

## **CHAPTER III**

### **RESEARCH METHOD**

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

In this research, the researcher used qualitative research. Qualitative research is used by researcher as an approach for exploring and understanding kinds of collaborative drama that teachers use in teaching speaking and their view toward the use of collaborative drama in teaching speaking.

The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support away of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Creswell, 2014, p. 2).

In this context, the researcher used narrative inquiry as a research method. Narrative research design is qualitative procedures in which researchers describe the lives of individuals, collect and tell stories. In education, these stories often relate to school classroom experiences or activities in schools (Lodico, et al., 2006, p. 22).

Narrative inquiry tells teachers' experience and view and how

their reflection in using collaborative drama in teaching speaking. Teaching speaking using collaborative drama invites potential roles and benefits, issues and challenges. Hence, all those experiences could be only captured by narrative inquiry.

#### **B. Research Setting**

This research was conducted in SMKN 4 Banjarmasin, the research collected from English teachers of SMKN 4 Banjarmasin, and this research carried out from July until September 2023. The researcher chose SMKN 4 Banjarmasin because based on the researcher's observation this school has English as a school subject and also has an English extracurricular called EKUPAT (English Klub SMKN 4). Researcher also founds that the English teachers in SMKN 4 Banjarmasin use various methods to teach students.

#### **C. Subject/Participants**

The participants of this research are the teachers who teach English in SMKN 4 Banjarmasin. The researcher takes two teachers who teach the regular class the tutor for EKUPAT in SMKN 4 Banjarmasin. The criteria which researcher used are English teachers who have experience in teaching speaking and use collaborative drama to teach speaking.

#### **D. Data**

Data is divided into two types based on its origin of acquisition, they are primary data and secondary data. Primary data is data obtained

and collected from the first resource, while secondary data is data obtained and collected from the second, third resource, and so on. The required data in this research is the collaborative drama that English teachers used. The data comes from English teachers in SMKN 4 Banjarmasin who teach English in the class and EKUPAT. The data was obtained from conducting narrative frames, interviews, and observations with the participants (about collaborative drama, and the teachers' view of using collaborative drama). The purpose of gather the data are:

1. Explain the kinds of collaborative drama that teachers use for teaching speaking.
2. Explain what the teachers' view is in using collaborative drama for teaching speaking.

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

In this research, the researcher used three techniques for collecting data as follow:

##### **1. Observation**

Observation is the activity of data through observation of phenomenon, and empirical fact which relates the research problem. In the observation activity, the research can bring the check list, rating scale or the periodic notes as the observation instrument.

The researcher uses this method to collect the data directly and systematically towards the object which is researched. The data that

will be observed is the condition of the class during the teaching speaking process using collaborative drama method in SMKN 4 Banjarmasin.

The observation is intended to gain information related to what kind of collaborative drama the teachers use. The researcher will observe the class while the lesson is taking place and take notes in accordance with the circumstances. Observations will take place in the extracurricular English Club class. These notes were then utilized to gather information about the kind of collaborative drama that teachers use in teaching speaking.

## 2. Interview

Interview is one of techniques of data collection through the communication process, it is a relation or private conversation between the researcher and the respondents. The interview process can be used directly or not. Direct interview means a 'face-to-face' and oral conversation between the two communication actors, while indirect interview means using a list of questions sent by the data collector to the respondent to answer it in written form (Rianto Adi, 2004, p. 72). Focus groups can be seen as a type of group interview, but one that tends to concentrate in depth on a particular theme or topic with an element of interaction (Walliman, 2011, p. 100). In this research, researcher used face to face interviews, and group interviews. The interview was carried in the school.

Open-ended questions which are designed to permit a free response from the respondent or participant rather than one limited to certain stated alternatives are considered appropriate (Kothari, 2004, p. 103). The use of interviews to question samples of people is a very flexible tool with a wide range of applications. One of three types of interviews that researcher use is semi-structured interview. Semi-structured interview, one that contains structured and unstructured sections with standardized and open type questions (Lodico, et al., 2006, p. 99).

Based on the discussion above, the interview is intended to gain information related to kinds of collaborative drama, and teachers' view in using collaborative drama in teaching speaking. These instruments of this interview adapted from Brinkmann (2013), the interview covered three stages of experience such as: a) life history for presenting past b) contemporary experience for presenting present, and c) reflection on meaning for presenting future. At the interview, the teachers were encouraged to cover the topics about (1) their introduction and knowledge about collaborative drama kinds, (2) their view in using collaborative drama for the first time and now. The interview was tape-recorded and transcribed verbatim. Teachers were invited to have a group interview semi structured-interview. There are thirteen questions and the duration of the interview is 40 minutes. The interview was conducted in Indonesian language, because they faced difficulty to

expressing some feelings, emotions with English.

### 3. Narrative Frame

Narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths (Barkhuizen et al., 2014, p. 45). Narrative frame can help the researcher catch the expected experiences to be written since it provides an insightful and fuller picture of the teachers and students' experiences and provides guidance and support in both the structure and content of the narrative.

The participants were given an explanation about the purpose of study and the inclusion of narrative frames. The researcher asked the teachers to complete a narrative frame. The narrative frame for teachers was adapted from Barkhuizen et al (2014). The original is about the change in teaching practice. It covers general aspects of teaching practice. Therefore, some changes were made to fulfill the research needs. The teaching practice being asked was focused on using collaborative drama. To anticipate the limitation of narrative frame, the researcher provides an empty box, with appropriate prompts at the beginning and end of the actual sentence starter frame for participants to write freely any additional information they wanted to share (Barkhuizen et al., 2014, p. 40). The narrative frame was considered as narrative data that was ready to re-story. The data gained from the narrative frame were three elaborated experiences such as past, present

and future experience in using collaborative drama in teaching speaking. The data that researcher search in using narrative frames as a technique of collection data is a kind of collaborative drama that teachers use in teaching speaking.

#### **F. Data Analysis**

To analyze the data, the researcher used narrative inquiry. Narrative analysis is a method for analyzing data and providing an explanation, and takes several forms. It is called analytic narrative, narrative explanation, narrative structural analysis, or sequence analysis. The narrative is an outline or model for organizing the data, but it also serves as a type of explanation (Neuman, 2014, p. 496).

The steps were described as the research procedures were taken from Creswell (2012). The procedures represent clear and comprehensive stages in conducting narrative inquiry. Then, it was operationalized into the research context. The steps were described as follows:

##### **Step 1. Identify the phenomenon to explore**

In this step, the researcher focused on kinds of collaborative drama, and the teachers' view in using collaborative drama to teach English in SMKN 4 Banjarmasin. This study involved two English teachers in high school from SMKN 4 Banjarmasin. Identifying an issue or concern provides the purpose for a study and enables the researcher to understand personal or social experiences of an

individual(s). The aim of this research was to explore teachers' view toward the use of collaborative drama for teaching speaking. To identify the phenomenon, the researcher gives the interview and narrative frame to the teachers.

### **Step 2. Select one or more participants to study**

The criteria of selecting participants are that the teacher has a lot of experience using collaborative drama to teaching speaking. The identification process resulted in two teachers, Teacher 1 (T1) and Teacher 2 (T2), who provide rich information about the use of collaborative drama to teach speaking. To have an initial description about their view, the researcher addresses some questions related to kinds of collaborative drama that they use, and their view in using collaborative drama to teach speaking.

### **Step 3. Collect the story from the participant**

This step has the participants tell their story in a narrative frame. After doing the interviews, the researcher collects the notes. And collect other field text by the observations.

### **Step 4. Retell the individual's story**

Because narrative inquiry is one form of qualitative research, it employs qualitative data analysis. The data analysis was begun with step when examining the narrative data from narrative frame and non-narrative data (interview transcription). Then, the researcher identified elements of the story, organized the elements. When it was completed

as a narrative frame, the researcher moved into interview transcripts as a complementary and comparison.

After the retelling process finished, the researcher gave the retold version to teachers to verify whether my version really represented their stories. When all participants agreed with the researcher version, the researcher segmented the narrative data according to research questions.

### **Step 5. Collaborate with the participants storyteller**

Through the narrative story collection process, the researcher worked with the storyteller to ensure the participant's experiences are accurately portrayed. This step took place during the process of conducting research. It aims to validate the data source. At the initial stage, the researcher started to closely work with the participants in collecting narratives. The participants had to understand well what story to tell. Therefore, the researcher ensured them both pleasant or unpleasant stories were welcome as far as the stories were relevant to frame. What the researcher do is combine information from the interview to the narrative frame, to have completed the narrative frame. During the process of combining, the researcher added and changed some points.

Therefore, the researcher has to share the result with the participants whether the researcher retold still represents their narratives or whether the researcher made no clear message to their original

stories.

### **Step 6. Write a story about the participants' experiences**

The researcher wrote and reported findings by using thematic analysis. The findings section is divided into a number of subsections representing the main research questions that resulted from the analysis of the data. Thematic analysis is probably suitable for multiple case studies since it opens up the possibility of comparing narratives in a data set of establishing shared themes, as well as highlighting individual differences.

### **Step 7. Validate the report accuracy**

The researcher kept collaborating with the participants throughout the process by collecting, retelling, and reporting their narratives. The report on finding is finished after a validating process such as member checking, triangulation, the data source, and searching for disconfirming evidence. This step was elaborated into the following section on the quality of the study (Creswell, 2012, p. 514-516).

Then, to build the trustworthiness of this narrative inquiry, the researcher referred to the highly influential and much cited classic work of Lincoln and Guba (1985) and current by Loh (2013). The four criteria of trustworthiness were used such as: 1) Credibility 2) Transferability 3) Dependability, and 4) Confirmability.

#### 1) Credibility

Credibility is similar to internal validity in positivist

research. Therefore, the researcher used triangulation and member checking. 1) The triangulation is the technique used to ensure that an account is rich, robust, comprehensive and well developed. Method triangulation resulted from using two kinds of research instruments for data collection. This study used a narrative frame, interview. The narrative frame could restrict teachers narrating their story. Therefore, combining narrative frames with interviews helped to collect rich data. 2) The member checking is the single most important provision that can be made to strengthen a study's credibility. This can be done both formally and informally as opportunities for member checks may arise during the normal course of observation and conversation. I gave it back to the teachers to ask whether the retold version still represents their narrative or whether the change by the researcher was made clear to them or not.

## 2) Transferability

To establish the transferability of this study, a database that make transferability judgments possible on the part of potential appliers should be provided.

## 3) Dependability and Confirmability

To achieve dependability and confirmability of the study, the researcher maintains a dependability audit examining the process of inquiry and confirmability audit examining the

product to provide that findings, interpretation and recommendation are supported by data. To achieve those kinds of audits every finding was supported by data and potential auditors were provided access to trace all data.