

CHAPTER III

RESEARCH METHOD

A. Research Design

Before conducting the research, the researcher needed a research design. The research design for this research is a qualitative approach. According to (Zohrabi, 2013 as cited in Mohajan & Haradhan, 2018), a qualitative method is an approach that explains an action or social phenomenon by emphasizing the way people interpret and understand their experiences to understand the social reality of individuals (p. 2). The qualitative method also an important method to understanding a social phenomenon and the perspective of the individual being studied. The primary aims are to analyze, describe, and explain the phenomenon as a whole. This phenomenon can be better understood by describing and exploring it in a narrative (Syamsuddin and Damaianti, 2009, p. 74). To obtain, analyze, and interpret visual and textual content analysis data of materials and oral history using data collection such as interviews, diaries, journals, classroom observation, immersion, and open-ended questionnaires (Zohrabi, 2013 as cited in Mohajan and Haradhan, 2018, p. 2).

The qualitative method aims to generate new concepts and theories, to explain and interpret a problem or phenomenon systematically from the perspective of the individual or population under study, and to

create new concepts and theories. The choice of methodology is directed by the questions asked (Viswambharan and Priya, 2016, as cited in Mohajan and Haradhan, 2018, p. 2). In addition, the researcher applies and interprets the data of the qualitative method by using a case study design as it is said by Sturman (1997) suggests that case study method is a type of qualitative approach that is used for investigating an individual, group, or phenomenon that is the process of research itself (p.31). Yin (1987) also stated that a case study is an empirical investigation that looks at fleeting phenomena in actual life situations when the boundaries between phenomenon and context are not clearly visible and factual sources are used (p 175). The researcher use the qualitative method because this research aims to analyze the data and to determine the practice of skit technique in teaching speaking skills to students. In addition, using qualitative methods can explain the use of skit technique during classroom teaching practices that are carried out by the teacher so that practice known whether skit technique can improve students' speaking skills or not. The researcher use case study research because in this research the researcher present the implement of skit technique in groups to improve students' speaking.

B. Research Setting

This research conducted in MAN 3 Banjarmasin, located at Batu Benawa I Street No.61, RT. 41, RW. 04, Mulawarman, Banjarmasin, South Kalimantan. The first reason the researcher MAN 3 Banjarmasin as

a research setting is because this research aims is to determine the practice of the skit technique in teaching speaking. The second reason is because in MAN 3 Banjarmasin, there is an extracurricular theatre that was once held at that school by the students. It make the research easier when the teacher implement skit technique to the students, because the students are experienced in playing drama. The subject of this research is an English teacher who teaches English and some students tenth-grade of senior high school students at MAN 3 Banjarmasin.

First, the researcher obtain permission from a senior high school by giving a research letter. After giving the research letter, the researcher conducted the research with the research participants mentioned before.

C. Participant

According to Satori (2007), the terms population or sample are not used in qualitative research. Population or sample on a more qualitative approach is rightly called a data source in certain social situations, but the social situation and a source of data that includes three components, which include place, actors, and interact synergistically activities that refer to things that relate to the acquisition of data for researchers. Research subjects are resources that can offer information, are selected purposively, and are related to the goals to be achieved. In this research, the goal to be achieved is information related to the implementation of skit technique to improving students' speaking skills. Therefore, the research subjects and

the participants are the English teacher and tenth-grade students at MAN 3 Banjarmasin. The researcher chooses this class because of some reasons. First, there is Narrative Text subject in tenth-grade, because in another level of grades there is no Narrative Text subject. Second, the students in tenth-grade are experienced in playing drama, so the research more effective when implement the skit technique in class.

D. Data

1. Data of the Research

The data of this research focused on how the teacher implement skit technique in teaching speaking to tenth-A grade students at MAN 3 Banjarmasin. In addition, the researcher also needs data about how the students' responses after the skit technique implemented in teaching speaking by the teacher. To obtain all the data, the researcher take data from observations, interviews and questionnaires.

2. Source of the Data

All sources of data from this research took from the result of the observations and interviews with the English teacher and the data also took from the result of the questionnaires all tenth-A grade students at MAN 3 Banjarmasin located in Batu Benawa I Street No.61, RT. 41, RW. 04, Mulawarman, Banjarmasin, South Kalimantan. To strengthen and confirm the validity of the data, the researcher also used several theories from books and journals in this

research.

E. Technique of Data Collection

Data collection techniques are the most important thing in research because the purpose of research is to collect data. The researcher used two instruments to collect data. The research's instruments were observation and interviews.

1. Observation

According to Jamshed (2014), observation is one type of qualitative research method that includes participants during observation and ethnography and research in the field (p.87). In an observational research design, several research sites must be involved. Qualitative research aims to gain a better understanding through first experiences, honest reporting, and quotes from actual conversations. Observations help produce a clear and in-depth description of a particular event as well as for obtaining inaccessible information.

The researcher made three observations on 23 February, 6 and 13 March 2023. The subject of observation was the English teacher and also the situations during skit technique implemented on tenth-A grade students in English class. In this research, the researcher focuses on the implementation of skit technique in teaching speaking by the English teacher. In this observation, the data collected by the researcher were English teacher implementing skit technique in teaching speaking to students.

After collected the data, the researcher analyzed how the teacher implemented skit technique in teaching speaking to students. After that, researcher found the implementation of skit technique to the students and also how students' responses toward the implementation of skit technique.

2. Interview

This research method is the most data collection in qualitative research. According to Oakley (1998), an interview is one type of qualitative method in which the implementation and standards are recorded, achieved, and challenged. Research interviews have no structure. Most qualitative research interviews are semi-structured, lightly structured, or in-depth. This type of interview is not recommended for use in the field of work that is not recommended for use in the working period. It supports the respondent with their method and pace and withholds responses from the respondent (p.10).

After did observation in three times, the researcher conducted offline interview on 13, 14 and 20 March 2023. The researcher conducted interview with English teacher to find out more about the condition of class, how does learning process and how students' responses toward the implementation of skit technique by teacher's perception. On other hand, the researcher conducted the interview to obtained data to answer the second question of this research. This

interview was also conducted to further strengthen data of this research. Because with interviews, the English teacher can provide more detailed answers regarding how the implementation of skit technique in teaching speaking.

3. Questionnaire

According to Purwanto (2022), a questionnaire is a method of collecting qualitative data where the method of collecting data is by asking several questions or written statements submitted to the respondent. Questionnaire are also a data collection method whose purpose is to get an overview actually about a situation. The questionnaire must cover three things, namely, easy to ask, easy answered, and easy to process (p. 86-87). The questionnaire method does not require researchers to collect data face to face with respondents, because questionnaire can be given electronically such as Google Forms to respondents (Edy Kelvin, 2022, p, 117).

Questionnaire are divided into three types based on the form of the questions, namely: closed questionnaire, questionnaire open and questionnaire combination (Mami, 2015, p, 120). In this research, the researcher used closed-ended questionnaire. The researcher made one questionnaire to the students at tenth-A grade on 14 March 2023 after doing the observation. The questionnaire was distributed to 34 tenth-A grade students with ten questionnaire statements. In this researcher used close-ended questionnaire needed to get students' answers. The

questions and responses for the closed-ended questionnaire used Likert scale categories, which consist of Strongly Agree, Agree, Disagree, and Strongly Disagree with the same order of interval so the scores would be 4, 3, 2, and 1. By using close-ended questionnaire, the researcher know the students' responses toward the implementation of the skit technique in teaching speaking.

F. Data Analysis

According to Miles and Huberman (2014), qualitative analysis consists of several types of the current flow of activity, including; data reduction, data display, and conclusion drawing or verification (p.31).

1. Data Reduction

According to Miles, Huberman, & Saldana (2014), data reduction is one of the first techniques that contains data that has been compiled and compacted to obtain important and simple data (p.31). Rijali (2016) states that this process continued continuously throughout the study, even before the data is actually collected as seen from research conceptual framework, study problems, and approaches data collection selected by researchers (p.91). The first that reduced is data from observation. The data reduced to find out the implement of skit technique in teaching speaking by the English teacher. The researcher chose some important information from data collected in observation. The researcher also provided some more information details from interviews and questionnaire to strengthen the data and for the second

question about the students' responses toward the implement of skit technique.

2. Data Display

This is the second major analysis activity that requires some organized and dense information which then draws a conclusion Pentury et.al (2020). Rijali (2016) states that qualitative data can be displayed in the form of narrative text, field notes, matrices, graphs, networks, and charts. These forms combine organized information in a form that is compact and easy to reach, making it easy to see what is going on what is happening, whether the conclusion is correct or vice versa do the analysis again (p.94). Next, in this step, the researcher organize and compress a conclusion from some information from observation, interviews and questionnaire. Then, the researcher compile the data that contains the how the teacher implement skit technique teaching speaking and students' responses toward skit technique.

3. Conclusion Drawing/Verification

According to Pentury et.al (2020), the third major activity is conclusion drawing and verification, passed in the first and second steps. The researcher takes note regularities, patterns, explanations, possible configurations, and propositions (p. 16). In this step, the researcher look for each symptom's meaning and the data obtained in the field. In the conclusion step, the researcher draw conclusions from

the results of English teacher implement skit technique and the students' responses toward skit technique. The researcher chose some important information from data collected in observations, interviews and questionnaire. Then the researcher summarized and paraphrased the data from interview transcripts and field notes. In this step, explain how the teacher implemented skit technique in teaching speaking and how students' responses toward skit technique in teaching speaking.

G. The Techniques of Data Validity

In this research, the researcher need data validity to gain empirical and accurate data from this research. The validity data of qualitative research is determined levels of trust, transfer, dependability, and data certainty. In this research using qualitative research, the results of the data were found to be declared valid if no difference was found between the results of data presented by researcher and actual data obtained from the field.

Accordingly, as data validity technique in this research, the researcher decided to use degree of trustworthiness or credibility. The credibility technique is a concept that essentially replaces the concept of validity in non-qualitative research, credibility test is also an internal validity to assess the truth and validity of research with qualitative analysis (Sugiyono, 2016, p.267). To check the validity of data, the researcher use the following techniques:

1. Observation Persistence

The researcher decided to use observation persistence in the credibility technique. The researcher assumed that one way to check the data and efforts to adjust the data presented appropriate to certain phenomena is by increasing persistence in observation. In this research, the researcher takes methods such as reading related books, reading several references, the results of previous studies which aimed to examine and compare the research data that had been obtained in the field.

2. Triangulation

In the use of data validity test, the researcher also used triangulation in this research. In triangulation technique, the researchers check data from various sources at various times. In this research, triangulation used by the researcher is triangulation with sources. First of all, the researcher checks the credibility of the data by checking the findings data using several sources. The researcher examined data based on data collection techniques used in this research, such as observation, interview, and questionnaire. By tabulating the data from these sources, the researcher rechecked the findings by comparing the data obtained from multiple techniques.