

III. RESEARCH METHOD

This chapter discusses several points, i.e. research method deals with research design, subjects of the research, data collecting technique, validity of the data, reliability of the data, research procedure and data analysis. They are explained in the subtopics as follows.

3.1 Research Design

In this research, the researcher used the qualitative approach. It was carried out to see and find out the result of implementing CTL in improving students' speaking skills. Bogdan and Taylor (1998) state the qualitative approach is a research procedure that produces a descriptive data such as written and oral words of people or direct object. Descriptive data were aimed to describe, find out, analyze and interpret the phenomena that occurred in the teaching learning process through Contextual Teaching Learning in teaching speaking skills.

The researcher focused on the process of teaching learning process. The researcher observed the implementation of CTL components and explored the information about the whole problems found during the process of teaching and learning activities.

Therefore, the researcher used the descriptive method to describe a condition character that occurred when the research was going on and checking current aspects, the research type used was a field research that oriented to the empiric data collection in the field based on the object study including social research that form education research. The researcher did the observation and gave the questionnaire to find out the implementation of CTL in teaching speaking and explore the problem that found by the teacher and students during teaching and learning activities.

3.2 Subject of the Research

The subjects of the research were the second grade students of SMA Negeri 5 Bandar Lampung consisting of ten classes. The researcher used one class, XI IPA 5 consisting of 38 students as the sample where the research would be conducted. This research was focused on the process of teaching learning activities. The teacher and the students, as well as the students' responses toward any teaching stage, became the source of data. Besides, it had been explored about the problems and obstacles found in the implementation of CTL in teaching speaking class from the teacher. The researcher conducted classroom observation and distributed questionnaire to students to get the data needed.

3.3 Data Collecting Technique

The researcher used two technique of collecting data, there are:

a. Observation

Observation was investigated and noticed systematically to indication that appeared in the research object. By using observation technique, directly the writer knew a real description about teaching and learning method in presenting English speaking material at Senior High School of SMA Negeri 5 Bandar Lampung. This observation was done as pre research, and after it had been decided or randomize, the researcher focused the observation to gain information about the process of teaching learning based on the seven components of CTL in improving English speaking skill.

Table 1. Sample of observation sheet of students' involvement during teaching learning process

No	Students' Activity	Researcher		Rater	
		Total of students involved	% of students involved	Total of students involved	% of students involved
1	Pre Activities <ul style="list-style-type: none"> • Interested in the opening of the class. (Constructivism) • Responding to topic enthusiastically. (Constructivism) 				
2	While Activity <ul style="list-style-type: none"> • Following the teacher's instruction (work in group). (Inquiry), (Learning Community) • Paying attention to the teacher's explanation. (Inquiry) • Responding to the teacher's questions (Questioning) • Following teacher's modeling enthusiastically. (model) • Actively presenting the results of group discussion in front of the class. (Learning community) 				
3	Post Activity <ul style="list-style-type: none"> • Actively involved in doing what have been learned. (Reflection) • Doing the speaking task. (Authentic Assessment) 				
Average					

The criteria of successful teaching learning process:

40% - 59% : Poor

60% - 69% : Enough

70% - 79% : Good

80% - 100% : Very Good

Table 2. Observation sheet of implementation of CTL components during the teaching learning process

No	Components	Implementation	
		Yes	No
1	Constructivism <ul style="list-style-type: none"> • Ask previous experiences related to the material. • Review the previous topic. 		
2	Inquiry <ul style="list-style-type: none"> • Ask to find and choose the topic of conversation. • Ask to create simple dialogue. • Ask to present the dialogue in front of the class. 		
3	Questioning <ul style="list-style-type: none"> • Invite questions during the learning process. • Give chance to ask anything about conversation. 		
4	Learning Community <ul style="list-style-type: none"> • Give a chance to sharing ideas. • Give time for discussion. • Ask to find problem based learning. 		
5	Modeling <ul style="list-style-type: none"> • Teacher as a model or source. • Ask the student to be a model. • Ask the students to imitate or learn from the source or model. 		
6	Reflection <ul style="list-style-type: none"> • Review the lesson. • Motivate the students. 		
7	Authentic Assessment <ul style="list-style-type: none"> • Monitor the students' activity. • Follow up by giving direction or task as a remedy 		

b. Questionnaire

The researcher gave a set of of questionnaire to the students after the teaching learning process. In this qualitative descriptive research, the researcher used close-ended questions (yes or no questions) in order to make the same perception among

the students in answering the question. Close-ended questions as a questionnaire that can be used to help the researcher in selecting the data in order for the researcher not to get irrelevant data (Setiyadi, 2006). The questionnaire would be done in order to get valid data and to find out the students' perception about the learning process. These questionnaires were aimed in getting an accurate data about students' speaking skill.

Table 3. Specification of questionnaire

No	Components	Topics	Questions
1	Constructivism	<ul style="list-style-type: none"> • Greeting • Ask the students's previous experiences 	5
2	Inquiry	<ul style="list-style-type: none"> • Conclude the topic of conversation • Create simple dialogs 	5
3	Questioning	<ul style="list-style-type: none"> • Give chance to the students to ask anything about conversation • Invite questions during teaching learning process 	5
4	Learning Community	<ul style="list-style-type: none"> • Give time for discussion in a group • Present the dialog in a group 	5
5	Modeling	<ul style="list-style-type: none"> • Give the example about the expression • Give the example about the intonations, utterances, etc 	5
6	Reflection	<ul style="list-style-type: none"> • Review the lesson • Motivate the students 	5
7	Authentic Assessment	<ul style="list-style-type: none"> • Monitor the students' activity • Give assessment at the end of the study session 	5

3.4 Validity of the Data

In qualitative research, the researcher employed triangulation method. Triangulation is a manner of collecting the data by combining two or more methods in order to have

more accurate conditions. (Setiyadi, 2006: 11). In this research, the writer used time triangulation. Time triangulation is used to collect the same data which is the teaching learning process occur in the implementation of CTL in teaching speaking skills at different time but in the same class. The researcher involved another rater to validate the data collected. The rater was Jessy Yunita Fadmadi who also conducted a research about CTL. She made sure whether the teaching learning process used CTL and its seven components or not by using observation sheet. From the observation, the researcher and the rater had same assumptions about the situation of the class. It could be concluded that the data collected was valid. The researcher also used questionnaire to complete the triangulation.

3.5 Research Procedure

The procedures of the research are such following:

1. Formulating the research question and determining the focus of the research.
The formulating of the reseacher question is the first step of the research.
2. Determining the case, the way of collecting and analyzing the data as well as the way of reaching the conclusion.
3. Referring the instruments of collecting the data. The researcher has to able to select the instruments which are appropriate to gather the data. The reseacher uses observation, questionnaires and interview in collecting the data.
4. Determining the class which became the subject of the research.
5. Discussing with the teacher about the materials. the materials should be appropriate with the objective of the research.

6. Observing the teaching learning process conducted by the teacher. The researcher observed the implementation of seven components of CTL in teaching speaking.
7. Distributing questionnaires to the students after the instruction to get the accurate data. After the process of teaching and learning, the researcher distributes questionnaires to the subject of the research. The aim is to get more valid data.
8. Collecting the data.
9. Analyzing the data to get the fix result of the research.
10. Reporting the result of the data analysis to induce the research finding.

3.6 Data Analysis

This data analysis was done to create understanding of the data and to enable the researcher to present the result of the study to the readers. As with the nature of the research, data analysis was done using the procedure suggested by Miles and Huberman (1984: 43). The procedure consists of three stages, there are, data reduction, data display, and conclusion. This analysis procedure actually took place interactively and was done simultaneously with the data collection or after the data was already collected. This means that data analysis took place at the same time during the three procedures beginning from data collection until the writing up of the research report.

The researcher used the observation sheets and questionnaire. The result was analyzed after teaching learning activities was conducted. The observation and questionnaire was done to observe the students' activities and also teacher's performance (in Appendix 4, 5, and 7). In analyzing the data that was gotten from students' activities, the steps were as follows:

- a. Counting the number of activities done by the students
- b. Calculating the percentage of the students' activities, the following formula is used:

$$\% A = \frac{A}{N} \times 100\%$$