CHAPTER III
RESEARCH METHODOLOGY

Research method is an important aspect in conducting a research. It helps the writer to solve and get solution for the problems. This chapter discussed the methodology of research design, subject of the study, research instrument, data collection and data analysis.

3.1 Research Design

There are several techniques to collect and analyze the data and a research. This study used descriptive qualitative research design. Ary (2002:37) states that qualitative research is aimed to discover social phenomena and providing reach verbal description of setting, situations, and participants. The qualitative research involves a number of different methods, such as ethnography, case study, naturalistic observation, focused, interview and historical.

This study obtained the information about social phenomena as it exists at the time of this study. Several characteristics of qualitative research were presented in this study, for example, an experiment was not applied by the researcher (Bodgan & Biklen, 2003: 4). Therefore, descriptive qualitative design was used in this study since the researcher wanted to describe the social phenomena, those are the problems faced by teacher in teaching speaking at SMPN 1 Pelaihari Kalimantan Selatan.
3.2 Subject of the Study

In this research, the writer needed subject to be studied. A subject can be defined as an individual who participates in a research study or is someone from whom data are collected (McMillan, 1996:85).

The subject of the study is one of English teachers in SMPN 1 Pelaihari Kalimantan Selatan at 9th grade. The writer decided to choose her as the subject since she has been teaching English for several years and has many experiences in terms of ways to cope problems in teaching English.

3.3 Data Collection

Data are the recorded factual material commonly accepted in the scientific community as necessary to validate research findings. They can be in the form of text based, as in notes, transcripts, and other written materials, or they may be from audio or visual sources, such as recordings, pictures, or video (Ary, 2010:480). Therefore, the data of this study were the problems faced by teacher in teaching speaking at 9th of SMPN 1 Pelaihari and how teacher overcomes the problems. The data were taken from the English teacher in SMPN 1 Pelaihari at 9th grade.

3.3.1 Instrument

In this study, the research used interview guide and observation checklist as the instruments.

1) Observation

According to Ary (2002:430), observation is the most basic method for obtaining data in qualitative research. So, observation is collecting the data by
identifying the behavior of interest and devices a systematic procedure for identifying the behavior in either a natural.

Ary classifies observation into two major types, which are participant observation and non-participant observation.

a. Participant Observation

The participant observation, also known as ethnographic research, which is when a researcher actually becomes a part of the group they are studying in order to collect data and understand a social phenomenon or problem.

b. Non-Participant Observation

Non-participant observation a research technique whereby the researcher observes the subjects of his or her study, with their knowledge, but without taking an active part in the situation that is being observed. It means the researcher does not directly involved in the situation, but purely become the observer.

In this study, the researcher used non-participant observation because the researcher was not directly participated in the class activities. The observation was used to obtain information about the difficulties of speaking, techniques, materials, and media used by the teacher during the speaking lesson. Moreover, the data from the observation will be in the form of field notes and also the records.
2) Interview

According to Arikunto (2002: 132), Interview refers to a dialogue between the interviewer and interview in order to get more data or information to the problem of the study. There are three types of interview (Marlow: 2001):

a. Structured interview refers to the interviews in which the interviewer knows in advance the question to ask and in many cases, is simply administering a verbal questionnaire. Often, this questionnaire is already developed by agency workers.

b. Semi-structured interview refers to interviews in which the interviewer has more freedom to pursue the hunches and can improvise with the questions. Semi-structure interview often use interview schedules consisting of the general types of the questions to ask, but they are not in a questionnaire format.

c. Unstructured interview refers to interviews in which the interview is similar to a conversation except that the interviewer and interviewee know that an interview is being conducted and that the interviewee is privy to information of interest to the interviewer.

The interview used in this research was a semi-structured interview since the writer provided an interview guide but also improvised with the questions. In this study, the interview was conducted face-to-face meeting between the researcher and the teacher who thought English subject at SMPN 1 Pelaihari, Kalimantan Selatan. The interview was intended to find the information about the
problems faced by the teacher and what solutions can be given by the teacher toward students’ problem in committing English speaking subject.

3.3.2 Procedure in Collecting Data

The procedure to collect the data in this study performed using the following steps:

1. Conducting observation in 3 meetings to know the problems faced by the teacher in teaching speaking. In one session, the researcher observed the general problems faced by teacher in teaching speaking. Next, the researcher focused in observing the problems faced by teacher in applying teaching techniques, as well as how the teacher overcomes each problem. In the last session, the researcher conducted another observation to compile more data to make sure the validity of the data from the last observation to compare and clarify things found in the observation.

2. Designing the interview guide.

3. Doing semi-structured interview to the English teacher to get more information about the problems in teaching speaking.

4. Identifying the teachers’ problems and the ways the teacher solved the problems in teaching speaking based on the data found in interview and observation.
3.4 Data Analysis

After the data were collected, the researcher analyzed the data using the steps below:

1. Classifying the data from interview and observation in order to know the problems faced by the teacher in teaching speaking.
2. Coding the data of problems and solution.
3. Classifying the teacher’s problem and the teacher’s solution to the problems in teaching speaking.
4. Describing the teacher’s problems and the teacher’s solution to the problems in teaching speaking.
5. Comparing the findings with previous theories.
6. Drawing conclusion based on the result of data analysis.