

CHAPTER III

METHOD OF THE STUDY

This chapter presents the description of the research methodology used in this study. It covers four parts, which are the research approach, population and sample, technique of data collection and technique of data analysis.

3.1 Research Approach

This study uses both qualitative and quantitative approach. The qualitative approach is used in order to describe the use of jigsaw technique in classroom speaking activities. According to Dörnyei (2007), qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods. The data collected and obtained in this study are resulted from the interview, field notes and photos. This fills the nature of qualitative data in which qualitative research works with a wide range of data including recorded interviews, various types of texts (for example field notes, journal and diary entries, documents) and images (photos or videos) (Dörnyei, 2007 p.37). During the data processing, most data are transformed into a textual form because most qualitative data analysis is done with words.

This study would also have been supported by the quantitative approach. According to Dörnyei (2007), quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. This study uses the quantitative approach as to

analyze three formulas of features of speaking fluency, so the result would be shown in the numerical forms and also analysed by statistical methods from calculating the average or the mean value as the central tendency (Dörnyei, 2007 p.33).

3.2 Population and Sample

The population of this study is the students of eighth grade of SMPN 1 Pamekasan. This school is chosen because SMPN 1 Pamekasan is one of the popular schools in a small town like Pamekasan. Besides, this school also has become the only intermediate school which gained its status as an RSBI (Rintisan Sekolah Berstandar Internasional) in year of 1997. The status of RSBI has made the writer get encouraged to do some kinds of observations on the development of English teaching and learning activities the classroom. The writer also chooses the eighth grade as having instructed by the teacher under several considerations. Eighth grade is the most possible grade in which the writer could do some observations and action research.

The sample of the population will be the 30 students of class of 8A who would get involved in the jigsaw activities. The writer also chooses the class 8A as having instructed by the teacher.

3.4 Technique of Data Collection

In collecting the data about the use of jigsaw technique in speaking activity, the writer uses five kinds of instruments which are notebook, interview guidelines, field notes, digital camera and mp4 (audio recorder).

- a. Notebook and field notes are used to collect the data in form of note for each activity during the implementation of jigsaw technique
- b. Interview guidelines is used as the transcription form of the interview done by the writer as the researcher with the teacher
- c. Digital camera and mp4 (audio recorder) are used to make documentations through video typing and sound recordings to record the students' speech in the presentation stage. These documents which are later analysed as data

Meanwhile, in collecting the data about the improvement on the three features of speaking fluency, the writer uses two kinds of instruments which are calculator tool and the calculation formulas. Both calculator tool and the formulas are used in calculating the result from each feature of speaking fluency.

During the data collection process, the writer follows several steps. First, the writer conducts the initial observation and preliminary study. In this stage, the writer observes the teaching and learning process in the speaking class by taking any notes in her notebook. Also, in the end of observation, the writer interviews the teacher and transcribes it into the interview guidelines (see Appendix 4). Second, during the implementation of jigsaw technique, the writer gives the observation checklists for the teacher in order that he will note anything happens in the class during the implementation which relates to the teaching technique and the lesson plan. In this stage, the writer herself who acts as the researcher and teacher's collaborator observes how the implementation of jigsaw technique influences the speaking activity. Third, in the presentation stage, the writer records the speech from each student. Because jigsaw technique is implemented in

the four meetings of speaking activities in this study and each student participates each meeting, so during the implementation, the writer records whole students' speech as many as 120 times.

In this part, the writer also provides the information about research schedule.

The research schedule can be seen from the table 3.1 below.

Table 3.1 Research Schedule

Research schedule notes the whole jigsaw speaking activities from the initial observation until the report findings.

	Activities	Time		
		Date	Day	Hour
1.	Initial observation	March, 12 th 2011	Saturday	09.50 – 11.15
2.	Preliminary study	March, 19 th & 26 th 2011	Saturday	09.50 – 11.15
3.	Analysis and Planning	March 28 th - April 4 th 2011	-	-
4.	Introduction of jigsaw, simulation	April, 9 th 2011	Saturday	09.50 – 11.15
5.	Implementation and reflection Meeting 1	April 20 th 2011	Wednesday	09.50 – 11.15
	Meeting 2	April 23 rd 2011	Saturday	09.50 – 11.15
6.	Reflection and Planning	April 25 th -30 th 2011	-	-
7.	Implementation and reflection Meeting 3	May 3 rd 2011	Tuesday	07.00 – 08.20
	Meeting 4	May 7 th 2011	Saturday	09.50 – 11.15
8.	Reflection	During May	-	-
9.	Report findings	June-July	-	-

3.4 Technique of Data Analysis

After collecting the data, the writer analyzes any notes taken from the interview guidelines and also notebook and filed notes. The writer also transcribes the 120 recordings of students' speech into word forms. After transcribing the recordings, the writer calculates the three features of speaking fluency based on each formula. By having calculated it, the writer will have the numbering value data for each feature of speaking fluency in each student's speech, which are the calculation data for the *words per minute (excluding the repetitions)* feature, *filled pause* feature and *T-Units followed by pause* feature. After calculating each feature of speaking fluency, the writer classifies them into each meeting. The next, the writer calculates the mean value for each feature of speaking fluency, so there will be two mean values which cover the first and second meeting as the first mean value and the third and fourth meeting as the second mean value. The writer then compare these two mean value to get the similarities, the differences, the changes or even the improvement on each student's features of speaking fluency. The writer then counts how many of students who successfully make the improvement for their features of speaking fluency after having the four meetings of jigsaw activities.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION