

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

To conduct this research, the researcher used a qualitative descriptive method. The qualitative descriptive research method is a way for thoroughly describing and explaining phenomena using non-numerical data. According to Furidha (2023) described that descriptive qualitative research aims to provide a systematic, accurate, and factual broad account of the facts, characteristics, and relationships between the phenomena under investigation. Supported by Maulizan ZA et al. (2022) argued the goal of the descriptive technique is to provide a systematic, factual, and accurate description of the facts, characteristics, and relationships of current situations.

In conclusion, the qualitative descriptive research method provides a systematic, accurate, and factual account of phenomena using non-numerical data, aiming to provide a comprehensive understanding of facts, characteristics, and relationships in current situations. Researchers employ this research approach because it focuses on identifying and determining students' speaking skills using specific characteristics such as fluency, pronunciation, vocabulary, and grammar when playing guessing games.

3.2 Variables of the Research

Research variables are anything that researchers decide to explore in order to gain information and develop conclusions (Sugiyono, 2015:38) in (Nuryanti 2016). In accordance with the research title, there are two main focuses in this study which include aspects such as: describing or understanding the level of students' speaking skills in English and the use of guessing games as a learning technique in order to explore how this method affects or helps the development of students' speaking skills.

3.3 Setting and Schedule of the Research

The location of the research was at SMP Negeri 2 Lolofitu Moi. The school is located in Duria village, Lolofitu Moi sub-district, West Nias district. The location was chosen by the

researcher because the location of the school was closed to the researcher's house and also the type of this research raised by the researcher this time has never been studied in this school before. The research schedule would be conducted around July-August 2025. The research subjects were class VIII students and one of English teacher at the eighth grade of SMP Negeri 2 Lolofitu Moi.

3.4 Source of Data

The data sources in this study were obtained directly from the students of class VIII of SMP Negeri 2 Lolofitu Moi as the main participants, who were actively involved in speaking learning activities using the guessing game method. In addition, the English teacher who taught in the class also became an important source of data to provide information based on his experience related to the learning implementation process, student responses, and the effectiveness of the guessing game strategy in the classroom to develop students' speaking skills. Data was collected by the researcher through direct observation in the classroom, in-depth interviews with students and English teacher, and documentation of teaching-learning activities related to students' speaking skills during the learning process when using guessing games. This approach allows the researcher to deeply understand how the guessing game method affects the development of students' speaking skills in a real learning context and to identify the level of the students' speaking skills.

3.5 Instrument of the Research

Instruments are tools that are used to do a task, such as ease of research to gain collected data or processing materials (Sukmawati et al. 2023). In determining and categorize the level of students' speaking skills at the eighth grade of SMP Negeri 2 Lolofitu Moi based on the use of guessing game as a learning strategy, the researcher will used some instruments commonly used in qualitative research, namely:

3.5.1 Observation sheet

Observation sheet is one of the instrument tools that will be used by researcher in this research. The researcher will directly observe the guessing game activity carried out by eighth grade students of SMP Negeri 2 Lolofitu Moi, on how they speak when the activity is in progress. The aspects that will be observed by the researcher in this case are: pronunciation, grammar, vocabulary, fluency, and comprehension to determine or identifying the level of students' speaking skills.

3.5.2 Interview sheet

In this research, interviews are the second instrument that will be used by researcher after observation. Through interviews participants can freely express themselves in conveying an understanding of their perspectives and experiences while sticking to the questions that have been prepared beforehand. The researcher in this case will make a semi-structured interview sheet as a guideline containing several questions that will be asked by the researcher to eighth grade students and English teacher who teach in the eighth grade of SMP Negeri 2 Lolofitu Moi. The researcher conducted interviews with students to gather information and get an in-depth understanding of their response to learning with guessing games and how it affects their confidence and speaking skills. While conducting interviews with English teacher aims to find out and explore information about the teacher's views on the use of the guessing game method in learning English to improve students' speaking skills.

3.6 Data Collecting Technique

In this research, researcher used data collection techniques in observation, interviews and also rubrics or tests of students' speaking skills to find out how and what students' speaking skills were created from the use of guessing games in English language learning.

3.6.1 Observation

Observation is a qualitative research method that involves witnessing behaviors, events, or physical traits in their natural surroundings (Ekka, 2021). As is well known, observation in research is a way of gathering data by directly observing an object or event as it occurs. Observation is one of the primary research methods that will be used and carried out by researcher as a data collection technique, as it allows researcher to determine or identifying the level of students' speaking skills created when using guessing games in English language learning.

The researcher uses observation as a means of gathering data or documenting what they see while conducting the research. The observation technique was carried out by researcher directly in the classroom, especially in eighth grade students at SMP Negeri 2 Lolofitu Moi

by observing the guessing game activity carried out by them especially on how they speak when the activity is in progress. To facilitate the researcher in collecting data, the researcher compiled observations by containing the observed aspects, namely speaking skills indicators, assessment indicators, observation notes, and categories of the level of students' speaking skills.

3.6.2 Interviews

Interviews in this research are the second data collecting technique that will be used by researcher after observation. This interview will be carried out by researcher together with eighth grade students in the classroom and also one of English teacher who teach at the eighth grade of SMP Negeri 2 Lolofitu Moi to explore more information about students' responses to guessing games in English language learning and how their English speaking skills develop by using the game. As well as digging up information in terms of the views and experiences of English teachers also in the class on the use of guessing game on English learning.

As Bolderston et al. (2012) said that interviews are used to learn about people's experiences and perspectives. Added by Faisal (2020) in Sukmawati et al. (2023) mentioned in acquiring qualitative research data through interviews requires multiple processes, including:

1. Deciding who to interview.
2. Jot down the main points that will be discussed.
3. Begin or open the interview.
4. Confirm and complete the interview summary.
5. Take notes on the interview results.
6. Draw the following conclusions from the accepted interviews.

3.7 Data Analysis Technique

Data analysis is the methodical search and organization of data into a monolog (Soraya, 2020). Qualitative data analysis methods will be used in stages based on data collected through observations, interviews, and speaking tests, with an assessment rubric. There are three types of data analysis models will be used in this research, namely: data reduction, data presentation, and drawing conclusion.

3.7.1 Scoring system

In assessing students' speaking skill, the researcher adopted the rubric proposed by Brown (2004) and Hughes (2003), which consists of five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component was rated using the Interagency Language Roundtable (ILR) scale, which ranges from Level 0 (No Proficiency) to Level 1+ (Elementary Plus).

Table. 3.1 Scoring Rubric of Students' Speaking Skill (Adapted from ILR Scale)

Score	Description (Adapted from ILR Scale)	Speaking Ability Indicators
0	No Proficiency	The student cannot produce understandable utterances; unable to communicate.
0+	Memorized Proficiency	The student can produce isolated words or memorized phrases but cannot form sentences independently.
1	Elementary Proficiency	The student can produce simple sentences for basic needs; frequent pauses and grammatical errors occur.
1+	Elementary Plus Proficiency	The student can participate in short exchanges and respond with limited but comprehensible vocabulary and better fluency.

Each of the five components was scored individually for every student. Then, to determine the Final Speaking Skill Level, the researcher calculated the average of all five component scores using the following formula:

$$\text{Average Score per Student} = \frac{P + G + V + F + C}{5}$$

Where:

P = Pronunciation, G = Grammar, V = Vocabulary, F = Fluency, C = Comprehension.

After obtaining the average score, the student's **final speaking level** was determined by matching the score with the ILR scale as follows:

Table 3.2 Criteria for Determining Students' Final Speaking Level (Based on ILR Scale)

Average Range	Final Level (ILR)	Interpretation
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0.0 – 0.4	0	No Proficiency	
0.5 – 0.9	0+	Memorized Proficiency	
1.0 – 1.4	1	Elementary Proficiency	
1.5 – 1.9	1+	Elementary Plus Proficiency	
≥ 2.0	2	Limited Proficiency	Working

This system allowed the researcher to objectively classify students' speaking skill levels based on their performance during the Guessing Game activity. Furthermore, it ensured that each student's ability was measured consistently across all aspects, reducing subjective bias in the assessment process. The use of the ILR scale also provided a clear standard for interpreting students' progress and identifying their strengths and weaknesses in speaking English.

3.7.2 Data Reduction.

At this stage, researcher sorted and simplified the data collected from observations and interviews. From observations, researcher noted aspects of students' speaking skills (such as pronunciation, vocabulary, fluency, grammar, and comprehension) when they were involved in guessing games during English lessons. The large amount of raw data is then filtered to focus on the main indicators of speaking skills. Meanwhile, the results of interviews with students, their answers about their learning experiences with guessing games, were grouped into categories, such as motivating factors, difficulties encountered, and perceptions of the benefits of the game. The results of interview with teacher were sorted to determine the extent to which teachers assessed the effectiveness of the guessing game strategy in improving students' speaking skills, as well as supporting and inhibiting factors in the classroom.

3.7.3 Data Presentation.

At this stage, the reduced data is then presented in the form of descriptive narratives or tables. Observation results with students can be presented in the form of a speaking skills assessment table (e.g., high, medium, low categories) for each indicator and then described in narrative form. Meanwhile, interview results with students are presented in the form of

important statements or narrated and then grouped according to theme (e.g., boosting self-confidence, expanding vocabulary, improving student interaction). The results of interview with teacher can be presented in the form of a summary of teacher's views on the effectiveness of guessing games in English language learning, including obstacles such as time constraints or differences in student abilities. With this presentation, researcher can more easily see patterns, relationships, and comparisons between data.

3.7.4 Drawing Conclusions.

The final stage is to conclude the research findings based on the results of data reduction and presentation. At this stage, the researcher draws conclusions from the results of observations, interviews with students, and interview with English teacher who teach in that class. Through the results of the observations, the researcher will draw conclusions about the students' speaking skills based on the categories of the Interagency Language Roundtable (ILR) speaking proficiency scale. For the results of the interviews with students, conclusions are drawn about their responses to the use of guessing games in English language learning. And from the results of the interview with teacher, conclusions are drawn about the English teachers' responses to the effectiveness of using guessing games in English language learning and the impact on students' speaking skills.