based on the explanation above the researcher would conduct the procedures as follow:

1. Conducting observation during teaching-learning process at MTs Muhammadiyah 1 Malang for twice. The researcher observed what kind of technique teaching speaking used by the English teacher and situation in the class, especially for VII B grades.
2. Interviewing the English teacher to gain the information and support data. Clarifying the data about technique teaching speaking is used by English teacher to motivate the students of MTs Muhammadiyah 1 Malang, especially VII B grades.
3. Interviewing the students of VII B grades that were taught by the English teacher to support the data.

3.5 Data Analysis

After collecting the data, the researcher analyzed the data as follows:

1. Classifying the data based on research problems.
2. Transcribing the interview result.
3. Analyzing the lesson plan and result of the observation about variety of technique teaching speaking used by the English teacher to motivate students in learning English language at MTs Muhammadiyah 1 Malang.
4. Analyzing the result of interview about technique teaching speaking used by the English language teacher at MTs Muhammadiyah 1 Malang.
5. Drawing conclusion.
That is all about research procedure conducted by the researcher. They include: research design, research subject, research instrument, data collection, and data analysis. To know the result of analysis, the researcher presents it in the next chapter. Next, chapter four is finding and discussion. In that chapter, the researcher will expose the finding obtained from this research and discuss it in line with the previous study, conclusion of the theory, etc.