

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

This research uses in this research is the descriptive qualitative. Qualitative research aims to understand phenomenon of what is experienced by the subject of the research, such as behavior, perception and action by the description in the form of words and language in particular context by utilizing a variety of natural and scientific method.<sup>1</sup> Moreover, according to Cresweel, qualitative research is a type of educational research in which the writer relies on the views of participations, ask abroad, general questions, collets data consisting largely of words (or text) from participants describes and analyzes for themes and conducts the inquiry in a subjective, biased manner.<sup>2</sup>

This research is conducted to describe the process of the implementation of Three-Step Interview in teaching speaking, the problems faced by the teacher and the students in the implementation of Three-Step Interview Technique in teaching speaking.

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<sup>1</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung, Remaja Rosda Karya, 1998, p.6

<sup>2</sup> John Creswell, *Educational Research*, New Jersey: Prentice Hall, 2005, p.39

## **B. Subject of the Research**

The writer selected the people or participants who know the phenomenon of the problem. The writer used purposive sampling technique to choose the participants. Purposive sampling technique is the technique of selecting participants and sites intentionally to learn or understand the central phenomenon.<sup>3</sup> The writer chooses the English teacher and the students of the eighth grade of SMPN 1 Jati Agung as the participants of this research. There are four English teacher and five classes for the eighth grade. For the teacher, the writer asked the teacher of eighth grade who taught English in the sample class. For the students, the writer chooses VIII A as the sample of the research since this class has a big problem in learning speaking, based on the result of interview, the English teacher said that this class got a big problem in learning speaking, moreover from the pre survey result for speaking test, most of the students in class VIII A got the lowest score in speaking.

## **C. Data Collecting Technique**

In this research, there are some steps conducted with intention of gaining the data from beginning until the end of teaching learning process. Therefore, in this research, the writer will conduct the observation, interview and questionnaire to get the data of this research. The steps are as follows:

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<sup>3</sup>John W. Creswell, *Op Cit*, p. 204

## 1. Observation

Observation is collecting data process which in this research the researcher observes the situation of teaching learning process in the class.<sup>4</sup> Observation is properly used in the research which related with teaching learning process, students activity, and problem which may arise.

In this research, the writer is as an observer to get the data. The writer is not involved directly in the classroom activity. The writer only takes a note during the teaching learning process. In this case the writer only takes note, analyzes and makes inference about the object under study. Nevertheless, before the teaching learning begins, the teacher prepares a lesson plan and prepares the material before entering the classroom. Furthermore, the researcher will conduct the the observation for three times during the teaching and learning process.

## 2. Interview

Interview is a conversation between two people (the interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.<sup>5</sup>The writer uses one to one type's interview, the writer will interview the teacher about the teaching process and the problems that she and her students faced. In addition, this interview is aimed to validate about the result of the observation and to

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<sup>4</sup>Sugiono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 136

<sup>5</sup> Sugiono, *Op.Cit* , p. 137

get more data related to this research. The students will be asked about their opinions of the activity.

### **3. Questionnaire**

Questionnaire is a list of questions that is used by obtaining information from respondent.<sup>6</sup>The writer will give questionnaire to the students in order to know the further opinions and to know the aspect that may influent the students learning process and to confirm the answers given by their teacher. From collecting data through questionnaire, the writer will find out the students respond and problems toward the teaching and learning process. The writer will distribute the questionnaire after the process of the implementation of Three-Step Interview in teaching speaking.

### **D. Research Instrument**

In this research, the writer acted as the key instrument in collecting the data. The writer obtains the data that are needed to the research. The writer is the observer of this research. The writer observes the activities which lasted during his research. The writer is the non participant observer. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants.<sup>7</sup> As a result, the writer does not join or participate in the activity of his research subjects. In collecting the data, the writer used triangulation technique. It

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<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta, Rineka Cipta, 2010)

<sup>7</sup> John W. Creswell, *Educational Research*, (Perason Education, Boston, 2012), p. 214

consists of observation, interview and questionnaire. The description of those instruments is as follows:

### 1) Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at research sites.<sup>8</sup> This research uses observation manual that the writer prepared it before. Observation manual observed the process of the implementation of Three-Step Interview in teaching speaking. The observation will be conducted for three times. The aspects of teaching learning process are described as follows:

**Table 2**  
**Specification of Observation**

<b>Subjects</b>	<b>Items to Observation</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
Pre-activity	1. Teacher greets the students.			
	2. Teacher checks the students' attendance.			
Main-activity	3. Step 1: The Teacher divide students to be some groups each group consist of four students (A, B, C dan D). Then, Teacher provides the interview topic, states the duration of the interview, and provides think time.			
	4. Step 2: asking students to interview each other based on the group. Student A interview student B; student C interview student D. When finished, they switch roles: student B interview student A; student D interview student C. When the interview are completed, group members each take turns telling the other member of their foursome about the person they interviewed; example student A tell student C and D about student B.			
	5. Step 3: each student tells whole class about one student in their group. Example: student A in			

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<sup>8</sup>*Ibid*, p. 211

	one group can tell what they learned from student C about student D.			
Close-activity	6. Teacher close the lesson			

## 2) Interview

Interview is one of the techniques in collecting the data by asking some questions to the participants related to the research problem directly.<sup>9</sup> This research use interview both formally and informally to collect the data from the teacher. The formal interview conducted in certain place and certain time, with the people who essential understand about the phenomenon. The informal interview conducted with the participants anytime, anyplace with relax situation. The interview also conducted by one-on-one interview and focus group interview to help the researcher in understanding the phenomenon and answer the research question. The topics of interview can be described as follows:

**Table 3**  
**Specification of Interview**

<b>Aspect(s)</b>	<b>Indicator</b>	<b>Number of Item</b>
Teacher's problems	The difficulties in monitoring the class when students work in pairs or groups in learning speaking by using Three-Step Interview	1
	The difficulties in giving instruction to the students to perform their speaking by using Three-Step Interview	2

<sup>9</sup> Andi Prastowo, *Menguasai Teknik-Teknik Koleksi Data Penelitian Kualitatif*, (Yogyakarta: Diva Press, 2010), p. 145

	The difficulties in providing to help and give feedback to students in learning speaking by using Three-Step Interview	3
	The difficulties in control of the classroom in learning speaking by using Three-Step Interview	4
Students' problems	The difficulties in giving respons in laerning speaking by Three-Step Interview	5
	The difficulties in practicing speaking individually by using Three-Step Interview	6

### 3) Questionnaire

According to Suharsimi, questionnaire is a list of questions used by obtaining information from respondent.<sup>10</sup> Questionnaire is a method used to get the data by giving written questions to respondent. The writer used the questionnaire to get the detail information of students' problem in learningspeaking by implemanting Three-Step Interview. The specification of the questionnaire can be described as follows:

**Table 4**  
**Specification of Questionnaire**

<b>Dimension</b>	<b>Aspect(s)</b>	<b>Indicator</b>	<b>Number of Item</b>
Knowledge Factors	Implementation of Three-Step Interview in Learning Speaking	Benefits of Three-Step Interview in learning speaking	1,2
		Students' practice in speaking	3
		Students' problems in learning speaking by using Three-Step Interview	8,9,10
Skill Factors	Implementation of Three-Step Interview in	Students' confidence in learning speaking by using Three-Step Interview	4,5,6

<sup>10</sup> Suharsimi Arikunto, *Op. Cit.*, p. 132

Dimension	Aspect(s)	Indicator	Number of Item
	Learning Speaking	Students' interest in learning speaking by using Three-Step Interview	7

### E. Research Procedure

In this research, the writer used the procedure of the research as follows:

1. Determining the subject of the research

Writer took VIII A as the sample from the whole classes of the eighth of SMPN 1 Jati Agung.

2. Doing observation

Writer made a note of process that occur during the teaching and learning process in the classroom.

3. Interview

Writer interviewed the teacher to support the data about the students' difficulties in learning speaking and the causes.

4. Questionnaire

The writer gave questionnaire to get the data about the students' difficulties in learning speaking.

5. Analyzing

a. Analysing the teaching and learning process

The writer analyzed and made the report from teaching learning process.

b. Analyzing teacher's problems



The writer analyzed and made the report from the teacher's problems during the teaching process based on the interview.

c. Analyzing students' problems

The writer analyzed and made the report from the students' problems during the learning process based on the questionnaire.

### **F. Trustworthiness of the Data**

In the qualitative research, the writer has to reveal the data as the real life of the subject. This writer uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation will be employed. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.<sup>11</sup> There are 6 kinds of triangulation, there are Triangulation of Time, Triangulation of Place, Triangulation of Theory, Triangulation of Method, Researcher Triangulation, Triangulation of Methodology.<sup>12</sup>

In this research, the writer uses triangulation method, in triangulation method, the writer uses three data collecting techniques, and they are: observation, interview, and questionnaire. The observation will focus on the process of the implementation of

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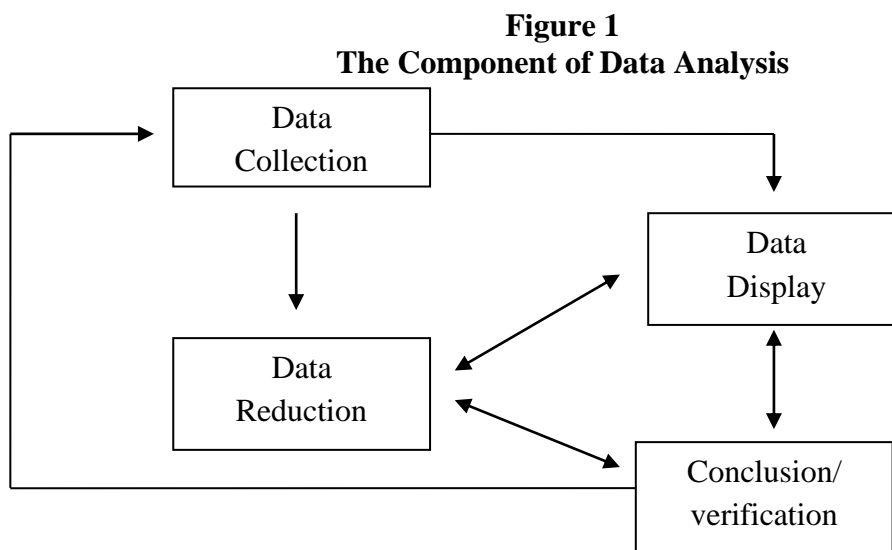
<sup>11</sup> A.g Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, (Graha Ilmu, Yogyakarta, 2006), p. 246

<sup>12</sup>Sugiyono, *Op.Cit*, p. 373

Three-Step Interview in teaching speaking, teacher's and students' problems of the implementation of Three-Step Interview in teaching speaking. Interview will be conducted to find information of teacher's problems. Questionnaire is conducted to validate the interview result or to find more information of students' problems.

### G. Data Analysis

Data analysis is the process of organizing the data in order to get the pattern other explanation from, whereas data interpretation is the process of giving meaning to the result of data analysis.<sup>13</sup>According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>14</sup>This following figure illustrates the component of data analysis by Miles and Huberman:



<sup>13</sup>Bambang Setiyadi, *Op.Cit*, p. 94

<sup>14</sup> Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Sage Publications, Thousand Oaks, 1994), p. 12

It shows that qualitative data analysis was a continuous, interactive enterprise, issues of data reduction, of display, and of conclusion drawing/verification come into figure successively as analysis episodes follow each other. But, the other two issues are always part of the ground. These are clear explanation about data analysis process of this research.<sup>15</sup>

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>16</sup>In this case, the writer will select the data that contain of observation on teaching learning process, interview to the teacher, and questionnaire to the students.

### 2. Data Display

According to Miles and Huberman data display is a display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.<sup>17</sup> The information which is gained from observation, interview, and questionnaire will be

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<sup>15</sup>*Ibid*, p. 12

<sup>16</sup>*Ibid*, p. 10

<sup>17</sup>*Ibid*, p. 11

gathered and organized according to the research focus. From this display, the next conclusion and verification of the data will be applied..

### 3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>18</sup>

In this step, the writer draws the conclusion and verifies the answer of research question that will be done in displaying the data by comparing the observation data, interview data, and questionnaire data. Thus, the writer get the conclusion about the implementation of Three-Step Interview in teaching speaking at the eighth grade of SMPN 1 Jati Agung South Lampung.

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<sup>18</sup>*Ibid*, p. 11