

CHAPTER III

RESEARCH METHOD

A. Research Design

Approach of this research is Qualitative. Qualitative research is observing people in their environment, interacting with them, trying to understand their language and interpretation of the world around them (Sugiyono, 2012, p.180) This method is used to provide accurate information or linkages between various phenomena in an actual and regular manner.

This type of research is descriptive qualitative which describes what is seen, heard, felt and asked. Descriptive research focuses on actual problems when the research takes place (Sugiyono, 2012, p.29) Through descriptive research, researchers try to describe events that are center of attention without giving special treatment to the actual event. The purpose of this research is to describe the condition of a situation. The factual activities that occur here relate to "The Use of Two Stay Two Stray Strategy in Teaching Speaking at SMPN 2 Kurau"

B. Research Setting

The research conducted on at eighth grader SMP Negeri 2 Kurau Kecamatan Bumi Makmur Tanah Laut District, and start from September 17th until November 17th, 2018 .

C. Subject and Object

1. Subject of Research

The Subject of this research is 28 students eighth grade students of SMPN 2 Kurau.

2. Object of Research

The object of this research is the strategy “Two Stay Two Stray” that teacher use in the class.

D. Source of Data

There are three kinds of data that used by the researcher in this research: observation, interview, documentary.

E. Data Collection Procedures

The procedures of data collection in this research, such as :

1. Observation

In this observation, the researcher uses one of the five senses, the sense of sight. Observation instruments will be more effective if the information to be taken is in the form of natural facts, behavior and the work of the respondent in a natural situation. As conveyed by Sugiyono (2013) that “through observation, researchers learn about behavior, and the meaning of the behavior” (p.310).

In this research the researcher observed the teaching and learning process using Two Stay Two Stray strategy in the class and observed Students’ Speaking ability while teaching and learning process. The researcher observed in 4 times, first meeting at October 4th, 2018, second meeting at October 8th, 2018, third meeting at October 11st, 2018, and last meeting at October 15th, 2018. The observation used the same observation sheet, one observation sheet

for observed the strategy as described in table 3.1, and one observation sheet for observed Students' speaking ability as explained in table 3.2 :

Table 3.1 Table for Observing the Strategy

Activity	Assessment Aspects	Assesment		Explanation
		Yes	No	
Preparation	Organize the students to studying in groups and divide students into groups of 4 people.			
Teacher Explanation	The teacher conveys learning indicators.			
	The teacher introduces and explains the material according to the learning plan.			
Group Activity	The teacher gives the tasks that each group must learn.			
	Students learn and discuss the problem with group members.			
	2 members of each group leave the group to visit other groups.			
	2 group members who live in their groups are tasked with delivering their results and information to guests.			
	All students return to their respective groups to match and discuss the results they have obtained.			
Formalization	One of the groups presents the results of the group discussion to be communicated or discussed with other groups.			

	The teacher discusses and directs students into a formal form.			
Evaluation	Each student is given a query containing questions from the learning material.			
	The teacher gives awards to the group get the highest average.			

3.2 Table for Observing the Students' Speaking Ability

Oral Proficiency scoring categories / Assessing speaking (Brown, 2004, p 172-173)

No	CATEGORIES	SCORE				
		1	2	3	4	5
1	GRAMMAR	Errors in grammar are frequent, but speaker can be understood.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
2	VOCABULARY	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

				a word.		
3	COMPREHENSION	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversations of non-technical subjects.	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.
4	FLUENCY	No specific fluency description.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5	PRONUNCIATION	Errors in pronunciation are frequent but can be understood.	Accent is intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.

2. Interview

According to Sugiyono (2013) that “interview is a meeting of two people to exchange information and ideas through question and answer, so that

meaning can be constructed on a particular topic” (p.317). In this research, Researcher interviewed an English teacher of eighth grade students of SMPN 2 Kurau.

3. Documentary

Procedure of data collection through depth research this documentation is the type / technique most widely used in research. Documents are records of past events (Sugiyono, 2013, p.329)

The Researcher used this technique to collect the data about the Preparation document from teacher before teaching and learning process and about SMPN 2 Kurau. The documents were syllabus, lesson plan and lesson material, to support the data from observations, and interview.

F. Data Analysis Procedures

According to Sugiyono (2013) The Procedures for analyzing descriptive qualitative research data refer to the following steps:

1. Data Reduction

Data reduction is the process of selecting, simplifying, abstracting, focusing on converting rough data into field notes. Thus, the data that has been reduced will provide a clear picture and make it easier for researchers to collect data.

In this research, researcher selected the data from observations, interview and documentary. Next, the researcher simplified the data. After that, abstracted and converted based on the focus of the research.

2. Data Display

After the data is reduced, the next step is to display the data. Through the presentation of the data, organized data data is arranged in a relationship pattern, so that it will be easily understood. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories and the like.

In this research, researcher displayed the data from reduction with some table, and narative, it organized the data and make relations between categories.

3. Conclusion Drawing/ Verification

After presenting the data, the next step is to conclude the data based on data reduction which is the answer to the problem raised in the research. Data verification is an explanation of the meaning of the data in a configuration that shows its casual flow so that the proportions can be proposed. The initial conclusions raised were still temporary and changed if there were no strong supporting evidence at the next data collection stage.

G. Data Validity

To ensure the results of the research are more empirical and accurate, the data that has been collected in the research must be tested for truth through the validity of the data. The validity test of qualitative research data is determined by the degree of trust, transfer, dependence, and certainty of data.

In the use of data validity test, the researcher used Triangulation, this technique used different data collection to get data from the same source (Sugiyono, 2013, p.373). Data was checked based on the data collection techniques that used, those are observation, interview, and documentation. By

tabulating the data from those source. So, The researcher rechecked the finding by comparing the data that obtained from multiple techniques.