

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

Qualitative research is providing a statement of a certain natural phenomenon such as behaviour, perception, process, and action to be described in the form of words. Qualitative research is a type of research that focuses more on data through words rather than number. According to Creswell (2003) assumes that qualitative research is approach built by researchers to create interpretations with a variety of information and perceptives from participants. The research design in this study is qualitative in the form of descriptive.

Descriptive qualitative research creates data from written word, oral from people to interview data, and that their behaviour in which is closely related on how the researcher describes phenomena whether identify the modification while the teacher uses the snowball throwing in the classroom and investigates what kind of student's response using the snowball throwing type for students to help them in speaking activity.

According to Nazir (1998) descriptive qualitative method is a method for analysing data about the status of a human group, activities, participants, or class events in the current situation. The purpose of descriptive qualitative method is to get a deeper understanding of phenomena such as environment, situation, relationships through the word of data.

## **B. Research Setting**

Conducting the place that support the research, the researcher takes place at SMPN 23 Banjarmasin, where the teacher has applied the type of learning technique, snowball throwing type at VIII E class especially in speaking skills, before starting the research, the researcher will ask permission from the head of school and the English Teacher, then provide an explanation and purpose of this research, and next the researcher conduct research at SMPN 23 Banjarmasin.

In its use, the type of snowball throwing tends to invite students to talk in the group discussion step where they share opinions, knowledge, new vocabulary, and improve social communication skills. So that speaking skills will be trained in addition, knowing the benefits of implementing snowball throwing type in class that students face during speaking activities because the implementation of snowball throwing involves interaction of members in class to answer, not infrequently wrong pronunciation can occur in teaching so that students being able to add insight on the correct pronunciation of words by the teacher when saying questions in snowball crushing and when answering snowball questions is also a form of strategy that provides game-based learning so that students will be very enthusiastic in following the flow of learning instead of only at the teacher central.

During the pre-interview with the teacher, the teacher provides teacher- and student-focused learning in one month. When conducting research in February, the second week the school was conducting midterm exams, so that after the exam the teacher could implement student-focused learning, namely cooperative learning

with 3 points of comparison, because the first week of learning focused on the teacher.

### **C. Participants**

Participants in this research study were teachers and students at SMPN 23 Banjarmasin. The participant was chosen because during pre-observation the English teacher has a snowball throwing type cooperative techniques which is applied in classroom grade of VIII E. To explain the steps and responses of snowball throwing type in the speaking activity which based on the pre-interviews with English teachers and the teacher suggested VIII E class which has 30 students to be in observation in this study because students have used snowball throwing type in and related to the material about degree of comparison the teacher have the aim to develops student's speaking activity to be more active by snowball throwing type. For eight to answer the second research question number which has 2 responses, it requires more than one student from each group representative to show positive and negative responses because there are four groups, 2 respondents are taken from each group so that 8 respondents are needed.

### **D. Data and Source of Data**

Data is the amount of information in the form of activity, location, and informant which are obtained from observations or related sources in research (Nugrahi, 2014). The data which be investigated in this research consist of the data about the teacher uses the snowball throwing type in teaching and learning speaking activity in classroom and the response of students using snowball throwing type in teaching and learning speaking in classroom. The data source consists VIII E

students at SMPN 23 Banjarmasin, specifically several student classmates, and the teacher.

### **E. Technique of Data Collection**

Technique of data collection is the process of collecting data from participants to explore meaning and theory Mahmudah (2021). The data collection techniques used were observation in class, individual interviews with students, and supporting documents.

#### **1. Observation**

Observation is an option of a number of data collecting where the researcher observes what the participants do in a natural setting. The observation in this research to identify the steps that the teacher uses the snowball throwing type whether it is appropriate steps or the teacher does some modifications steps of implementing snowball throwing in the classroom through field notes and observation sheet.

This technique is a form of research type that focuses on the collection and description of non- numerical data. Juliana and Syah (2021) state that observer focus on the current state without looking at previous and subsequent behaviors to those they feel give meaning and appropriate behavior. While attending the study, the teacher was only a mediator and indicated that the teacher's instructions might be less than usual in the classroom. The aim of observation is to redescribe the participant that have been observed to provide discoveries in research.

## 2. Interview

Interview is a stage designed to collect information from a person through oral responses to oral questions. The data interviews involve one or more people sharing answers to a series of questions. At this stage, the researcher was conducted individually to obtain data through questions.

The researcher conducts the interview session with representatives of eight students about the response in speaking activity that students face when using the snowball throwing type. The purpose of using interview in this research is providing detailed information that cannot be accessed through observation.

In this research the interview will be done by the research asks directly with the students. The purpose by using interview is to find out the students' responses toward using snowball throwing type in speaking activity with eight students.

## 3. Documentation

Documentation is the provision of information that can be a material supplement such as recording images, quotes, other reference sources as teaching and learning tools. In this research, documentation is needed to complete the research, such as taking photos of the activity of implementing the snowball throwing type in the classroom and other sources of writing related to research. The purpose of documentation is that various sources can be used as accurate evidence for information.

## **F. Data Analysis**

This study the research used interactive analysis model in order to analyze the data. In point of Miles and Huberman (1994) the interactive analysis includes of three steps such as: data reduction, data display, drawing conclusion. Data analysis is the process of examining data with the aim of finding useful, suggesting conclusions, and supporting decision making.

### **a. Data Reduction**

Data reduction technique is optimizing data through a shortening process on the certain component of data into a simple volume in finding data. At this stage the researcher discards the data which data is not obtain in the list of implementing snowball throwing type and select the point of the benefit using snowball throwing type from the interview data recorder. The aim of this data reductions is creating the efficiency of data processing to improve the results of the same analysis and defining the data more regularly.

### **b. Data Display**

The stage after the data is sorted in data reduction so that the data is organized in the form of a data presentation that will require researchers to classify the data based on the group. Display data is data that is systematically arranged which groups data based on categories with descriptive descriptions that follow it. The purpose of data display researchers is to be able to arrange data based on relationship patterns so that it is easy to understand. Kurniawan and Agustini (2021) notice that data display is a collection of data displayed in the form of narratives, tables, charts, categorical relationships, and so on. The data display in this study,

the researcher arranges the data in a kind sequence of descriptive text in order to create simple grouping which the data from the results of observation data of implementing snowball throw and interview data by classifying the benefit because data display is a way to efficiently describe

c. Drawing Conclusion

Drawing conclusions is the final result of the data that has been reduced and presented. That the conclusion drawing is the third in data analysis to interpret the data by looking for meaning. In this study, the conclusions drawn are strengthened based on the results with existing theory of the data that has been shown during the reduction process and data display. So that the data desired by the researcher is formed. The purpose of this drawing conclusion stage is to produce short, concise, but clear data on research points such as the steps for snowball throwing type and the student's response snowball throwing type in speaking ability.