

### **III. RESEARCH METHOD**

This chapter discusses certain points; research method deals with research design, subject of the research, sources of data, data collecting technique, validity of data, reliability of data, research procedure and data analysis which classified like the following:

#### **3.1 Research Design**

This was qualitative descriptive research, where the researcher looked at and described the phenomenon that occurred in teaching learning process widely based on the factual and natural situation. In this research, the researcher used self reflective teaching paradigm. Richards and Lockhart (1996:1) claim that in reflective teaching, teacher and students collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, then use the information obtained as a basis for critical reflection about teaching. Here, the researcher did teaching by applying Student Team Achievement Divisions (STAD) technique in speaking class. She also observed the implementation of STAD components through video recording, looked for the information about it and examined the opinions toward the implementation of STAD technique and problems which found during the implementation of that technique in her class. Here, the researcher concerned with the process rather than the product. It meant that, the

researcher did not approve or disapprove hypothesis. Related to the descriptive characteristics of qualitative, the researcher described the process of the implementation Student Team Achievement Divisions (STAD) technique in speaking class.

### **3.2 Subject of the Research**

The subject of this research was the tenth grade students of SMA N 14 Bandar Lampung at even semester in academic year 2012/2013. There were seven classes for the tenth grade with the total number 255 students. Each class consisted of 36-37 students. Among those classes, the researcher only used one class which was X4. It consisted of 37 students. They were about 15-16 years old. The class was selected randomly. It meant that every class had the same opportunity to be selected in this research.

### **3.3 Sources of Data**

In this research, the data was gained from doing classroom observation during teaching and learning process by a rater, spreading the questionnaire to the students and interviewing them done by the researcher, then it was described in sentences form of report. Since the research was focused on the “ongoing” teaching learning process, all of teacher and students’ responses toward any teaching stages became the source of the data. In this research, the process of teaching and learning speaking through Student Team Achievement Divisions (STAD) technique was recorded by another person and observed by the researcher in three meetings which one meeting took 2x45 minutes. Besides, opinions and

problems which appeared during the implementation of Student Team Achievement Divisions (STAD) in speaking class were analyzed by the researcher too in order to draw conclusion.

### **3.4 Data Collecting Technique**

In collecting the data, the researcher used some instruments in order to enrich the data as follows:

#### **1. Observation**

After one of classes was selected randomly, the researcher focused on the observation to get information about implementing Student Team Achievement Divisions (five components of STAD) in the process of teaching learning speaking. The observation sheet especially focused on students' activities during learning process (see app. 6, 7, 8). The observation would be done three times in different time for three meetings. In this observation, the researcher acted as a teacher. She replaced an English teacher who usually taught English subject. It had been confirmed in advance if she wanted to teach speaking through STAD technique. While the researcher taught speaking through STAD technique, she made notes about any important points of the common situation in class as the result of her observation. In other side, she collected the data needed by asking another person to record her teaching and getting an English teacher as a rater to fill the observation sheet which was already prepared before. Setiyadi (2006:101) determines the purpose of observation is to explain the situation being investigated: activities, person or individual involves in an activity and relationship among them. In addition, the observation data could fulfill the criteria

of good level in which the number of active students was more than 75% from the total students in the class (Arikunto, 2006:7).

## **2. Questionnaire**

Questionnaire is administered to obtain information, which is not easily observed, such as attitudes, opinions and motivations (Nasution, 1996:128). The researcher would give a set of questionnaire to the students after teaching learning process in the last meeting (see app.3). In this self reflective teaching research, the researcher used close-ended questions (just yes/no questions) in order to make the equal perception among students in answering the questions. The items of questionnaire are developed based on the context (Setiyadi, 2006). Furthermore, Setiyadi (2006:54) explains close-ended questions as questionnaire can be used to help the researcher in selecting the data, so that the researcher will not waste the time to analyze the data which is irrelevant with their research objectives. Each item of questionnaire used in this research covered the students' opinion in learning speaking through Student Team Achievement Divisions (STAD) technique. This step was done in order to support the data from observation.

## **3. Interview**

Interview was a kind of verbal communication, which aimed to obtain information. The interview would be done in order to get valid data and to find out the students' perception about the teaching learning process. These interviews were intended in getting an accurate data from students and it was useful to be a deeply cross check media on students' problems in the implementation of Student

Team Achievement Divisions (STAD) technique (see app. 4). Interview is an important way for a researcher to check the accuracy of the impressions of what he or she has gained through observation (Fraenkel, 1993:385). The purpose of interviewing people was to find out their mind, what they thought or how they felt about something. In this research, it was aimed to know what the problems faced by students in learning speaking through STAD technique in its every stage. The questions for students' interview were 8 questions. The researcher would take the students who had problems in learning speaking through STAD technique all along observation occurred in the class to get the interview session. To help the researcher collected the data, she used voice-recorder when interviewing to save the data so that it could be analyzed anytime.

### **3.5 Validity of Data**

Gronlund (1982:126) in Agustawan (2011) states validity refers to the appropriateness of the interpretations of the data. In order to make the data more valid, the researcher employed triangulation. Triangulation is a manner of collecting the data by combining two or more models in order to enrich the data and to have accurate condition (Setiyadi, 2006:11). The researcher used two types of triangulation, they were time triangulation and methodology triangulation. Time triangulation was used to collect the accurate condition which was the teaching learning process in the implementation of Student Team Achievement Divisions (STAD) technique in speaking class in different time (3 meetings) but at the same class (X.4), whereas the methodology triangulation was used to enrich

the data through some methods, they were observation, questionnaire and interview to gather the data.

### **3.6 Reliability of Data**

In keeping the reliability of data of this qualitative descriptive research, another person was involved in observing the teaching learning process happened in the classroom. The observer's name was Mrs. Imelda Susan, S.Pd. In the researcher's consideration, Mrs. Susan was qualified to observe the teaching learning process because she had a lot of experiences in teaching English more than 14 years and had experiences in teaching speaking class more than 14 years too. Moreover, she was a graduate of Lampung University S1 in English major. So, the researcher supposed that she was qualified to observe the teaching learning process in speaking class and also could observe each component of STAD in the class.

### **3.7 Research Procedure**

In order to get a good result of the research, the researcher had designed the procedure of research like following:

1. Formulating the research questions and determining the focus on the research.
2. Determining the cases, the way of collecting and analyzing the data as well as the way of reaching the conclusion.
3. Preparing the instruments (observation, questionnaire and interview) of collecting the data.

4. Determining the class which would become the subject of the research.
5. Collecting the data from the subject of the research through observation, questionnaire and interview.
6. Documenting the collective data.
7. Evaluating and analyzing the data to come at the fixed result of the research.
8. Reporting the result of the data analysis to induce the research finding.
9. Making conclusion.

### **3.8 Data Analysis**

In this study, data analysis meant the process of systematically searching and arranging the transcription of classroom activities, students' questionnaire and interview and also other materials that would be accumulated during the process of collecting the data. This data analysis would be done to build understanding of the data and to enable the researcher to report the result of this study to the readers. As the nature of the research, data analysis would be done by using the procedure suggested by Miles and Huberman (1984:23). The procedure included three stages: data reduction, data display and data conclusion or verification. This procedure actually would take place interactively and would be done simultaneously with the data collection or after the data were already collected. It meant that data analysis occurred at the same time during the three procedures began from data collection until the writing up of the research report.

## **1. Data Reduction**

Data reduction was basically process of selection, simplification, abstraction and transformation of raw data from recordings, observations, questionnaires and interviews (some of the data could be seen on students' work's attachment). Data reduction actually began at data collection, such as summarizing, coding, thematic examination and making classification. This transformation process took place continually after field analysis to final report stage. Data reduction was not separated from other analysis. At this stage, the recorded data from video recording and interview would be selected. Not all information was considered as data of students' perception of English teacher's performance. The data that did not belong to categories would be excluded. After excluding unnecessary data, the selected data would be classified, coded and filed. The result of data reduction was a number of selected data on teacher's performance, students' activity and also students' perception of the teaching and learning process in speaking class through Student Team Achievement Divisions (STAD) technique would be displayed based on their classification and research question.

## **2. Data Display**

Data display was actually a collection of information that was arranged systematically that helped and enabled the researcher to interpret or draw a tentative conclusion for verification. This data was in the form of report concerning the students' perception of English teacher's performance. The data would be displayed in the form of table (see p. 56, 74, 76, 79). It meant to get a systematic data organization that showed the flow of the interrelated data so that it



enabled the researcher to draw some tentative conclusions that would be consulted and checked. Before making a conclusion, there was actually a process of hypothesis formation in the researcher's mind (it was not a research hypothesis) when analyzing the data. This process would guide the researcher as she made data reduction to reach final conclusion. The data that would be displayed directed the researcher to verify whether the hypothesis was true or not. This data display eventually changed the hypothesis became theses and it was called conclusion. However, if the verification failed there would appear new hypothesis with new data display or might even begin with data reduction. This was the process of data display to make conclusion in data analysis.

### **3. Data Verification**

The third important analysis was drawing conclusion and data verification (see p. 90, 91, 92). This conclusion was open-ended in nature in that there was still possibility to change the conclusion by having some verification. After verification, the hypothesis became theses and was ready for drawing conclusion in the form of general statement of classroom activities in teaching learning speaking through Student Team Achievement Divisions (STAD) technique.