CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher presents the procedures of conducting research namely research design, research subject, research instrument, data collection, and data analysis. They are stated as follows:

3.1 Research Design

Research design determines how the data should be analyzed. The researcher designs the study by applying descriptive qualitative since the study is about the teaching English technique of the second-grade students at SMPN 5 Malang. According to Franekel as stated in Nursanti (2014), “Qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials”. The type is on describing in detail of what goes on in particular activity or situation rather than on comparing the effects of a particular treatment (as in experimental research), on describing the attitudes or behaviors of people (as in survey research). Ary et al.as stated in Nursanti (2014) stated that the goal of qualitative research is a holistic picture and depth of understanding, rather than a numeric analysis of data. It is true that qualitative research focuses on the data analysis by describing the result dealing with a prominent phenomenon.” In this case, the researcher focuses on the data analysis in the form of words by describing the current phenomenon. The researcher uses descriptive data in doing the study.

Leary as stated in Nursanti (2014) said "descriptive research is designed to describe the characteristics or behaviors of a particular population in a systematic and accurate fashion". Ary et al.as stated in Nursanti (2014) defined descriptive qualitative study is design to gain the data in the form of words, rather than numbers or statistics, and the data collected are the subject’s experiences and perspectives. Descriptive research is also qualitative
research that investigates the data of human activities and behavior in the form of contextual findings.

Thus, this study uses descriptive qualitative research design because the writer does not collect the numerical data. The data are collected in the form of words. Moreover, in analyzing the data, the writer does not use statistical procedure. In addition, the purpose of study is to analyze the result of think pair share technique used by teacher in teaching English.

3.2 Research Subject

The writer focuses on an English teacher of the second grade who implements the think pair share technique in teaching English at SMP Negeri 5 Malang. The researcher takes class VIII that consisted of 30 students in the class. The teacher was interviewed to get further information in applying the technique.

3.3 Data Collection

Data collection is the procedures of writer to gather the data. The data collections are conducted by interviewing the research subject and taking the notes of interview result. In this study, the writer uses observation and interview as the tool to generate the data, the writer took some documentations during observation to perform an authentic data.

The writer gathers the data by taking the result of observation field notes and interview guide. The writer did several procedures in gathering the data, as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Date/Time</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>April 16th, 2018</td>
<td>- The writer interviews the teacher about the implementation of think pair share technique in teaching English.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The writer draws the notes and result from interview</td>
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</table>
Table Data Collection

| 2 | - The writer conducts the observations in class VIII at SMP Negeri 5 Malang.  
- The writer observes the process of teaching and learning in the class.  
- The writer observes the think pair share technique used by teacher during the process of teaching and learning.  
- The writer documents the condition in the class by taking the photos. |

3.3.1 Technique and Instrument

In this research, the writer uses interview guide as the instrument and observation as the technique. The observation is used in order to get the data. The reason of using observation is the writer wants to correlate the information and the result from the classroom observation.

Ary et al.as stated in Nursanti (2014) stated “The qualitative researcher’s goal is a complete description of behavior in a specific natural setting rather than a numerical summary of occurrence or duration of observed behaviors. The writer relied on narrative documents to describe the setting, behaviors, and class interactions.

The observation used is participant observation where the observer is not directly involved in the situation being observed. (Fraenkel, 2009, p. 441) stated “In a participant observation study, researchers do not participate in the activity being observed but rather sit on the sidelines and watch.” In this study, the observation relates to process learning English and the teacher dealing with their activities in class during teaching learning process.

In this research, the instrument used in collecting the data is interview. The reason of using interview is to get all the information about Think Pair Share (TPS) technique from
English teacher who teaches at the second grade. The teacher’s information will be observed by conducting the observation.

According to Ary et al. (2006, p. 480), interview is used to gather the data and opinions that brings information to verify the observation. In addition, (Fraenkel, 2009, p. 445) said "Interviewing (i.e., the careful; asking of relevant questions) is an important way for a researcher to check the accuracy to verify of refute the impressions he or she has gained through observation".

There are four types of interviews namely structured, semi-structured, informal, and retrospective. Structured and semi-structured interviews were verbal questionnaires which consist of a series of questions designed to elicit specific answers from respondents. Meanwhile, informal interviews tend to resemble casual conversations, pursuing the interests of both the researcher and the respondent in turn. On the other hand, retrospective interviews brought the researcher to get a respondent recalling and then reconstructing from memory something that has happened in the past. It was likely of the four types to provide accurate, reliable data for the researcher.

Based on the explanation above, the writer uses structured interview to gather information about the implementation of think pair share technique in teaching English for second grade students at SMP Negeri 5 Malang. The interview was the teacher who taught at class VIII and the reason of using interview and observation is to strengthen the data finding that are obtained from teacher’s information and the result of class observation, so the data finding will be accurate.

3.3.2 Interview Guide

To support the research, the researcher uses interview guide as a guideline. The interview guide is delivered:
1. How did you implement Think Pair Share (TPS) technique for the second grade of SMP Negeri 5 Malang?

2. Why did you use Think Pair Share (TPS) technique to teach English at second grade of SMP Negeri 5 Malang?

3. What are the preparations to apply Think Pair Share (TPS) technique?

4. Did the students enjoy Think Pair Share (TPS) technique?

3.4 Data analysis

Data analysis requires the understanding from the statement of problems. The data of this study were analyzed in the following:

1. Interpreting the result of interview about the think pair share techniques in teaching English used by the teacher, the problem faced in using the technique, and the teacher’s solution to solving the problem face in using the think pair share technique.

2. Interpreting the result of observation about the think pair share technique of teaching English used by the teacher, the problem faced in using the think pair share technique, and teacher’s solution to solve the problem faced in using the technique.

3. Investigating the think pair share technique of teaching English used by the teacher.

4. Investigating the problems faced in using the thinkpair share technique.

5. Investigating the teacher’s solution to solve the problem faced in using the think pair share technique.

6. Confirming the result of the interview and observation.

7. Writing a conclusion based on the data.
To sum up, this chapter has already discussed about the research methodology of this study. It has explained the research design, research subject, research instruments, data collection, and data analysis. The following chapter will expand the findings of the study related with the previous chapters. It presents the research findings and discussion.