CHAPTER III

METHODOLOGIES OF THE REASEARCH

A. Reasearch Design

In this reasearch, the writer uses qualitative data, and case study method,wher the writer design in order to know what kinds of clssroom activities do the students in the class make it easier improve their speaking skill with scientific approach. A qualitative case study is chosen because of the nature of the reasearch question. The reasearch question in qualitative study frequently starts with a how or what so that the initial performance of the study describes what is going.

B. Reasearch method

According to emzir,that say: "the reasearch is an activity of systematic process to find out the problem that is did by scientific method.[1] According to David Nunan,case study is generally utilizing a range of method for collecting and analysing the data, rather than being restricted to a single procedur.[2]

It means that descriptive method accurately describes a situation of environment in details.

The main purpose of this reasearch is to overcome difficulties in using scientific approach in learning speaking which pass by students of Mas Malnu Pusat Menes Pandeglang in teaching speaking skill. Descripsion is very important to learn about the process of speaking

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[1]emzir,*Metode Penelitian Pendidikan Kuantitatif & kualitatif* (jakarta: Rajawali Pers, 2013), 3

[2]C.R kothary, *reasearch methodology: Methods and* Techniques,(2nd . ed) (new delh New age International publiser,2004),113

activity from reasearch subjects to get information as complete as possible this reasearch used.

Survey reasearch. The data was collected from the sample to represent all of the population.

C. Place of Reasearch

In this reasearch the writer will take place in the first grade students of MAS Malnu Pusat Menes in the academic year of 2018/2019 which has been piloting 2013 Curriculum, it is located on Jl. Alun-alun Timur Menes, Purwaraja, Pandeglang, Kabupaten Pandeglang, Banten 42262.

The research was conducted in term, 29th of 2018/2019 academic year, on May or June. It was conducted in two meeting in each of two classes. In each meeting, the observation lasted for 95 minutes. The agreement of 2 times observation in each class was decided by a teachers. Thus there were 2 meetings of the observation. The subjects of the research are grade 10 students and one English teachers in that school.

In this research, the researcher observes an English teachers. Where that two students from each class were interviewed. Interaction among students and teachers by using observation; teachers difficulties by using questionnaire; students' activities in class by using interview; and the students' achievement by using data documentations.

D. The Subject Of reasearch

The researcher takes population in the first grade students of MAS Malnu Pusat Menes in the academic year of 2018/2019 which has

been piloting 2013 Curriculum. The research was conducted in term, 2 of 2017/2018 academic year, on May or June. It was conducted in two meeting in each of two classes. In each meeting, the observation lasted for 80 minutes. The agreement of 2 times observation in each class was decided by both teachers. Thus there were 4 meetings of the observation. The subjects of the research are grade 10 students and two English teachers in that school.

In this research, the researcher observes two English teachers. Where that two students from each class were interviewed. Interaction among students and teachers by using observation; teachers difficulties by using questionnaire; students' activities in class by using interview; and the students' achievement by using data documentations.

E. **Technique of Data Collection**

Since the reasearch is intend to describe "exploring students and teachers' calssroom activities in speaking skill by using scientific approach" instrument is an in invaluable tool for reasearcher in.

The technique of data collection below are some steps that use in this reasearch in order to get valid information that will spport reasearch.There are:

1. Interview

Interview is a conversation with a certain intention which is done by two sides,they are an interview who gives question and interview who answer the question.[3] interviewis used to know

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[3] Moleong, L.J. *Metode Penelitian Kualitatif* (Bandung: PT Remja Rosdakarya), 135

about the classroom activities of students in English Depatment of Mas Malnu Pusat Menes.

In this research, the researcher interviews the English teacher. The interview was on Wednesday, July 31th 2018. The interview was about to know the strengths and the weaknesses of scientific approach in teaching speaking tenth grade students of Mas Malnu Pusat Menes.

2. Observation

Observation is used in the reasearch to observe a process by eye observation because want to observe and want to know interaction among students and teachers, field note of the stages of scientific approach implementation, to know how do student of English Departement their speaking process in the classroom activities they used in the class.

The are two kinds of observation when the reasearches take part in the reasearch society, there are:[4]

- participant observation,when the reaserches take part in the reasearch society
- non participant observation,when the reasearches does not take part in the reasearch society

In this occasion,the reasearcher took participant observation because she thake part in the process of this reasearch.

3. Questionnaire

The questionnaire is the strategy to collecting the data by given some questionnaire to the respondent. And the the reasercher

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[4] Moleong, L.J. *Metode Penelitian Kualitatif*, 126-127

will be given the questionnaire that use to collecting the data from the respondent. It is to help interview data from the respondent.

F. The technique of Data Analysis

Both quantitative and qualitative data are importent in language classroom reasearch, but when it comes to making sense of reasearch,qualitatve data come first. In saying this,we mean that while qualitative data can be quantified, all quantitative reasearch must ultimately be referenced againts the qualitative sources that gave rise to them in the first place.[5] there are three components in data analysisi, they are reduction of data process, raw data aresimplified,clasified and than organizedon the basic of their similarity.

The technique of data analysis in this research was Miles and Huberman Model of data analysis. According to Miles and Huberman (in Sutopo, 2002: 91), there are three main components of data analysis. Those are data reduction, data display, and conclusion.

1. Data Reduction

Reduction is the process of selecting, focusing, simplifying, and abstracting the data. According to Sugiyono (2006: 338), reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary. It starts when the researcher was in the field. There are many data collected from the observation, interview, and documentation. In this research, the researcher limited only to the implementation of scientific approach in

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[5]david nunan & khatleen M Bailey,*Exploring Second language Classroom Reasearch*(USA: Heinle,2009), 413

teaching speaking and also the strengths and the weaknesses of Scientific Approach in Teaching speaking for the Tenth grade students.

2. Data Display

Display of the data is a description of the data. Data display is a set of information which have been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman, 1992: 17). This technique used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what should do. The researcher displayed the data then described it. After describing the data, the researcher presents the data from the implementation of scientific approach in teaching speaking. The researcher also presents the data from the teacher and students' toward the implementation of scientific approach in teaching speaking.

3. Conclusion

Conclusions were draw continuously throughout the course of the study. The researcher was likely to write up not only what she has seen each day but also her interpretation of those observation. The researcher took conclusion after presenting and analyzing data.
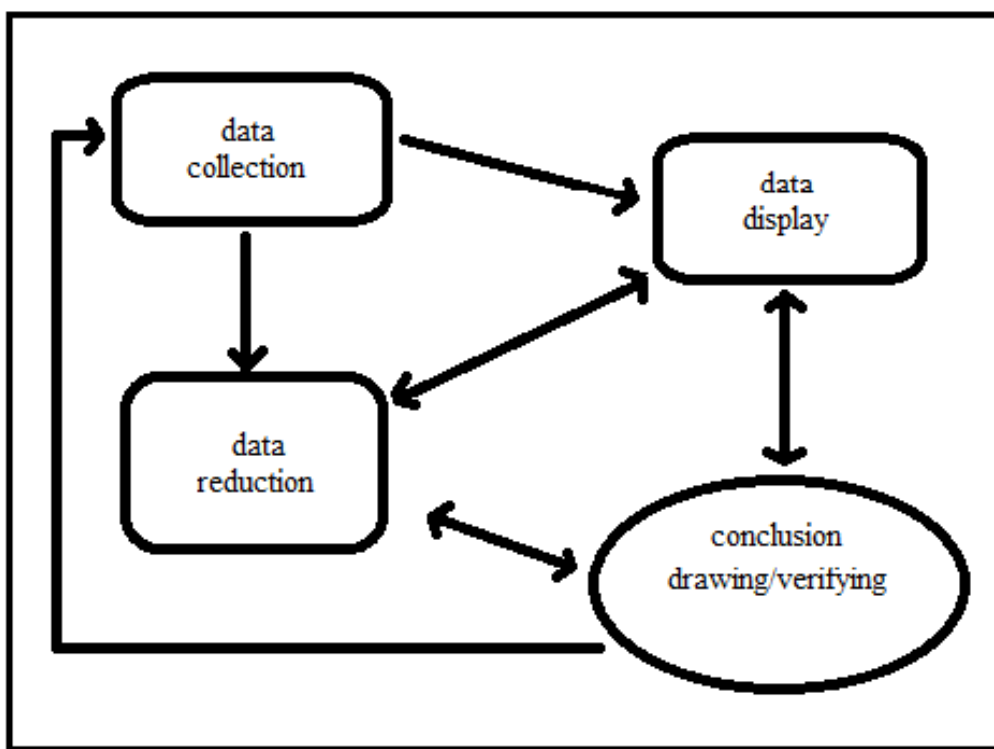
Figure 3.1 Miles and Huberman Interactive models (1997)

G. The Assessment of Teaching Speaking

1. Knowledge Assessment

No	Criteria to be assessed	Low performance 7	Good performance 8	Very good performance 9	Score
1.	Pronunciation	Too many mistake	With 2 until 5 mistake	Perfect pronunciation	
2.	Intonation	Monotonous	Begins to Vary the intonation	Accurate intonation	
3.	Grammar	Too many	With 2 until	No mistakes	

		Mistakes	5 mistakes	in grammar	
4.	Content	Plain/simple	Begins to add some information	Add more personal information	
	Total Score				
	Final Score = Total Score : 4				

2. Attitude Assessment

NAME	Attitude			
	RESPONSIBILITY	CARE	TEAMWORK	LOVE PEACE

Note:

1. very less consistent
2. less consistent
3. begin consistent
4. consistent
5. always lack consistent

In this assessment, the students will give score 1 if very less consisten in apply the criteria, score 2 if less consistent, score 3 if students begin consistent, score 4 if students consistent, and the students will give score 5 if the student always consistent in apply the criteria

3. Skill Assessment

No.	Name	Score			Total Score
		Fluency	Utterance	Intonation	
1.					
2.					
3.					
4.					
5.					

Note:

Score: 1 to 5

Total score maximal: 15

Score of skill = Total score which is obtained: Total score maximal x 100