

CHAPTER III

RESEARCH METHOD

A. Research Design

This research utilized a qualitative research design, focusing on the lecturer's strategies. Creswell and Poth (2016) define qualitative research as a methodological approach that involves understanding a social or human problem through a comprehensive analysis of words and information, conducted in a natural setting.

Creswell (2014) highlights this descriptive qualitative methodology provides a detailed and transparent description of the conditions observed in the field, providing a general overview of phenomenology in social context studies. Descriptive qualitative research seeks to describe the characteristics of a phenomenon or a group of people without altering the natural environment. It does not focus on cause-and-effect relationships but rather on understanding and portraying the complexity of the topic being studied. The researcher collected, processed, and analyzed data to reach the conclusion, ensuring a comprehensive understanding of the social or human problem through a comprehensive analysis of words and information.

B. Research Setting

This research was conducted at the English Language Education Department, Tarbiyah and Teacher Training Faculty, UIN Antasari Banjarmasin.

This location was chosen because the researcher analyzed the lecturer's strategies in teaching a public speaking course.

C. Participants

Creswell (2008) defines research participants as those who can provide relevant information to researchers regarding research questions. Participants in this research were a lecturer in the public speaking course and two students fourth semester from class A and class B in the English Language Education Department at UIN Antasari Banjarmasin. The researcher selected the participants based on the information collected and appropriate research criteria.

D. Data

Ritchie and Lewis (2003) emphasize that data is crucial in research as it describes and represents phenomena that exist independently of the data and the environment in which it was collected or produced.

The data in this research are 13 strategies to teach public speaking skills. The strategies are recordings and transcripts, live listening, noticing-gap activities, drilling and chants, writing tasks, dialogues, task repetition, presentations and talks, stories, jokes and anecdotes, drama, role-play and simulation, discussion and debates, conversation and chat, and outside-class speaking. Additional data from this research are 8 obstacles in teaching public speaking skills. The obstacles are student's anxiety, diverse skill levels, time constraints, engagement and participation, providing constructive feedback, cultural and linguistic differences,

technology integration, and assessment methods. After the researcher compared the other information, it turned out that the content on these objects was the most complete and fulfilled the criteria as the data. Then, the researcher provided the data descriptively after evaluating its content.

E. Technique of Data Collection

1. Observation

Donal (2010) says that choosing either a behaviour of interest and developing a systematic technique for identifying, categorizing, and capturing the act in a natural or a manufactured environment are what observation entails most frequently. Observation aims to gain a thorough understanding of an event.

Participant observation was used in this research because the researcher observed while actively taking part in the situation. On this occasion, the researcher also attended the class, paid close attention to all activities that took place there, and took notes in order to collect information regarding the lecturer's strategies in teaching public speaking skills. The following were the indicators measured by the checklist:

- a. The lecturer's choice of strategies.
- b. The actions taken by the lecturer to put teaching strategies into practice.
- c. The instructional process.

In this research, the researcher was in the class during the lesson and observed the class activities using an observation sheet. Then the researcher examined the strategies used in class. Through observation, the researcher found

several strategies used by the lecturer in improving students' public speaking skills. In the observation sheets, there are several strategies that are used as a basis for strategies put forward and explained by the expert. The observation sheet is also a guide for the researcher to see whether the lecturer will carry out these strategies or use additional strategies. The researcher observed two classes for twelve meetings, six meetings in class A and six meetings in class B, and obtained the results of several strategies used by the lecturer to improve students' public speaking skills in the public speaking course.

2. Interview

According to Sugiyono (2017), interviews are crucial data collection techniques for researchers to conduct preliminary studies and gain in-depth insights into a specific topic, as they allow for the exchange of information and ideas through question and answer.

In this research, the researcher interviewed the lecturer and the students at different times and locations. The researcher interviewed the lecturer on June 12th, 2024, and interviewed the students on June 14th, 2024, in face-to-face situations. The researcher asked several questions related to the teaching strategies. The interviews were conducted to understand more about the strategies and obstacles to improving students' public speaking skills in a public speaking course. After collecting all of the data, the researcher conducted a descriptive analysis.

F. Data Analysis

Data analysis involves organizing data systems to gather relevant data for research, employing Attractive Analysis by Miles and Huberman (2005).

1. Data Reduction

Reduction is continuing data, selecting the main things, focusing on important things, and looking for research themes. The next step in this activity is to select, concentrate, and direct the resource data that has been collected.

The researcher observed the learning process and activities that occurred during the class. The researcher then identified the lecturer's strategies employed during the meeting. The researcher reduced the data, discarded unimportant material, and retained significant data for use in this research.

2. Data Display

Data display is the process of summarizing data in various forms such as sentences, narratives, diagrams, charts, matrices, or tables. It helps researchers understand the data by displaying it in patterns. Data display is a collection of information that allows researchers to reach conclusions and take action. To effectively display data, the researcher uses observation checklist tables and interview sheets, arranging the information in a clear table for better understanding. The researcher will get a conclusion of the lecturer's strategies for improving students' public speaking skills in a public speaking course.

3. Drawing Conclusion and Verification

Verification is crucial in answering research questions, objectives, goals, and significances. In qualitative research, conclusions are temporary and are based on comparing observation and interview data. The validity and consistency of these conclusions are ensured when the researcher returns to the field, ensuring credibility. Observation data is used to validate all collected data, while interview data is used to confirm the findings. In this research, the researcher makes conclusions based on data display.

The data analysis process involves collecting data through observation and interviews, selecting and focusing on the data, displaying it in a table, and drawing conclusions. Validity of the data is ensured through observation and interview support. The researcher will get a conclusion of the lecturer's strategies for improving students' public speaking skills in a public speaking course.