CHAPTER III

RESEARCH DESIGN

This chapter presents research design, subject and setting of the research, data collection techniques, procedures of the research, and data analysis.

3.1 Research Design

This research is focused on the implementation of Discovery Learning to teach speaking and to know the student's responses toward Discovery Learning. The implementation of Discovery Learning contains some activities during the learning process, whereas the student's responses contain the student's interest toward the application of Discovery Learning in the classroom. So, the researcher uses descriptive qualitative. According to Sugiyono (2013:15), qualitative research is one of research methods used to investigate an object that is natural, where the researcher as an instrument, and the result of qualitative research is more emphasized on the actual data than generalization, whereas analyzing the data should be inductive. It means that qualitative research contains the description or assumptions from individual that have an active role in the construction of social reality are required. After collecting the data, the next step is describing all the things that obtained to make the data be more clear and easier to understand.

The elaboration about some steps of Discovery Learning and the result of the student's responses after the implementation of Discovery Learning to teach speaking will be analyzed in the form of description. This research is done

directly at the school as a research location. Whereas, the purpose of this study are to describe how the Discovery Learning is implemented to teach speaking and to identify how far the student's responses after the implementation of Discovery Learning to teach speaking. In addition, the student's responses toward the implementation of Discovery Learning is also taken into account.

Bogdan and Biklen states that qualitative research has an advantage that is qualitative research is to better understand human behavior and experience (1992/1982:49). This research also give some benefits, they are the students will introduce about the implementation of Discovery Learning in teaching speaking, the student's speaking skill will improve, the students will be active in learning process so that it make more meaningful.

3.2 Subject and Setting of the Research

This part explains about the subject and setting of the research. The subjects of this research are one English teacher who teaches at the Seventh Grade of SMP Institut Surabaya and the seventh A class which consists of fourteen students. The research was conducted on November 17th, 2014 and finished on November 30th, 2014. Whereas, the setting of this research at SMP Institut Indonesia, it is located on Jalan Mulyorejo I no.37-39 Surabaya. The research is chosen in the school because the students are very active and follow to participate each others.

3.3 Source of Data and Data

The source of the data was the process of implementing Discovery Learning to teach speaking, the English teacher and the seventh A class students of SMP Institut Surabaya. The data of this study were the results of the observation checklists, teacher interview, and questionnaires.

The first data is taken from observation checklists were in the form of description made by the researcher. Observation checklists described the teacher's and student's activities during the implementation of Discovery Learning in teaching speaking.

The second data were the form of teacher interview suitable with the English teacher of SMP Institut Surabaya said. Interview explained about the materials used to teach speaking in the implementation of Discovery learning.

The third data is derived from the result of questionnaires that given to the students of SMP Institut Surabaya and to obtain the information about the student's responses after the implementation of Discovery Learning to teach speaking.

3.4 Data Collection Instrument

According to Arikunto, S. (1998: 37), there are many kinds of instruments such as test, questioner, interview, observation, rating, scale and documentation. But, in this study is collecting the data using observation checklist, questionnaire and interview.

3.4.1   Observation Checklists

Lexy states that in observation activity has some weakness that are the number of observers are limited because their position in the group and with other members, to make notes on their observations were very difficult, and to analyze the results of observations in the form of large amount of data is very difficult and takes a long time (2014:184-185). In this study used observation checklists which observe toward behavior and the activities of individual or group in the research site. In observation checklists contain the sequences of the teacher's and student's acitivities before, during, and after in the learning process. In observation checklists includes indicators and Yes-No options. This observation is used to describe the implementation of Discovery Learning to teach speaking. It is very useful to gather the data which occur in the learning process.

3.4.2   Interview

People who are doing interview, we can called interviewer. Creswell states that face-to-face interview activities are conducted with participants, through the telephone or in group interviews (2003:188). This interview should be conducted in fact or not made themselves by the interviewer. Interviewer writes in their notebook about what respondent says and more personal interview. The respondent of this research is only the English teacher in the school. A fieldnotes is used to know the teacher's plan before he teaches English in the classroom. To collect the data of this research can be done by recording using tape-recorder or writes in their notes.

The way of interview is a interviewer provides some questions for respondents. Questions must be suitable with the research topic and reinforced from Sugiyono states that these questions will also affect the process of the interview and the validity of the data (2013:199). So, the questions will be answered by the English teacher about how is the Discovery Learning implemented to teach speaking and what the materials are used in Dicovery Learning to teach speaking.

3.4.3 Questionnaires

In this study, questionnaires are addressed to the subjects that is students in the school. In a questionnaire, the subjects answer to the questions by writing, choosing multiple choice or by marking an answer sheet. According to Fraenkel and Wallen (2009:123), questionnaire has advantages and disadvantages. The advantage of questionnaires that is they can be respons if it used in the large numbers of people at the same time. Whereas, the disadvantages such as there is an unclear or ambiguous questions can not be corrected and the respondent has no chance to react orally toward a question which contains the particular interest.

According to Uma Sekaran (in Sugiyono, 2013:200), in the questionnaires have some principles that are the language is used in questionnaire should be adapted to the respondent's speaking ability, do not ask the things that makes respondents for thinking heavily, and the multiple choice in questionnaires are not only tend to the good options but also to the bad options too. The answer of questionnaire will give an influnce toward the student's response because questionnaire is given by the students. So, the students must answer the

questionnaires based on their own opinion after the implementation of Discovery Learning in teaching speaking.

3.5 Data Collection Techniques

The researcher analyzed the data by using descriptive qualitative. The qualitative research data were from interviews, observation checklists, and questionnaires would analyzed in this study. The use of interviews is to add the data about the first research question. Interviews will be analyzed based on what the English teacher say about the materials are used to teach speaking in Discovery Learning at the seventh grade. Whereas, the use of observation checklists is to support and explore the second research question that is how the Discovery Learning is implemented to teach speaking at the seventh grade. The result of observation checklists will be analyzed based on what the happens or fact in the learning process takes place. In observation checklists also will identify about the materials, teaching aids, and the learning process activities overall. The last, the use of questionnaires is to support the third research question that is the student's responses after the implementation of Discovery Learning to teach speaking at the seventh grade. Each number of the questions will be analyzed by describes words and sentences are suitable with the student's options.

3.6 Procedures of the Research

There are some prosedurs of research, that are :

3.6.1 Asking for permission to the Headmaster of SMP Institut Surabaya to organize this research in this school.

3.6.2   Observing the process of implementing the Discovery Learning to teach speaking at the First Grade students of SMP Institut Surabaya based on the lesson plan which the teacher had made. This observation conducted during two meetings.

3.6.3   Giving the questionnaires to the students for knowing their responses after the learning process finished and to do interview to the teacher bu using voice recording.

3.7 Data Analysis

After collecting the data, the researcher analyzed the data descriptively. First, the researcher analyzed the data obtained from the observation. The result of observations were analyzed based on the fact when the process of teaching takes place that is the implementation of Discovery Learning to teach speaking and explains about the materials are used in Discovery Learning to teach speaking. The researcher observes the teacher's and student's activities in the classroom sequencely derived from the lesson plan which had made by the English teacher. The description of observation checklists also related to the application of Discovery Learning.

Second, the researcher analyzed the data from questionnaires. They are some questions which must be answer by the students. The questions is to know how far the student's responses after the Discovery Learning implemented in teaching speaking interesting or not.