

## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

Chapter three provides the methodology in conducting the research and description of research procedure in order to find out the answer from research questions stated in Chapter I. This chapter presents an overview of the research design, research site and participants, research procedures, data collection technique, and data analysis technique.

#### **3.1 Formulation of Problems**

This study is aimed at analyzing the implementation of cooperative learning method in teaching speaking skill of tenth grade students in one senior high school in Cimahi. In addition, this study is intended to identify the strengths and the weaknesses of using cooperative learning method in teaching speaking skill based on students' perspective. Therefore, this study is guided based on the problem formulated in the following questions:

1. How is cooperative learning implemented in teaching speaking for the students of tenth grade of senior high school?
2. What are the strengths and the weaknesses of using cooperative learning method in teaching speaking based on students' perspective?

#### **3.2 Research Design**

This study was employed by using qualitative descriptive method. The method used in this research was descriptive study because it was expected that the research could describe the phenomena about the implementation of cooperative learning in teaching speaking. In addition, qualitative method was aimed to research some phenomenon which did not need an introduction about the

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treatments. According to Creswell (2012), qualitative research is exploring a problem and developing a detailed understanding of a central phenomenon.

Moreover, qualitative research design is concerned with developing explanations of social phenomena (Hancock et.al, 2009, p: 7). In line with the definition, by using qualitative method, this study tried to investigate the implementation of cooperative learning method in teaching speaking skill for tenth grade of senior high school.

As this study was aimed to investigate the implementation of cooperative learning method in teaching speaking skill in 10<sup>th</sup> grade of Senior High School students at one school in Cimahi, the researcher needed to observe the teacher and the students' activities in the classroom.

### **3.3 Research Site and Participants**

This research was conducted in one of the senior high schools in Cimahi. The respondents were one English teacher and one class of tenth grade of senior high school students. There were several reasons that the researcher chose this school: First, since the researcher is an alumnus of this school period 2010, the researcher felt comfortable to do the research in this school. Second, the researcher was following PLP (*Program Latihan Profesi*) program in this school in 8<sup>th</sup> semester. Third, the selected teacher ever got a seminar that focuses on cooperative learning methods. Finally, the teacher of this school used English fully in the classroom and supported by the media of learning completely. Thus, this school was chosen by the researcher to find out how cooperative learning was implemented in teaching speaking skill for the students of tenth grade.

Furthermore, this study was also going to find out the strengths and weaknesses of using cooperative learning method in teaching speaking in the classroom based on students' perspective. Moreover, the implementation of cooperative learning method in teaching speaking will be presented in the result of this study.

### 3.4 Research Procedure

The procedures in collecting the data can be seen in several steps as follows:

1. The researcher was doing the observation in the classroom by utilizing video recording. During the observation, the researcher did not participate in the classroom, because the participants of this study are an English teacher and 36 students of 10<sup>th</sup> grade. The researcher was only sitting on the corner to watch the process of teaching learning in the classroom. The researcher observed the participants in the classroom for four meetings. Below are the schedule for speaking skill through using cooperative learning method.

**Table 3.1**

**The Teaching Schedule**

No.	Date	Topics	Activities
1.	November 2015	Procedure Text (Manual and Tips), Grammar focus, Vocabulary	In the first meeting, teacher asked the students to make a group which had been chosen by the teacher. They tried to find out the information about procedure text as much as they could. After that, the teacher was doing question-answer session with the students. After they finished sharing the information, the teacher explained procedure text which is divided into manual and tips. While the teacher explained the material, the teacher also explained more about the

			grammar focus which consists of present tense, adjective, quantity of numbers and action and tools of cooking vocabulary.
2.	November 2015	Procedure Text (Manual and Tips), Grammar focus, Vocabulary	In the second meeting, they still worked in their group and the teacher gave them some roles. Thus, the students had their own role to achieve the goal of learning. They made procedure text based on the clue that was given by the teacher. The teacher also had the role as an observer, as a prompter, as a change agent and as an inquirer.
3.	November 2015	Procedure Text (Manual and Tips), Grammar focus, Vocabulary	In the third meeting, the teacher gave some instructions to the students before they presented the material. While the students were presenting the material, the other group observed the group who presented the material. In the end of each presentation, they were doing question-answer session. The teacher also had the role as a prompter, as a change agent and as a feedback provider.

4.	November 2015	Procedure Text (Manual and Tips), Grammar focus, Vocabulary	In the last meeting, the teacher gave an individual test that will be accumulated become a group achievement.
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2. In addition, the researcher also used field-notes to collect the detail information that was unseen in the record.
3. The next procedure was doing transcribing and categorizing the data which has been collected during the observation in the classroom by the researcher.
4. After doing the observation and field-notes, the researcher did the interview session with the teacher personally. It is used to know teacher's point of view toward the implementation of cooperative learning in the classroom. Interviewing the teacher is needed to investigate the teacher's point of view in implementing cooperative learning method in teaching speaking skill and the strengths and weaknesses of using this method in the classroom especially in teaching speaking skill. During the process of interview, the researcher also used media of recording and field notes to collect the detail information.
5. And then, the researcher gave questionnaire sheet to the students. The researcher collected and analyzed the result of questionnaire.
6. The last procedure, researcher made conclusion by doing the analyzing from the result of interview and observation.

### **3.5 Data Collection**

This study is gathered the data through observation, interview and questionnaire as explained follows:

#### **3.5.1 Classroom Observation**

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In this study, the observation was used to observe the implementation of cooperative learning method in teaching speaking skill for students of tenth grade in one senior high school in Cimahi. The observation aimed to know the steps in implementing cooperative learning method in the classroom, especially to teach speaking skill for tenth grade students and to reveal the teacher's role in managing cooperative learning method.

The observation was conducted 4 times. The lesson and observation for the first and third meeting took 90 minutes per meeting. While for the lesson and observation for the second and fourth meeting only took 60 minutes per meeting. The observation took place in language lab for the first, second and third meeting and in the classroom for the last meeting. The instrument that the researcher used in this observation was field notes. Field –notes was used to save the important data that unseen in the record. Besides, this tool can be used to take notes the students and teacher's movement in the classroom. In the last meeting, the teacher gave a test and also asked the students about how their feeling toward the activities that had been done.

Observation is the process of gathering data from observing places and people at a research site (Cresswell, 2012, p.213). In addition, by doing observation, the researcher can avoid some error and inaccuracies. The researcher used some steps for observing the teacher based on the theory of Creswell (Creswell, 2012, p.215), including: 1.Select an observation sheet, 2. Identify who and what to observe, and how long the observation will taking times, 3. Use a recorder to record the activity in the classroom, 4. Take notes, 5. Analyze the activity through the recorder.

**Table 3.2**  
**Classroom Observation Rubric for Teaching Speaking**  
**Using Cooperative Learning**

I. General Observation of the Teacher in Implementing Cooperative Learning Method

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No	Statement	Criteria	N	R	S	O	A
1.	The teacher tells the specify academic and social skills objectives.	The teacher tells academic purposes					
		The teacher tells social skill objectives					
		The teacher interacts with learners and suggests topics for discussion.					
2.	The teacher structures the learning groups.	The teacher manages the classroom.					
		The teacher assigns roles and gives directions for each group member.					
		The teacher group the students					
		The teacher gives instructions and guidelines to monitor and direct the work of the groups.					
3.	The teacher monitors the functioning of the group.	The teacher motivates students to express their ideas and thoughts by some supporting expressions.					
		The teacher monitors individual learners' unpleasant behaviors					
		The teacher checks if their attention is focused on the cooperative speaking task.					
		The teacher moves around the groups to see how well the groups are processing.					

4.	The teacher evaluates students' performance.	The teacher assesses groups' work.					
		The teacher assesses individual performance.					

## II. General Observation of the Groups

No	Statement	N	R	S	O	A
1.	Learners show feelings of responsibility towards other group members' work as well as support silent students to participate in the speaking task at hand in achieving the goal of the learning.					
2.	Learners evaluate the usefulness of each others' contributions and do not criticize the opinions of each other.					
3.	Learners discuss the topic at hand in the target language without speaking in the native language and solve the problem together.					
4.	Learners show readiness and motivation to work with peers and collaborate with each other.					
5.	Learners introduce facts, give opinions, provide suggestions, and give information to each other in the group members.					

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*Implementing Cooperative Learning Technique in Teaching Speaking Skill*

### 3.5.2 Interview

The interview was used to collect the detailed information through personal approach with the respondent about how the teacher implemented cooperative learning method in teaching speaking skill. The interview was conducted after the researcher has already done doing the observation.

Furthermore, in this research, the researcher used semi-structured interview. The interview was used to investigate teacher's point of view in implementing cooperative learning method in teaching learning process, especially in teaching



speaking. Semi-structured interview is a more flexible version of structured interview. According to Rubin & Rubin (2005:88) cited in Alshenqeeti (2014), semi-structured interview allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses." A qualitative interview occurs when a researcher interviews or asks one or more respondents personally (Creswell, 2012, p. 217).

The researcher used some steps for interviewing the teacher based on the theory of Creswell (Creswell, 2012, p.221), including: 1. Choose the interviewees, 2. Locate a quite place, 3. Record the interview, 4. Take notes for several things that is important, 5. Use probes to obtain some additional information, 6. Be patient and professional when the process of interview is over.

The questions for interview are presented below.

**Table 3.3**  
**Sample of Interview**

<b>Questions</b>
1. What is your last educational degree?
2. How long have you been teaching English as a foreign language at Senior High School level especially in SMAN 6 Cimahi?
3. What are the learning techniques that you often use in teaching oral expression?
4. What is your consideration in using cooperative learning method as a tool for teaching?
5. When you decide to use cooperative learning, does preparation of cooperative lessons take long time?
6. What kind of preparation do you do before teaching?
7. Do you give directions to your students before teaching learning process?
8. When you apply cooperative learning do you ask your students to work in small groups or in pairs?
9. Do you group your students or you give them the chance to group themselves? And how many students do you prefer to be in each group?
10. How much time do you often spend in rearranging your classroom to be appropriate for

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cooperative learning?

11. Do you feel that your students show more willingness to interact and speak in cooperative situations or they produce more in competitive situations where each individual works to achieve better than others?
12. Do you face certain problems when you use cooperative learning technique? If yes, identify some of them.
13. What do you often do to control your learners' disruptive behaviors when they work in groups such as speaking in L1, speaking out of subject and problems of leadership which often cause noise?
14. When you assign your learners to work in groups, what are your roles as teacher in the success of the learning task?
15. In assessing the groups' work, do you rely on individual assessment or cooperative assessment?
16. Is there any progress of the students' achievement after implementing cooperative learning method?
17. In your opinion, what are the strengths of using cooperative learning method in teaching speaking?

Adapted from Zohra, B. F. (2013). *Implementing Cooperative Learning Technique in Teaching Speaking Skill*.

### **3.5.3 Questionnaire**

Questionnaire is used to know the responses of cooperative learning in teaching-learning process based on the students' perspective through some questions. Questionnaire is divided into two types, there open-response items and closed-response items. In this study, the researcher chose closed-response items. According to Heigham and Croker (2009), "closed-response items only require respondents to select their answers from a limited list or selection (p.201)."

### **3.6 Data Analysis**

In collecting the data, the researcher used observation, field-notes, interview and questionnaire as the media to collect all the data of the research. After all the data were collected through field notes as the result of observation, interview script as

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the result of interview session with the teacher, and the result of questionnaire analysis, qualitative method was needed to know the findings of the research. The data were analyzed and interpreted based on the observation, interview and questionnaire.

#### 1. Observation

The researcher used observation to collect the data about the implementation of cooperative learning method in the classroom. The instrument used in the classroom observation was field notes. The activity in the classroom would be recorded by utilizing video recorder. The researcher also used field-notes to save the important data that unseen in the record. The result of the activity of teaching learning process would be transcribed and analyzed in answering the research questions by using qualitative approach.

#### 2. Interview

The interview was used to collect the detailed information about teacher's point of view toward the implementation of cooperative learning in teaching speaking in the classroom. The researcher did the interview session to the teacher personally through some specific questions related the implementation of cooperative learning. In interview session, researcher also used recorder to collect the detail information that will be analyzed in the last procedure of the research.

#### 3. Questionnaire

The researcher used questionnaire to find out the responses of cooperative learning in teaching-learning process based on the students' perspective through some questions. After that, the researcher would analyze the result of the questionnaire based on students' perspective toward the implementation of cooperative learning in teaching speaking.

### **3.7 Concluding Remark**

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This chapter has elaborated the research methodology related to the topic of the research. It has discusses formulation of problems, research design, research site and participants, research procedure, data collection and data analysis. The next chapter will discuss the findings and discussions.