

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the method used to conduct the study. It explains more about research design, research subject, research data, data collection technique, research instrument, and data analysis.

#### **A. Research Design**

The design of this research is *Descriptive Qualitative Research*. This research conducted by means: Class Observation, Interview to the teacher, Questionnaire and Documentation. Class Observation and interview to the teacher are related to the conditions of multi-methods implementation in teaching speaking process. Questionnaire related to the students' consideration of multi-methods. Then, the documentation involves lesson plan, syllabus and students' score, have a function to know the material used.

Descriptive Research aimed to explore and clarify a phenomenon or social reality by describing such variable which refers to problem and unit researched. Problems discussed in this research are: Background of Research Problem, Problem, Objectives, Scope and limitation, Definition of Key Terms

and Significance<sup>1</sup>. Richard also said that qualitative research is a study that uses procedures without making numerical data, such as interviews, case studies, or participant observation<sup>2</sup>.

In conducting this research, the researcher is act as non participant observer who observes the implementation of multi-methods in teaching speaking process in the tenth grade at SMK PGRI 3 SIDOARJO. Further explanation about it, will be discussed at Data Collection.

#### **B. Subject of the Study**

The subject of the study is the students of X Accounting 1 of SMK PGRI 3, Sidoarjo that used multi-methods in the process of learning to improve students' English speaking skill. There are 44 students at X Accounting 1. In this study, the researcher focuses on how multi-methods improve students' English speaking skill.

#### **C. Instrument and Data Collection Technique**

The data of this research consist of three. First, the materials used in teaching speaking skills using multi-methods in the tenth grade at SMK PGRI

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<sup>1</sup> Faisal, Sanapiah, "*Format-Format Penelitian Sosial*", Jakarta: Raja Grafindo Persada: 2007, p. 20

<sup>2</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, .....p 453

3 SDOARJO which are from by syllabus and lesson plan. Second, the implementation of teaching speaking using multi-methods in the tenth grade at SMK PGRI 3 SDOARJO are designed based on class observation, questionnaires, and interview to the teacher. Third, the finding of students' responses and the progress of the students' English speaking skill toward the implementation of multi-methods during teaching and learning process of speaking in the tenth grade at SMK PGRI 3 SDOARJO are designed based on class observation, questionnaires, and interview.

#### **D. Data of the Study**

- **Instruments**

There are four instruments to collect the data. First is, documentation related to lesson plan and syllabus. Second is non participant observation focusing on the teaching and learning activities while using multi-methods. Third is, interview to the teacher, and fourth is questionnaire to the students.

- **Instruments Guidance**

1. The researcher observes the materials used in teaching speaking using multi-methods through available documents such as: Lesson Plan and Syllabus.

2. The researcher conducted non-participant observation during the teaching process take place. She as passive observer does not involve themselves into the situation being observed.
3. The observation was done for 4 meetings to get the data related to the implementation of multi-methods in teaching speaking. It focused on the teaching activities happened during the teaching and learning process. It is used to measure students' ability particularly in English speaking skill after the implementation of multi-methods technique. Information checklist form is supported with field notes to record the information thoroughly.
4. The researcher conducted unstructured interview to the teacher who holds 1 class. The questions were around the teaching and learning process, and the advantages of using multi-methods in teaching speaking based on her perspectives.
5. The research also used students' questionnaire to support the above data.

### **3. Data Analysis**

Analysis involves regulating the data, finding what is prominent and take a consideration what will be showed as a result. The data of the study are analyzed qualitatively by using descriptive analysis. The steps in analyzing the data are:

1. Describe the materials used by the teacher. This is to find out whether or not it's relevant to used in teaching speaking.
2. Describe the activities that teacher and students do in the classroom during the teaching and learning process. It was involves the teacher's act of teaching while using multi-methods and the students' responses.
3. Describe the progress of the students' English speaking skill after the implementation of multi-methods and advantages of using multi-methods in teaching speaking skills.