

CHAPTER III

RESEARCH METHOD

3.1 Approach and Type of the Research

The type of research used is descriptive qualitative research. This research aims to provide a rich and comprehensive picture of the current situation regarding students' speaking skills and how blended learning contributes to this development. Through observation, the researcher directly observed the learning process, students' participation, interaction patterns, as well as the improvement of English speaking skills in the blended learning environment. Meanwhile, through interviews with students and teachers, we dug deeper into their personal experiences, challenges, and perceptions towards the implementation of blended learning.

Rukminingsih., (2022) Qualitative approach is a research process, empirical data collection, data analysis and data conclusions to the final results of writing using non-numerical calculations, descriptive, observation, in-depth interviews, content analysis, stories (narratives), journals and open questionnaires. The results of this study are expected to provide a more comprehensive and holistic picture of the subject being studied, as well as produce a better understanding of the existing context and dynamics.

3.2 Variables of the Research

According to Olayemi., (2020) Characteristics, qualities, or values that people, things, or activities possess and that are chosen to be examined in a study are known as research variables. Because it has a direct connection to the features that need to be measured or assessed, this variable has a significant impact on research. Variables will be methodically observed, measured, and reported throughout the research process in order to generate reliable and pertinent findings. The presence of clear and measurable variables is the key to obtaining accurate and accountable research results. After that, information on these variables is gathered through observation and study so that conclusions can be made later on. Stated differently, research variables are the ideas or concepts that researcher are interested in

investigating and learning more about that are the students' English speaking skill and blended learning.

3.3 Setting and Schedule of the Research

This research was conducted at SMP Negeri 4 Lahewa grade seven to increasing English speaking skill with blended learning located in Balefadorotuhu Village, Lahewa District, North Nias Regency, North Sumatra Province, Indonesia. The researcher conducted this research from August to September 2025.

3.4 Source of Data

In this research, data sources are divided into two categories Rukhmana., (2021), namely primary data sources and secondary data sources.

1. Primary data source

Primary data is the main source of information collected directly by researchers in the research process. This data is obtained from the original source, namely respondents or informants related to the research variables. Primary data sources come directly from observations and interviews with research subjects, namely:

- Grade VII students of SMP Negeri 4 Lahewa who participated in blended learning. They have provided data about their experience, participation level, difficulties, as well as the development of their English speaking skills during the learning process.
- English teacher of SMP Negeri 4 Lahewa, as the implementer of blended learning. The teacher has provided information about the learning strategies used, the challenges faced in implementing blended learning, and the views on the development of students' speaking skills.

2. Secondary data sources

Secondary data is a research data source obtained indirectly through intermediary media. Thus secondary data sources are obtained from

supporting documents and literature relevant to the research, such as:

- Learning Outcomes and Flow of Learning Objective (ATP) of English class VII at SMP Negeri 4 Lahewa.
- Records or reports of student learning outcomes.
- Books, journals, scientific articles, and previous research results related to blended learning and English speaking skill improvement.

3.5 Instrument of the Research

Instruments are tools used by researchers to collect information. According to Ardiansyah et al., (2023) Qualitative research instruments use research instruments such as interview guides, observation checklists, documentation study guidelines, case study plans, and focus group guides.

This instrument helps researcher in directing the data collection process and ensuring consistency in information. To collect data for this research, researcher used research instruments in the form of observations, interviews, tests, video recording and documentation.

3.6 Data Collecting Technique

At this stage, the researcher collects some data from the field to gain an in-depth understanding of the phenomena in the natural setting. To collect data, the researcher needs a technique as a procedure to obtain the required data. In this study, the techniques used by the researcher in the data collection process consist of three types, namely observation, interview, oral test, video recording and documentation, namely:

a. Observation

Observation is a data collection technique that involves direct observation of the participants and context involved in the research phenomenon. Qualitative observations can be carried out in real situations or in environments that have been specifically designed for research. Observation provides an opportunity for researcher to observe social interactions, behaviors, and contexts that are relevant to the

phenomenon under study.

b. Interview

An interview is a process of gathering information through a question and answer session between a researcher and an informant regarding the research issue being studied. Interviews can be structured or unstructured. In practice, researchers have the opportunity to ask various relevant questions, such as students' experiences, their views on English language skills through blended learning, and the obstacles they face during learning. This method allows researchers to delve deeper into informants' answers so that they can capture details and perspective that cannot be obtained with other techniques. Therefore, interviews are an effective way to gain an in-depth understanding of English language skills through blended learning.

c. Oral Test

In assessing speaking skills, it is one of the important aspects that determine the success of learning. One of the commonly used forms of assessment is an oral test. According to El Hasbi et al., (2024), an oral test is a form of evaluation technique conducted by asking students to provide answers directly through spoken language.

In practice, it serves as an instrument for evaluating speaking skills, but also as a means of gathering in-depth data about students' communication processes. Through oral tests, researchers can understand the dynamics of language learning, communication strategies, and psychological factors that influence students' oral performance.

d. Documentation

Documentation is done by collecting data from documents, archives, or other written materials related to the phenomenon being studied. The documents used can be notes, reports, letters, books, or other official documents. Documentation studies provide insight into the historical context, policies, events, and developments relevant to the phenomenon being studied. This documentation will provide visual and contextual

evidence of how students and teachers carry out learning to change their perceptions that are applied in the learning process, as well as how students develop their abilities through these activities.

3.7 Data Analysis Technique

According to Millah et al., (2023) Data analysis is one of the research processes carried out after all the information needed to solve the problem being studied is fully available. The precision of the conclusions is largely determined by how well and precisely analytical techniques are used. As a result, it is impossible to overlook data analysis tasks during the study process.

According to Warsono et al., (2022) there are three stages that researcher must follow in analyzing data; data reduction, data display, and drawing/verification. The explanation of each phase is as follows:

1. Data Reduction

Reducing data entails summarizing, picking key points, concentrating on what matters, and searching for trends and themes. A clearer image will result from reduced data, which will also make it simpler for researchers to gather more information and, if needed, conduct another search for it. In reducing data, researcher will be guided by the goals they want to achieve. The main goal of qualitative research is the presentation of data findings. When researchers conduct research and find something that is considered foreign, unknown, and does not have a pattern, that is what researcher must pay attention to in reducing data.

2. Data Display

Data display in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In presenting the data, uppercase and lowercase letters and numbers are arranged in order so that the structure can be easily understood. By presenting the data, it will make it easier for researchers to understand what is happening and plan further work

based on what has been understood.

3. Conclusion or verification

The initial conclusions presented are still temporary, and will change if strong evidence is found that supports the next stage of data collection. In qualitative research, conclusions may or may not be able to address the problem formulation that was created in the beginning. In qualitative research, conclusions are novel discoveries that have never been made before. Findings may take the shape of a description or an explanation of an object that was before unclear or dark but becomes clear following investigation; they may also take the form of a hypothesis, theory, or causal or interaction link.