

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is a descriptive qualitative method. In qualitative research, there is little or no statistic. Qualitative research is largely inductive, with the inquirer generating meaning from the data collected in the field. This method could be employed if the researcher is not certain of which variables to control (Creswell, 2003). The research is analyzed as descriptive, it is described by words or figures if necessary, and it does not describe the numerical analysis (Endaswara, 2004). Descriptive method is a method used to describe or analyze the results of research but not used to make broader conclusions (Sugiyono, 2005). This study was carried out by formulating the problem, collecting the data, classifying, and explaining the result.

Qualitative research is suitable to be used in this research because the writer wants to describe about the techniques used by the teacher to evaluate fourth semester students of English Department of Antasari State Islamic University's speaking skill. By using this method, the researcher also wants to describe about the advantages and disadvantages of the techniques for the teacher and the students.

B. Research Setting

The researcher took the place at English Department of Antasari State Islamic University Banjarmasin. English Departement of Antasari State Islamic University is located on Jl. A. Yani KM. 4.5 Banjarmasin South Kalimantan. In English Department, speaking III is targeted as one of the main subject.

The researcher chose this place because English Department of Antasari State Islamic University is one of the most famous English Education in South Kalimantan which is considered by many interested people from various regions. In English Department, teaching and learning process of English is done by the professional English teachers who have good competency. So, the teaching and learning process of English is very liked by the students of the English Department.

C. Subject/Participant

The subjects or particifants of this research are an English teacher and the fourth semester students of English Department of Antasari State Islamic University. At the fourth semester of English Department, there are five classes of Speaking III class (class A, B, C, D, and E). All of the class became the subject for this research partly. The resercher chose 5 students in every class for being a sample or subject in this research. So, in total there were 25 students as respondents.

In this research, the researcher focused on the teacher's evaluation techniques on student's speaking ability at the fourth semester of English Department of Antasari State Islamic University Academic Year 2018/2019 and also the advantages and disadvantage of the techniques.

D. Data and Source of Data

1. Data

This data in this research include data about the teacher's evaluation technique on student's speaking ability at the fourth semester of English Department of Antasari State Islamic University academic year 2018/2019 and also about the advantages and disadvantages of the techniques.

2. Source of Data

The data is collected from respondents, the respondents in this research are an English teacher and the fourth semester students of English Department of Antasari State Islamic University academic year 2018/2019.

E. Data Collection Technique

In this research, the data is collected by using qualitative data. The qualitative data describes the condition, situation and responses of the teacher and the students during evaluation process. In this qualitative data, the

researcher used observation (observation sheet), interview (interview sheet), and questionnaire (questionnaire sheet).

1. Observation

This technique is used to collect the data about the teacher's evaluation techniques on the students speaking ability at the fourth semester of English department of UIN Antasari Banjarmasin. This technique is for observing the evaluation technique that used by the teacher when the teacher evaluates students' speaking ability in the classroom from the teacher opened the evaluation activities, gave an instruction, and implemented the technique that the teacher used to evaluate the students. The researcher recorded and took note for all of activities that happened in the classroom. For the observation, the researcher did observation 1 time for 1 class. So, in total there were 5 observation times during evaluation process of all the classes.

2. Interview

This technique used to gain information about the teacher's evaluation technique on students' speaking ability at the fourth semester of English Department of Antasari State Islamic University academic year 2018/2019. The researcher interviewed the teacher directly about the teacher's evaluation techniques on students' speaking ability at The

Fourth Semester of English Department of Antasari State Islamic University academic year 2018/2019.

3. Questionnaire

The researcher gave 7 questions to the students about the teacher evaluation techniques because the researcher wanted to know that the students are really satisfied or not of teacher's evaluation techniques and what the advantages and disadvantages for students. The researcher chose 5 students in every class as respondents. From the questionnaire, students answered with open-ended questions about the techniques used by the teacher and also about advantages and disadvantages of evaluation techniques that teacher used to evaluate students in Speaking III course. The questionnaire is not given directly to the students, but the researcher used google form link for sharing the questionnaire sheet to the students.

F. Data Analysis

According to Miles & Huberman (1994), they said that we define analysis as consisting of three concurrent flows of activity: data reduction, data display and conclusion drawing/verification.

1. Data Reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified.

The researcher divided the data based on each need. Supposedly, the data can be used to answer the teacher’s evaluation techniques and the advantages and disadvantages of them.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action.

At this stage the researcher present the data that already exists. The researcher present observational data, interviews, and questionnaire into narrative forms.

3. Conclusion Drawing/Verification

The last stage stream of analysis activity is conclusion verification. From the beginning of data collection, the qualitative analysis began to decide what things mean, is noting regularities, pattern, explanations, possible congratulations, causa flows, and propositions. Final conclusions may not appear until data collection is over.

The guidelines used in the data analysis process can be stated as follows:

- a. From the results of questionnaire, and interview to complete field notes are made. This field note consists of description and reflection.
- b. Based on the field notes, data reduction is the made. The data reduction is in the form of important findings.
- c. From data reduction then followed by the preparation of data presentation in the form of systematic stories with the edits of researcher so that the meaning is more clearly understood. This data presentation, equipped with supporting factors, includes methods, schemes, charts, tables, and so on.
- d. Based on the data presentation, then the conclusion is formulated temporarily.
- e. The temporary conclusion will always continue to grow in line with the discovery of new data and new understanding, so that there will be a solid conclusion and really in accordance with the actual situation. And so on this researcher activity takes place, that is, it occurs, continuous interaction between the three components of the analysis together with new data collection is felt to produce complete data so that final conclusions can be formulated.

- f. In formulating final conclusions, in order to avoid subjective elements, efforts are made, completing qualitative data and develop “intersubjectivity”, through discussion with others.