

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used a qualitative content analysis design to analyze the speaking performance on the "Syarifah Irnina" YouTube channel based on the short drama presented. This approach was chosen to provide a clear and in-depth picture of the characteristics, patterns, and quality of the research subject's speaking skills in the drama content without overinterpretation. Data was collected through video observations and analyzed using content analysis techniques to identify key aspects of the speaking performance. The content analysis was conducted inductively to maintain the closeness of meaning to the original data and to produce a comprehensive description of how speaking performance is constructed and performed in a digital, drama-based environment.

Qualitative Content Analysis (QCA) is perhaps the most frequent way to undertake qualitative document analysis. It looks at the main themes in the materials being studied (Marcin Komor & Karolina Grzyb, 2018). The English drama video from the Syarifah Irnina YouTube channel is the subject of this study. Using this approach, the drama video from the YouTube channel were carefully looked at to find patterns and the ways the actors in the short drama talked to each other.

B. The Subject

The subjects of this research were two purposively selected student groups from one drama video, chosen because Video 1 clearly demonstrated speaking performance through the alignment of verbal expression with facial and bodily gestures, while Video 2 allowed analysis of speaking performance through vocal expression and emotional delivery despite limited visual cues. This research aims to examine the speaking performance of one of the drama videos, which contains several groups performing different content. The researcher selected two out of five groups purposively because their performances were the most relevant to the research objectives, provided clearer audio quality, showed active participation, and represented varied communication contexts that allowed for a more focused and in-depth analysis of speaking performance.

C. Data

1. Research Data

This research aims to obtain information about students' speaking ability through short drama videos on YouTube, focusing on fluency, pronunciation, accuracy, and intonation. The data were analyzed using a content analysis approach, where the researcher examined the verbal responses, dialogue patterns, and speaking features that appeared in the selected videos. The data were collected through systematic observation of the

videos and documentation in the form of transcripts of students' spoken dialogue.

2. Main Source

The main source in this research is a short drama video uploaded on Syarifah Irnina's YouTube channel, with the titles Support Each Other and Beware of Strangers. Both videos feature students performing short dramas in English. The researcher took the following link as the video being studied; https://youtu.be/qFBSYXX7Gcw?si=oq_6LVMv6jdDjVxr In addition, secondary data sources also came from various literatures such as books, journal articles, and previous research results related to speaking performance, the use of drama media, and the utilization of the YouTube platform.

D. Technique of Data Collection

The data was gathered by the researcher through the use of documentary analysis, which is commonly used in qualitative research that utilizes digital media as the primary data source. The main data were obtained from drama videos uploaded on the Syarifah Irnina YouTube channel. The data collection process involved several stages. First, the researcher selected videos relevant to the focus of the research by considering the clarity of the dialogue, the number of speakers, and the suitability of the conversational context. Second, the videos

were downloaded and repeatedly viewed to ensure a comprehensive understanding of the plot and the interactions within the dialogue. Third, all spoken utterances in the videos were transcribed repeatedly. Fourth, the transcripts were verified through rechecking against the videos to ensure accuracy. All collected data were then prepared in textual form as the foundation for conducting content analysis on the aspects of fluency, pronunciation, accuracy, and intonation.

E. Research Instrument

The research instrument employed in this study was a speaking performance scoring rubric used to assess the content of the drama presented in videos uploaded on Syarifah Irnina's YouTube channel. This rubric functioned as a systematic evaluation tool to measure students' oral performance based on four key aspects of speaking skills, namely fluency, pronunciation, accuracy, and intonation. Each aspect was carefully analyzed to capture how effectively the students delivered their spoken language in the drama context, including their smoothness of speech, clarity of sound production, grammatical correctness, and appropriateness of stress and tone patterns. The level of students' performance in each aspect was rated using a four-point scale ranging from 1 to 4, which was categorized as very good, good, less, and very less. The use of this rubric enabled the researcher to conduct a structured and consistent assessment, ensuring that

the analysis of students' speaking performance was objective, detailed, and aligned with the research focus.

F. Data Analysis

The data in this study, following the procedures outlined by (John W Creswell & J. David Creswell 2018). The analysis involved six steps:

1. Organizing and preparing the data for analysis, including transcribing the spoken text from the selected drama video.
2. Reading through all the data to gain a general sense of the content
3. Coding the data by labeling specific segments that relate to speaking performance aspects such as fluency, pronunciation, grammar, vocabulary, and intonation
4. Generating categories or themes from the coded data
5. interpreting the meaning of these themes in relation to the speaking performance displayed in the video and
6. Validating the findings by checking consistency and referring back to the original transcript. This process enabled a detailed and systematic exploration of how speaking skills are demonstrated in a naturally performed yet scripted context.

The theory used by researchers as a basis for answering questions:

This study refers to the theory of speaking performance proposed by (H Douglas Brown, 2004) in which speaking ability is assessed through:

Fluency: Speaking fluency without too many pauses or repetitions.

Accuracy: Grammatical appropriateness and vocabulary usage.

Pronunciation: Clarity and accuracy of pronunciation.

Intonation: Variations in tone of voice that are appropriate to the context of the conversation.

In addition, this study uses the drama theory approach in language learning by (Bunyamin, 2019), which emphasizes that drama provides opportunities for students to improve language skills in real contexts.

Rubric scoring:

The researcher using score 1-4 (Very good, good, less, and very less)

Aspect	4	3	2	1
Fluency	Speaks smoothly with little to no hesitation,	Generally fluent with minor hesitation, ideas are mostly clear.	Frequent hesitation, ideas are sometimes unclear or	Very hesitant, speech is disjointed and hard to follow.

	ideas flow clearly and naturally.		repetitive.	
Accuracy	Uses structures and vocabulary accurately with minimal or no errors.	Some minor errors that do not interfere with meaning.	Frequent errors that sometimes affect understanding.	Many errors, meaning is often unclear or misunderstood
Pronunciation	Clear and accurate pronunciation, easy to understand; native-like sound.	Generally clear; some minor mispronunciations but still understandable.	Mispronunciations affect understanding at times.	Pronunciation frequently unclear and affects comprehension.
Intonation	Excellent use of stress and intonation, sounds	Some variation in intonation, mostly appropriate and	Limited intonation, often flat or unnatural.	Monotonous or inappropriate intonation;

	natural and clear. expressive.		affects meaning.
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