

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a mixed methods approach, which is a combination of qualitative and quantitative methods in one study. According to Emary et al. (2023), mixed methods research allows researchers to leverage the strengths of both approaches: the depth of exploration from qualitative methods and the objective measurement and generalization from quantitative methods. Pentina et al. (2023) further note that this approach provides a comprehensive understanding, as seen in research on the relationship between humans and social chatbots, which includes both in-depth perspectives and quantitative data for more thorough analysis.

This research approach integrates quantitative data obtained from an analysis of students' speaking skill needs and qualitative data obtained from the design phase of teaching materials using the Inquiry Narrative or narrative inquiry approach. Narrative inquiry is a research method that focuses on collecting and analyzing stories to understand the experiences and meanings held by individuals or groups. Narrative inquiry explores students' personal stories related to their experiences in learning using a particular model (Chai and Hamid, 2023). Stolk (2024) also emphasizes that narrative inquiry is an approach that investigates the

experiences of individuals and groups and the meanings they assign to those experiences, through collecting stories relevant to the experiences of users and developers in the evaluation process.

B. Place And Time Of Research

This research was conducted at MTs Darussalam, a private junior high school (Islamic junior high school) in Bengkulu City. This location was chosen based on the diversity of its students and the application of language learning methods and media, particularly to improve speaking skills. Furthermore, the school provided positive support for this research by facilitating data collection through questionnaires, observations, and interviews.

This research was conducted in the even semester of the 2024/2025 academic year, from March to May 2025. This research involved several stages: preparation (instrument development and obtaining research permits), implementation (questionnaire distribution, learning observations, and teacher and student interviews), and the final stage (data processing and analysis).

C. Research Instrument

In this study, the researcher employed a mixed approach, namely quantitative and qualitative. For quantitative data, the researcher used a questionnaire as an instrument. This questionnaire was structured based on indicators developed

from theory and field needs. Each statement in the questionnaire was designed using a Likert scale to facilitate respondents in providing measurable answers. Before use, the questionnaire was pre-tested through validity and reliability tests to ensure that the instrument was suitable for use in data collection. For qualitative data, the researcher used an in-depth interview technique. Interviews were conducted semi-structured with students and teachers, using guide questions that had been developed based on the research focus. During the interview process, the researcher used a voice recorder and took notes of important points for documentation. The data obtained were then analyzed thematically to identify findings that support the process of developing teaching materials.

1. Questionnaire

A questionnaire is a data collection technique conducted by asking questions to respondents. In this study, a Likert scale was used to measure respondents' attitudes or opinions on the topic under study. The first step in this study was to design a questionnaire containing statements related to students' experiences in learning English using the Contextual Learning method through student speaking activities. The questionnaire instrument was designed to explore the extent to which

the Contextual Learning method influenced student engagement and understanding in learning.

After the questionnaire was distributed to respondents, the collected data was analyzed to determine the level of success in improving English learning and its impact on student experience. For quantitative data, the researcher used a questionnaire instrument administered to students and teachers. The student questionnaire consisted of 20 items structured around 4 indicators and 6 sub-indicators. The outline of the student questionnaire can be seen in Appendix 9, while the questionnaire instrument is in Appendix 10. The teacher questionnaire consisted of 20 items covering 7 indicators and 7 sub-indicators, with the outline in Appendix 11 and the instrument in Appendix 12.

2. Interview

Interviews were conducted with English teachers at MTs Darussalam, Bengkulu City. This technique was used to obtain in-depth information about the teachers' perspectives on students' speaking skills, difficulties they face in teaching social expressions, and their experiences using contextual learning methods and media such as cartoons. The student interviews consisted of 11 questions covering 5 indicators and 11 sub-indicators. The 5 indicators are as follows:

a. The Importance of Speaking Skills

Speaking skills are a crucial aspect of communication, particularly in language learning. By mastering these skills, a person can convey ideas, opinions, and information clearly and effectively to others.

b. Speaking Learning Experience

Reflecting on speaking experiences is important for understanding how far a person has progressed and what strategies have been most effective for them. By reflecting on their learning experiences, students can develop learning plans that are more targeted and tailored to their individual needs.

c. The Need to Learn to Speak for Social Interaction

Students need to realize that improving speaking skills is not only about academic needs, but also about supporting their ability to interact effectively with others. This understanding can foster stronger learning motivation due to the real needs in everyday life.

d. Use of Context and Learning Media

Speaking learning will be more effective if it takes place in a relevant context and uses appropriate media. By choosing the right context and media, the speaking learning process becomes

more engaging, meaningful, and encourages active participation.

e. Hopes and suggestions

These hopes and suggestions are important as input for teachers to create learning that is more responsive and relevant to students' needs.

The questionnaire can be found in Appendix 3, while the interview instrument is in Appendix 4. The teacher interviews consisted of 12 questions, covering 5 indicators and 12 sub-indicators. The teacher interview questionnaire is presented in Appendix 6, and the interview instrument is in Appendix 7.

The interview instrument in this study did not undergo a formal validation process using statistical tests. Instead, the questions used in the interviews were developed based on a review of relevant literature and practical experience in the field of education related to this research topic. Instrument development drew on theories put forward by experts such as Creswell (2014), who discusses qualitative research methodology, and Donzin & Lincoln (2005), who emphasize the importance of credibility and measuring data in qualitative research.

The interview instrument in this study was designed to gain in-depth insights from both students

and teachers, who are key stakeholders in the development of teaching materials for speaking skills. The student interview instrument consisted of 11 questions. Each item was designed to explore students' perceptions of the importance of speaking skills in everyday communication, their experiences learning English, challenges faced when speaking, and their level of confidence in using the language. Furthermore, several items aimed to determine students' preferences for learning methods such as the use of videos or cartoons, and their interest in materials based on everyday life contexts.

Meanwhile, the teacher interview instrument consisted of 12 questions focused on teachers' perspectives on students' speaking skills, challenges in teaching speaking, and suggestions for developing social interaction-based student worksheets (LKPD). These questions also covered the extent to which teachers have used learning media such as cartoons or animated videos, the effectiveness of these media in increasing student participation, and the interactive methods deemed most relevant for inclusion in the LKPD. Furthermore, teachers are also asked to provide an evaluation of the LKPD success criteria and their

willingness to provide input or conduct trials on the prototypes developed.

All items in this interview instrument were compiled based on relevant literature, field needs, and the primary objective of the research, which was to develop contextual, engaging, and effective teaching materials to improve students' speaking skills. The interview items were structured taking into account language clarity, content relevance, and the depth of data to be extracted, ensuring comprehensive and meaningful interview results.

3. Observation Sheet

Observations were conducted as a data collection technique in this study to obtain a realistic picture of the speaking learning process of seventh-grade students at MTs Darussalam, Bengkulu City. These observations aimed to describe student activities in using speaking skills, observe interactions between teachers and students, and assess student responses to the lesson material.

During the observations, researchers recorded various behaviors and interactions occurring in the classroom, particularly how students communicated orally in English, both with their peers and with the teacher. Researchers also noted the strategies used by

teachers in delivering speaking materials, including explanation methods, assignments, and the use of learning media.

The observed learning activities showed that teachers strived to create a comfortable learning environment and encouraged students to actively participate. Students appeared enthusiastic when the teacher engaged them in icebreaking games with English. Although not all students demonstrated good speaking skills, most attempted to understand the material presented, and some took the initiative to ask questions when experiencing difficulties.

This observation was conducted without interrupting the learning broadcast, and the researcher occupied a position that allowed for comprehensive observation of the entire class. The results of this observation were used as supplementary material to analyze the needs and context in developing speaking teaching materials based on social interaction and cartoon media. During the observation process, the researcher noted various important aspects related to students' speaking skills and the teacher's teaching strategies. The teacher appeared to strive to create a comfortable learning environment, so students felt more confident speaking in English. The teacher's instructions

were also delivered clearly, and when necessary, the teacher translated them into Indonesian to facilitate student understanding of the assignments.

Throughout the learning process, several students showed initiative in completing assignments despite experiencing difficulties. Many also dared to ask questions to the teacher when they struggled to understand the material. In general, most students appeared to be listening attentively and focused, although some students appeared less attentive and preoccupied with their own activities.

In terms of learning media, teachers continue to use limited resources, such as books and whiteboards, without any variation in other, more engaging media. However, to maintain student enthusiasm for learning, teachers incorporate icebreaker activities in the form of games spoken in English to create a lively and engaging classroom atmosphere.

These eight indicators serve as a reference in the observation instrument, which can be seen in Appendix 13, while the results are presented in Appendix 14. These observations provide a concrete picture that supports the needs analysis in the development of contextual-based speaking teaching materials and cartoon film media.

D. Data Collecting Technique

Data collection techniques in this study were conducted directly at the schools serving as the research locations. The researcher first coordinated with the school to determine an appropriate time for data collection.

Quantitative data collection was conducted by distributing questionnaires to students and teachers as respondents. Student questionnaires were distributed after the learning process had begun, so students could fill them out based on conditions relevant to their new learning experiences. Teacher questionnaires were also announced on the same day, and were completed by teachers after class hours. Respondents completed the questionnaires independently in class.

For qualitative data collection, interviews were conducted directly by the researcher. Teacher interviews were conducted on the same day as the questionnaires, after teachers had completed their teaching activities. Student interviews were conducted the following day to ensure a more conducive environment and avoid disrupting the learning process. Interviews were conducted individually with each respondent to allow the researcher to explore the data in greater depth.

E. Data Analysis

In this study, data was analyzed using two approaches according to the type of data collected, namely qualitative and quantitative.

1. Quantitative data obtained from the questionnaire were analyzed descriptively. Each item on the questionnaire was given a score, then the percentage frequency of respondents' answers was calculated to determine the tendency of responses to each item. The results of this analysis were used to determine students' and teachers' perceptions of knowledge regarding the topic being studied. The first step was to score respondents' answers on the questionnaire and comprehension test. Each answer option on the Likert Scale was given a certain weight: "Strongly Agree" (5), "Agree" (4), "Neutral (4)", "Disagree" (2), and "Strongly Disagree" (1). The average score was calculated by multiplying the weight by the response frequency, then summing the scores for all items. The percentage of student responses is calculated using the formula (Gay, 2012)

$$P = \frac{F}{N} \times 100$$

After the data were tabulated, they were presented in a structured table to facilitate reading and understanding. The percentage of responses was analyzed based on interpretation categories adapted to the Likert scale, following the guidelines of Creswell (2004).

2. Meanwhile, the qualitative data obtained through interviews was analyzed using thematic analysis techniques. The analysis process began with the transcription of the interview results, followed by data reduction to filter relevant information. Next, the researcher grouped the data into specific themes according to the research focus and then drew conclusions based on the patterns that emerged from the informants' responses.

In addition, the data analysis technique used in this research is qualitative data analysis by means of:

1. Data Reduction

Data reduction means summarizing, selecting the main points, focusing on the important points, looking for themes and patterns, and discarding the unnecessary. This way, the reduced data will provide a clearer picture and make it easier for researchers to collect subsequent data.

2. Data Presentation

After all the data has been reduced, the next step is to organize the data. This will make it easier for researchers to understand what happened so that researchers can take further action to draw conclusions.

3. Drawing Conclusions

Next, in qualitative research, there are conclusions and verification. Initial conclusions are only provisional and can change if strong evidence is not found for further

data collection. However, if the initial conclusion has strong, valid, and consistent evidence when the researcher returns to the field to collect data, then the conclusion drawn is credible.

