

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This research employed the qualitative research method with descriptive research. Qualitative method was chosen because this research aims to providing an insight to describe the student engagement in the teaching speaking and also the strengths and weaknesses of implementation of Think-Pair-Share. Furthermore, descriptive research focuses on describing situations and conditions to describe them in a research report (Arikunto, 2010: 3). Therefore, the researcher uses the design of the descriptive qualitative method to explore the implementation of Think-Pair-Share strategy in speaking class at SMP Negeri 9 Sungai Kakap.

B. Subject of the Research

The subjects of this research are the English teacher and the students of ninth grade at SMPN 9 Sungai Kakap as they use the Think-Pair-Share strategy in teaching learning speaking skills. The researcher chose ninth-grade. Based on pre-research and interviews with the English teacher, the teacher focuses more on teaching speaking to ninth-grade than other grades because the teacher is aware that they will be obligated to speak English more in high school. There are 15 students from ninth-grade at SMPN 9 Sungai Kakap, the researcher observes all the students and the English teacher during the implementation of the Think-Pair-Share in teaching speaking. After the teaching-learning activities are completed, the researchers interview the English teacher and students.

C. Technique of Data Collection

In this research, the researcher conducts observation techniques and direct communication as the technique of data collection.

1. Observation Technique

Based on Arikunto (2006: 124) observation technique is one of the data collections that observes an object in the present circumstances, including various activities related to the research of objects using tools. In this research, as a non-participant observer, the researcher comes and observes the process of implementation of Think-Pair-Share strategy in teaching speaking. When observing the class situation, the researcher writes descriptive reflective notes in the field notes. The aim of observation technique is to know the student engagement when the teacher implements the Think-Pair-Share strategy in teaching speaking.

2. Direct Communication Technique

In the direct communication technique, the researcher directly participates in the research process and meets participants. Through this technique, the researcher interviews the participant face to face with the teacher and students to know firsthand the experience of the implementation of the Think-Pair-Share in teaching learning speaking skills. The aim of direct communication technique and interview as the tool of data collection is to know the strengths and weaknesses of the implementation of Think-Pair-Share in the teaching speaking.

D. Tools of Data Collection

In this research, the researcher takes field notes, semi-structured in-depth interviews, and documents as the tools of data collection.

1. Field Notes

Field notes were utilized to record all of the details of events that occurred during the learning process as part of observation. The researcher takes notes of the learning teaching the way the teacher teaches, student implementation, and class activities that happen during the implementation of Think-Pair-Share in teaching speaking, and then confirm it with the teacher.

2. Semi-structure in Depth Interview

In this research, the interview conducted by the researcher asking a series of open-ended questions to the students and teacher after the implementation of Think-Pair-Share in teaching speaking. New questions appear depending on the answers given by the participants, therefore during the interview session, an in-depth exploration of information from participants that gained. Interviews were used to know the strengths and weaknesses of the Think-Pair-Share strategy based on students' viewpoints and teacher reflection. The interview recorded on an audio recorder.

E. Technique of Data Analysis

This research use data analysis based on Miles, Huberman, and Saldana (2014). The data analysis consists of three activities, namely: data condensation, data display, and drawing conclusion. Three activities are interrelated during, and after data collection in line form to build general insight which analyzed. The analysis process in this research carried out in three activities, namely:

1. Data Condensation

a. Observational Field Note

After the data collected, the researcher simplifies the field note by taking the important part of the field note that corresponding on the research purpose only.

b. Interview

After the interview, all student answers transcribed and then selected it, concentrating on the participant' answer that align with the research purpose.

2. Data Display

a) Observation

After the data condensation process is complete, the next step involves data presentation. The reduced data organized into a table for ease of interpretation. This approach ensures that the data encountered by the

researcher is systematically presented then can be effectively described in a narrative text format when the researcher drawing the conclusion.

b) Interview

After the participant' interview answer is reduced, the next step is to present the data. In this research, the interview that has been reduced is entered into a table according to the indicator and interview questions.

3. Drawing and Verifying Conclusions

The data process has been through involving the condensation, and display of data. Based on those results, the researcher drawing the conclusion, which articulated in the form of a narrative text.