

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a qualitative descriptive technique to build upon the definition of qualitative research presented in the introduction for discussing qualitative research. It emphasized the design of research on the use of a district approach to inquiry. Qualitative research begins with the assumption by the researcher to interpret the case that informs the study by addressing the meaning of a group or individual problem (Poth, 2018). Qualitative research is descriptive and tends to use analysis. Process and meaning (subject point of view) are emphasized more in qualitative research. The theoretical basis acts as a guideline to orient research towards practice (Kriyanto, 2006). The researcher uses qualitative descriptive because this research describes and tends to use analysis. Process and meaning (subject point of view) are emphasized more in qualitative research. The theoretical basis acts as a guideline to orient research toward practice. It was caused by the researcher wanted to describe the situation that was observed in the field in a more specific, transparent, and in-depth manner.

B. Research Setting

The researcher conducts this research at Darul Istiqamah Islamic Boarding School. This is a private boarding school which is located at Barabai, south of Kalimantan which has senior and junior high school. In this school, the students

implement English Speaking every other month to make it easier for the students to speak the foreign language.

The reason why the researcher observe in this school is because the students learn English Speaking for daily activities after 3 months and in the 6th month, next they are obligated to use it in their daily activities and conversation. They have to face English Class for two months to improve their English, without learning other lessons at the time. The other reasons are the lack of a school that applies tongue twisters as a learning technique and this school has implemented tongue twisters since many years ago until now.

C. Participants

The participants in this research are 5 students in senior high school who are in grade 11 at Darul Istiqamah Islamic Boarding School for Girls who have faced 5 years at the school. The reason for choosing these participants: 1) Grade 11 are the most appropriate to be analyzed on their speaking skills because they are in the first step to learn English speaking actively and further. 2) According to Curriculum at Darul Boarding School, they are given and obligated to improve their speaking skills based on some obligation work there such as English Speech, debate, and discussion. 3) The students have faced the Special English Class which learn English deeply for about two months without other subjects. So that they are masters in English speaking. 4) The participants for this research are the highest scoring students in grade 11 in speaking who master tongue twisters well. To complete the data of the research, the researcher interviews the English Teacher in

speaking class as the next participant to know the system of teaching and learning process and additional information. Because the English teacher was the teacher who knew the process of learning in the speaking class.

D. Data

1. Data of Research

Data is a piece of information obtained either directly/primary, indirectly or using other parties/secondary. This primary research data is the implementation of tongue twisters in the speaking class in Darul Istiqamah Islamic Boarding School given by the teacher to students, while the secondary data is about the students' responses to the use of tongue twisters in speaking class (Berlian, 2020). To get the source of data, the researcher explores some aspects, they are:

a. Respondents

The respondents for this research are the students in 11th grade at Darul Istiqamah Islamic Boarding School Barabai, the English teacher who taught English Speaking Class and the teacher of The Language Department who has an obligation to develop the Language of Students at Darul Istiqamah Islamic Boarding School.

b. Document

First is the regulation of speaking class that is given by the subject and language department teacher. Second is the students' responses to the implementation of the use of tongue twisters in the speaking class. The additional documents are syllabus and lesson plan, if it is possible.

E. Technique of Data Collection

This chapter presented the way how to find the research data. This becomes one of the important things to do to fulfill and complete the research. and it leads to the success of the research (Punch, 2005).

1. Observation

In observation, there are some kinds which can be conducted. According to (Philips, 2008) they are self-observation, direct observation, and physical traces such as documented and interview recode devices. Based on the explanation above, the researcher wants to get the deep information by using the observation used for the whole process of the use of the tongue twister in the speaking class at Darul Istiqamah Islamic Boarding School.

The observation process carried out by the researcher begins with analyzing which schools apply tongue twisters by making observations by asking several people who have studied at Islamic boarding schools, especially modern Islamic boarding schools after finding the right place, namely Darul Istiqamah Islamic Boarding School for Girls. On January 3, the observation process was continued by carrying out virtual permits for the teacher concerned in the form of an administration teacher, a language teacher and a teacher who teaches 11th grade English. Islamic boarding school and continued with the main licensing to the leadership of the female boarding school on January 3. The actual observation began when the researcher visited the Islamic boarding school in person on January 5, after carrying out the official licensing process by submitting a research cover

letter, followed by approval from the Islamic boarding school by submitting several requirements. The next day the researcher made observations by interviewing briefly about the learning and teaching process in class, class rules, student characteristics and others. The third day was followed by classroom observations by observing the learning process from beginning to end on the 10th January. The next day on the 12th January was the last day of observation, namely by observing the learning process for the second time to find information.

2. Interview

An interview is always connected with communication between two people or more. Which has the purpose to understand other people's opinion, thinking, or ways of life. It means an interview is a process of questioning and listening are used (Philips, 2008).

By using the interview, the researcher wants to extend the wider information after doing the observation and making sure the data is valid from many exploring the use of tongue twisters and students' perception of it.

The interview process conducted by the researcher involved an English teacher who taught in class xi. The interview with the teacher was aimed at obtaining information about how the teacher applied tongue twisters in teaching speaking class. This application focused on techniques and methods. learning in the class on January 10. The next interview was conducted on the 12th of January after the completion of the observation process on the last day, involving 5 students who met the predetermined criteria. This interview focused on answering two research

questions in the form of students' application of tongue twisters and what they think about the tongue twisters themselves. In this case to capture existing information, researchers use field notes, audio recordings, and video recordings, all of which are intended to be able to capture all forms of information as best as possible.

3. Documentation

Based on Basrowi and Suwandi (2008), one of the techniques to collect the data is documentary. It produces some necessary notes related to the observed problems, so it completes the valid data. The researcher used the documentation as a complement to the above elements. Documents are used to know the rules of the class for being the supporting data.

As mentioned before, this documentation was used as a complement to existing data, in this case the researcher documented various activities during the teaching and learning process in the form of in the speaking class. At first the researcher wanted to load the syllabus and lesson plan used in the class, but both were not available. because they don't use lesson plans. Then, the researcher decided to collect and analyze the learning material.

F. Data Analysis

Data analysis is the most important part of the research because, with valid data, the research becomes a good thesis. To analyze the data for the thesis, the researcher uses a qualitative approach. The findings data of the research is described according to the result of the analysis. Arya (2010) states the most mysterious and

complex phase of qualitative research is the data analysis, so that, it must be careful to find the data result.

According to Bogdan and Biklen, data analysis is sorting and sorting data into manageable units so that other individuals can understand it (Setiawan, 2018, p. 183). According to Miles, Huberman and Saldana (2014) there are three steps to analyze the data, the following are:

1. Data Condensation

Data condensation in this study was carried out by selecting, abstracting, and transforming raw data while in the field. Data condensation is used to simplify data so that it is easy to understand. The data condensation used has a form of analysis in the form of pooling, classifying, directing, and choosing the necessary data.

The data condensation by researcher began by collecting the observation data, interview and documentation. The researcher found both related and unrelated data through observation. This data contained speaking aspects, some problems in speaking English in common and tongue twisters technique aspects. Next, the necessary data were taken in this research and unnecessary were thrown, which is a common opinion about speaking. Apart from throwing out some data that was too wide regarding speaking in general, the researcher also found that in the interview session some students answered questions with off topic, especially questions regarding the implementation of tongue twisters so that researchers need to redirect and sort out the data needed and used as points. points to facilitate

understanding in presenting data and proceed to the process of analyzing the next data. After the unnecessary data were lost, the researcher decided to collect the data into some points based on research questions. Last, the finding data were simplified in brief description.

2. Data Display

Presentation of data is done in the form of short descriptions, charts, relationships between categories and the like, which most often provides the presentation of the data in the form of narrative text so that it is easier to understand what is happening. After the data is collected, then an analysis of the important data is carried out. This data analysis method is a simplification of a number of data in the form of qualitative descriptive data so that it is easily understood by readers.

In presenting the data, the researcher used narrative text in the form of field notes. The results of data condensation were developed into data that are briefly described. To clarify the data obtained, the researcher displayed the data by using tables form in writing the data. The researcher also sequenced the data using lists to find out which data has been processed and which have not.

3. Conclusion Drawing and Verification

The researcher draws conclusions from the results of data analysis that has gone through the condensation process before going to the next stage. In short, meanings that emerge from other data must be tested for truth, robustness, and its suitability, that is, its validity. Final conclusion not only occurs during the data collection process, but is necessary verified to be truly accountable. (p. 16).

After the process of data above, the researcher continued by concluding the finding data that had been analyzed. First, the researcher should conclude the data according to observation, interview and documentary as the complement. Next, the researcher drew the conclusion to represent all the finding data according to research questions. It means the conclusion should include the data needed to answer the questions in the research question. However, at first the conclusions obtained by the researcher were still a bit messy and too wide. At the next step researcher recheck the finding data to conclude that the data becomes neater and more organized, of course according to what is needed by the researcher. The last step, the researcher ensured if the data needed was completely obtained and answered the first, second and third research questions. And the concluding data found by all techniques of data collection namely: observation, interview and documentation.