

THE TREND ANALYSIS ON THE RESEARCH METHODS AND TECHNIQUES USED IN RESEARCH ON SPEAKING

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Abstract: This research aimed to identify the method of research and teaching technique used and the educational levels preferred in students' thesis on speaking. This research used descriptive method. The subjects of research were 40 theses on speaking by students of English Education Study Program during the period of 2009-2012. The research data were taken from UPT Perpustakaan Tanjungpura University. The result of the study showed that based on the method of research used, Classroom Action Research was 65% or it was the most frequently used. Pre Experimental was 20% and Descriptive Study was 12.5%. Based on the teaching techniques used, Role Play was dominated about 22.5%, Chain Pictures was 10%, Songs and Drama were 5% in each. Based on the educational level researchers preferred; Junior High was 40%, Senior High was 40%, University was 7.5%, Course was 7.5% and Elementary level was 5%.

Keywords: descriptive research, research method, teaching techniques.

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi penggunaan metode penelitian, teknik pengajaran dan penerapannya pada tingkat pendidikan dalam skripsi mahasiswa tentang speaking. Penelitian ini menggunakan metode deskriptif. Subyek penelitian ini berjumlah 40 buah skripsi tentang speaking oleh mahasiswa program pendidikan Bahasa Inggris tahun 2009-2012. Data penelitian dihimpun dari Unit Pelayanan Terpadu Perpustakaan Universitas Tanjungpura. Hasil penelitian menunjukkan bahwa berdasarkan metode penelitian yang digunakan, penelitian tindakan kelas (PTK) berjumlah 65%, atau metode ini paling sering digunakan. Pre Eksperimental berjumlah 20% dan metode deskriptif berjumlah 12,5%. Berdasarkan teknik pengajaran yang digunakan, teknik role play paling mendominasi yaitu 22,5%, chain pictures yaitu 10%, songs dan drama masing-masing 5%. Berdasarkan tingkat pendidikan yang dipilih; tingkat SMP dan SMA masing-masing 40%, tingkat Universitas yaitu 7,5%, lembaga kursus yaitu 7,5% dan tingkat SD yaitu 5%.

Kata kunci: penelitian deskriptif, metode penelitian, teknik pengajaran.

Research on thesis was a process of collecting, analyzing and interpreting information to answer questions. But to qualify as research, the process must have certain characteristics: it must, as far as possible, be controlled, rigorous, systematic, valid and verifiable, empirical and critical (Khotari C.H. 2004:3). Since the thesis of English study program focused on the four skills of English, many researchers did their thesis on the preference of those four skills of English. They wrote the thesis in a particular way based on their interest and problems found based on their experience. Most of them wrote their thesis based on their

experience in teaching practice subject. In addition, they also did the research based on the problems found in teaching and learning environment.

As the observation made by the writer found that there were many researchers focused their thesis on speaking skill. On speaking skill, the researchers have done their research using several kinds of method. They did the research by using mostly Pre-Experimental Study, Classroom Action Research, and Descriptive Study. As Khotari C.H (2004) stated that research methods may be understood as all those methods that are used for conduction of research. Research techniques refer to the behavior and instruments used in performing research operations such as making observations, recording data, techniques of processing data and the like. As stated above, we could say that methods were more general. It was the method that generates techniques.

Although trend analysis is often used to predict future events, it could be used to estimate uncertain events in the past, such as how many ancient kings probably ruled between two dates, based on data such as the average years which other known kings reigned. Today, trend analysis often refers to the science of studying change in social patterns.

An understanding of trends in dissertation research can show what issues, theories, and methodologies young researchers and their faculty mentors are interested in. As Davies et al. (2010) cited in Drysdale et al. (2013:5) valued the general state of distance education research among research universities in North America by analyzing dissertation trends in research topics, research designs, data collection methods, and data analysis techniques. They argued that:

“...new scholars typically learn to conduct research in graduate school as they complete thesis and dissertation projects. For this reason, an analysis of research topics and methods in graduate schools promises to provide an important perspective and update on the state of research in the field.”

From the phenomenon above, the writer wanted to know further about the trend of researches on speaking in English Education Study Program and conduct an investigation to study those researches in order to learn about the methods and techniques in researching speaking. This investigation was expected to be able to give an explanation, providing data about researches on speaking in English Education Study Program and found the trend on research methods and techniques used in research on speaking.

According to the explanation above, the writer was interested to conduct a research to identify the trend of research methods and techniques used by researchers. Here, the writer identified the trend through: (1) the title of the research, (2) the methods used in the research, and (3) the focus of the research, both the approaches used (techniques or media) and (4) the educational level.

Furthermore, this research conducted by listed, identified then analyzed all theses researches in speaking at English Education Study Program during the period of 2009-2012. The data was taken from the thesis enlisted in UPT Perpustakaan Tanjungpura University. The writer used the titles, the methods and the techniques from the data to create a list of researches in speaking during the period of 2009-2012 and then provided the explanation and found out the trend in research on speaking

METHOD

This study was designed to find out the researches on speaking conducted by the students of English education study program. Gay (2007:175) stated that descriptive research determines and describes the way things are. The data collected in this research was focused on the thesis written by the English students of FKIP Untan within the period 2009-2012. The writer analyzed the data into three classifications, they were: method of research, techniques and media used, and educational level. The technique used in this research was qualitative. The research data were collected by an observation of the thesis of English students of FKIP Untan within the period 2009-2012 in UPT Perpustakaan Universitas Tanjungpura. Tool of data collecting in this research was the observation sheet.

The procedure of data collecting in this research was by listing all theses focused on speaking which was available in the English Education Study Program, Language and Art Department database during the period of 2009 until 2012. The classification of the thesis based on the methodologies, techniques and educational level and present the data in table of percentages and pie-chart diagram. A percentage was the number of cases out of (per) a hundred (cent) that fall in a particular category. To calculate percentage frequencies we need the frequencies in each category and the total of these frequencies for all of the categories of that variable. The advantage of expressing the number of people that fall into a particular category as a percentage (or a proportion) was that it gave us a quick indication of the relative number of people in that group. This was particularly useful if you were comparing more than two categories in more than one group where the groups contain differing numbers of variable (Howitt and Cramer, 2000).

$$\text{percentage of method} = \frac{\text{frequency of a method}}{\text{Total number of the thesis}}$$

As Howitt and Cramer (2000) stated that some people find it easier to visualise data in terms of pictures. When presenting data to a live audience it is often better to present your data as a chart or diagram than verbally. A very familiar way of pictorially presenting category data that were simply the frequencies in each category was to use the pie-chart or pie-diagram. The pie-chart consists of a circle (representing a pie). This circle was divided into portions or slices which reflect the proportion of people or cases in each category. Bigger slices denote more people. Because a circle consists of 360 degrees, the number of degrees in a slice was calculated by multiplying the proportion of people in that category by 360.

$$\text{Degree of slice} = \frac{\text{Number of a method}}{\text{Total number of thesis}}$$

This research was conducted through stages. First, the recommendation letter was taken from the Dean of FKIP UNTAN. Second the technique, tools and procedure of collecting data were designed and proposed in a Seminar of Research Design on September, 26th 2013. While the research ran through the following procedure: (1) submitted the recommendation letter to the chief of

English Language Study Program of FKIP UNTAN Pontianak. (2) Administered and collecting the data needed from *UPT Perpustakaan* Tanjungpura University. (3) Identified and analyzed the data from the observation sheet (table 1). (4) Drawn some conclusions from the findings and discussion.(5) wrote the report.

There were three steps of data analysis that used in this research. First, the writer identified the method and techniques of research used in research thesis on speaking. The second step was analyzed the method and techniques of research used in research thesis on speaking. And the last step was figured out the level of study of each student thesis on speaking. The analysis was determined by classify the thesis into the table below:

To find the percentage of each part classification was calculated by using this formula:

$$\%ES = \frac{\sum x}{N} \times 100\%$$

%ES = the percentage of the each method used in students' thesis of writing

$\sum x$ = the sum of the thesis with each method specification.

N = the total of students' thesis of writing

FINDINGS AND DISCUSSION

Findings

The findings of this research are classified into three categories, which were method of the research used, teaching technique and media used and the educational level preferred. The method used in the students' thesis of speaking was shown in the table below:

Table 2

Methodologies of Research Used in Research Thesis on Speaking

| Research Method | Number of Theses | Percentage |
|---------------------------|------------------|------------|
| Classroom Action Research | 26 | 65,00 % |
| Pre-Experimental | 8 | 20,00 % |
| Descriptive Method | 5 | 12,50 % |
| Case Study | 1 | 2,50 % |

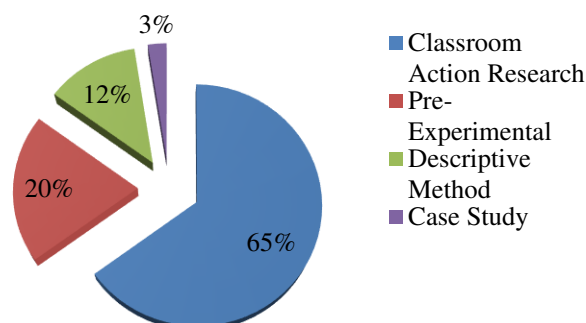


Chart 1
Methodologies of Research used in Research Thesis on Speaking

This table and chart showed that, from the total 40 thesis of speaking, there are twenty six or 26.00% theses used Classroom Action Research as the methodology of research, while eight or 20.00% theses of speaking used the Pre-experimental as a method of research, five or 12.50% theses used the descriptive method, and there is only one or 2.50% thesis used Case Study as the methodology of research. The teaching technique used in the students' thesis of speaking is shown on the table below:

Table 3
Teaching Technique used in Research Thesis on Speaking

| Teaching Technique | Number of Theses | Percentage |
|--------------------|------------------|------------|
| Role Play | 9 | 22.50% |
| Pictures Series | 4 | 10.00% |
| Retelling | 2 | 5.00% |
| Unclassified | 5 | 12.50% |

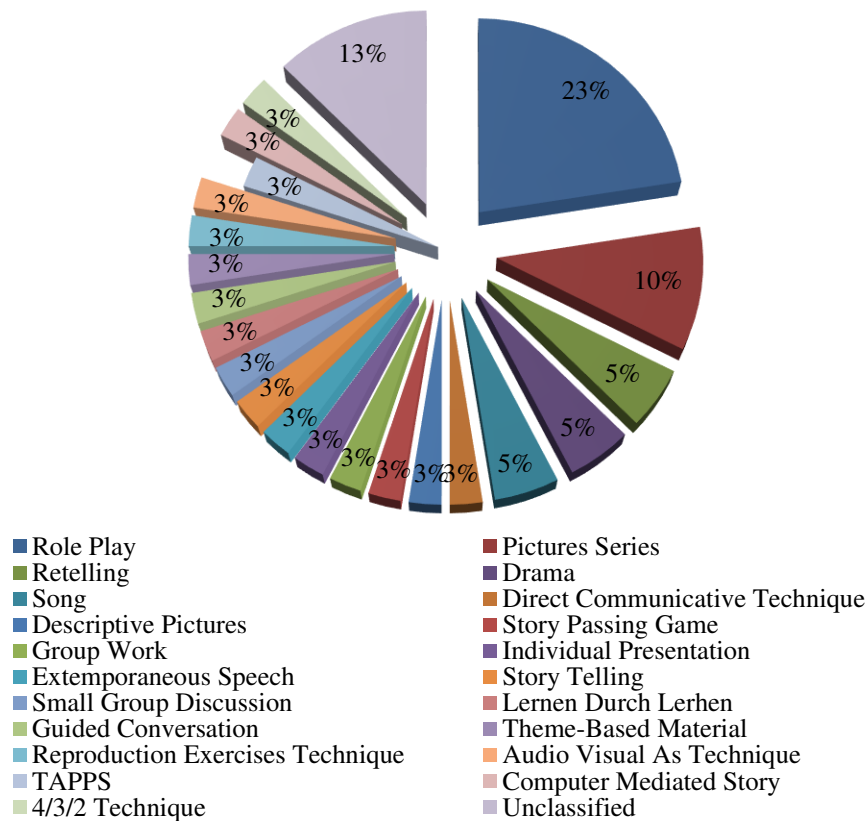


Chart 2
Teaching Technique used in Research Thesis on Speaking

Based on the table and chart above showed there were three favourite teaching techniques used on speaking thesis. They were stated as follow: role play was the most favourite technique with nine theses or 22.00%, while the picture series was four theses or 10.00% and the last three technique: picture series, drama and song was the third place with 2 theses or 5.00%.

Table 4
Technique and Media Used in Research Thesis on Speaking

| Focus of the Research | Number of Theses | Percentage |
|-----------------------|------------------|------------|
| Technique | 23 | 57.50 % |
| Media | - | - |
| Technique and Media | 12 | 30.00 % |
| Unclassified | 5 | 12,50 % |

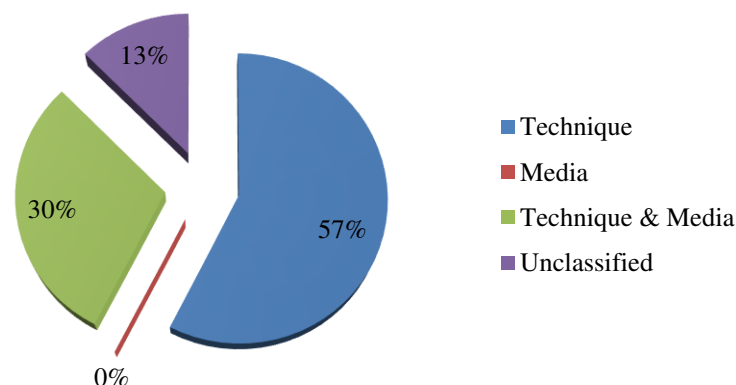


Chart 3
Technique and Media Used in Research Thesis on Speaking

The writer also classified how the researchers done their researches by listing the teaching technique, media or unclassified. Base on the result above showed that twenty three theses or 57.50% used teaching technique on their research. There were twelve theses or 30.00% used both technique and media on their research while five theses or 12.50% was unclassified. The level of study of the students' thesis writing was shown in table below:

Table 5
Educational Level in Research Thesis on Speaking

| Educational Level | Number of Theses | Percentage |
|-------------------|------------------|------------|
| Elementary | 2 | 5,00 % |
| Junior High | 16 | 40,00 % |
| Senior High | 16 | 40,00 % |
| University | 3 | 7,50% |
| Course | 3 | 7,50% |

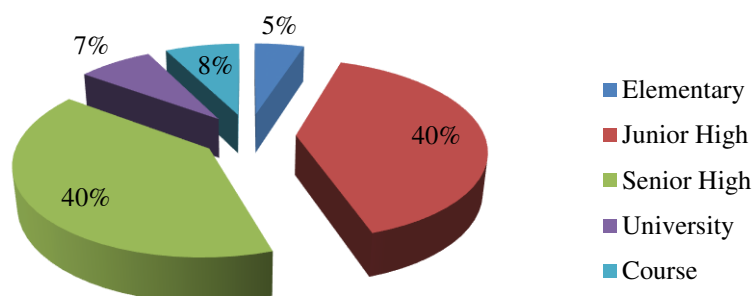


Chart 4
Educational Level in the Students' Thesis on Speaking

This table and chart showed that from the total of 40 students' thesis on speaking, there was two theses or 5.00% in the elementary educational level, sixteen theses or 40.00% in the level of junior high, sixteen theses or 40.00% in the senior high educational level while there are three theses or 7.50% in the university educational level and three theses or 7.50% in the course level.

Discussion

Through the analysis of data collected above, the writer identified that the students' thesis on speaking could be divided into three classifications, first the method of research, second the focus of the research (technique and media) and the last element is the level of study. Here, the writer discussed the method of research and teaching technique on speaking deeply based on the data compiled from the UPT Perpustakaan Tanjungpura University.

The first classification of students' thesis on speaking was the research methodologies, from the data collected, it was found that there were four kinds research method used in the thesis writing, which were: classroom action research, pre-experimental study, descriptive method and case study. The classroom action research was the most favorite method used in twenty six theses or about 65.00% from the total 40 theses on speaking. The second favorable method used in the research was pre-experimental study; this method was used in twenty theses or about 20.00% of the total theses. The third method used in the students' thesis of speaking was the descriptive method. There were five theses 12.50% from the 40 total theses. The last methodology was the case study. This methodology was used in one thesis or only 2.50 % of the total theses. Hence the classroom action research was the most favorite method used by the students wrote their thesis. It showed that most of the students found out what worked best in the classroom so that they can improve student learning process.

The second element of students' thesis speaking was the focus of the research (technique implemented and media used) in the thesis. There were nine theses or 22.50% used role play as the teaching technique, four theses or 10.00% used picture series, while song, drama and retelling were found in two theses or 5.00% each as the teaching technique. However, there were five or 12.50% theses

didn't use specific teaching technique because those theses focused on literature, psychological, and material design. These were the following theses title; (1) *Material design of speaking skill based on young learners' characteristics to elementary school level*, (2) *An analysis of students' difficulties in speaking to the second semester students of English study program at Tanjungpura University*, (3) *Psychological problems of speaking English outside the classroom by the fifth semester students of English education study program of FKIP UNTAN*, (4) *The interference of Hakka on English at junior high school level*, (5) *An analysis on the students' preparation on giving speech in public speaking subject at English Education Study Program*.

Furthermore, based on the table and chart 3 showed that there were 57.50% or 23 theses implemented the different teaching technique without the media of teaching as the focus of the research. There was not thesis used specific media in the teaching learning process without specific teaching technique. While twelve theses or 30.00% which have both of the technique and media used in the research. The last five theses or 12.50% theses were categorized as "unclassified" because they didn't focus on teaching technique or media but literature and psychology.

The last classification of students' thesis of speaking was the educational level, through the data of 40 theses collected; the writer classified into five different educational levels. They were the level of elementary school, junior high school, senior high school, university and course. Based on the table 4 above, most of the students chosen junior high and senior high level as the favorable level, there were sixteen theses in this educational level or about 40.00 % conducted on junior high level, sixteen theses or about 40.00 % conducted on senior high level from the total 40 theses. While three theses or 7.50% were in the level of university and the last three theses or 7.50% were in the course level. The last two theses or 5.00% conducted on elementary level.

Beside those three classifications in the students' thesis on speaking, the writer also found that in 2009 there were only six theses about speaking, two theses used the Classroom Action Research, two theses used descriptive method and the last thesis used Pre-Experimental Study as the method of the research. While in 2010 the thesis about speaking increased. There were twenty four theses about speaking, the Classroom Action Research was dominated method used. This method was found in sixteen theses, four theses used the Pre-Experimental Study, two theses used descriptive method and one thesis used case study as the method of the research. In 2011, there were five theses about speaking. The Classroom Action research four theses and other thesis used the pre experimental study. As in 2011, the number of thesis about speaking also decreased at 2012, there were only six theses about speaking but still the most dominant methodology used in the research was the Classroom Action research. There were four theses used it as method, while the pre-experimental method was used in two theses.

As the finding of this research was to investigate the method and the focus of the research (technique and media) used in the students' thesis of speaking, it was discovered that the Classroom Action Research was the most favorable research method used in the students' thesis of speaking. While the focus of the

research showed that most researchers found out what technique works best in the classroom so that they can improve student learning process in order to maximize the students' achievement. The last advantage from this research was that the writer also discovers the most preferable level of study was the junior high level. Role Play technique was the most preferred technique in speaking thesis. This technique allowed attractive atmosphere of teaching and learning process.

From the 40 total numbers of students thesis on speaking, the writer found that there were similarities among them, such as the teaching technique and the media used in the students' research project. For example: the thesis titled "Improving Students' Speaking Competence Through **Role Playing** Technique to Elementary level" was applied similar technique to "Improving Students' Speaking Ability by Applying **Role Play** in Talk Show to Senior High School Level". The thesis titled "Motivating Students to Speak English through Songs to Junior High Level" was applied similar research method; **Classroom Action Research** to "Improving Students' Speaking Ability by Individual Presentation". The similarity could be found in the educational level, the research methodology and the goal of the research to improve students' ability in writing descriptive text, the difference of these theses were only in the media used.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and the discussion of this research were found that there were four types of research method used in the total 40 theses on speaking during the period of 2009-2012. They were Classroom Action Research, Pre-Experimental, Descriptive Study and Case Study. The most preferred method of research used by the students' in thesis on speaking was the Classroom Action Research. The most preferred technique used was role play technique. There were 5 theses classified as "unclassified" because the theses were focused on literature, psychology and material design. They didn't implement teaching technique in research. The researchers applied their research to the four educational levels. The most preferred level was junior high school and senior high school levels.

Suggestion

Based on the findings of this research, the writer would like to propose some suggestions as follows: (1) based on the students' preference of research methodologies, Classroom action research was the most favorable method used. It was clearly related to teaching and learning where process was the main consideration. (2) selecting an appropriate technique and media in the teaching learning process were advantages for both teachers and students.

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