CHAPTER III
RESEARCH METHOD

A. Type of Research

Descriptive qualitative research was the method that the researcher used in this study. According to Sugiyono, the descriptive qualitative method is research primarily based on the post-positivism philosophy and used to investigate the state of a natural object. Research that focuses more on describing the state or nature of an object's value or particular symptoms is known as qualitative research (Zuchri, 2021, p. 79).

In order to collect data from the "English for Nusantara" textbook, the author of this study planned to use a document analysis design to examine the speaking materials and activities included in the book. The textbook-described data were analyzed, interpreted, and reported using this research method. Cunningsworth's theory-based speaking materials and speaking activities will be the focus of this study.

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B. Source of Data

The data for this study were obtained from the English textbook entitled English for Nusantara, which was published by the Agency for Standards, Curriculum, and Assessment of Education, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The textbook is intended for seventh-grade junior high school students under the *Kurikulum Merdeka*. It was written by Ika Lestari Damayanti et al. and consists of 264 pages divided into six units. The

details of the textbook are presented in the following table.

Table 3.1
The Chapters of "English for Nusantara" Textbook

No.	Chapter	Themes
1	Chapter 0	The Beginning
2	Chapter 1	About Me
3	Chapter 2	Culinary and Me
4	Chapter 3	Home Sweet Home
5	Chapter 4	My School Activities
6	Chapter 5	This is My School

C. Techniques of Data Collection

The data collection process in this study consisted of four steps:

1. Reading the textbook**.** The researcher read the *English for Nusantara* textbook for seventh-grade junior high school students thoroughly to gain a comprehensive understanding of its contents.
2. Identifying the data**.** The researcher identified all speaking materials and speaking activities presented in each unit of the textbook.
3. Classifying the data**.** The identified speaking materials and speaking activities were classified based on Cunningsworth's (1995) classification of speaking materials and activities.
4. Analyzing the data**.** The collected data were then analyzed to answer the research questions and draw conclusions.

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Table 3.2

Analysis Sheet of Speaking Materials (Adapted from Cunningsworth, 1995)

No.	Chapter	Page	Indicator (Cunningsworth, 1995)	Frequency
1				
2				
3				
4				
5				

Indicators:

1. Oral Presentation
2. Practice of language items
3. Dialogues
4. Role-play
5. Communication activities

Source: Adapted from Cunningsworth (1995)

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Table 3.3

Analysis Sheet of Speaking Activities (Adapted from Cunningsworth, 1995)

No.	Chapter	Page	Indicator (Cunningsworth, 1995)	Frequency
1				
2				
3				
4				
5				

Indicators

1. Oral Presentation
2. Practice of language items
3. Dialogues
4. Role-play
5. Communication activities

Source: Adapted from Cunningsworth (1995)

D. Technique of Data Analysis

The data in this study were analyzed using the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldaña (2014). The analysis consisted of three interconnected steps: data condensation, data display, and conclusion drawing and verification. These steps were applied to analyze the speaking materials and speaking activities found in the English for Nusantara textbook for the first-year students of junior high school.

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1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and organizing the data obtained from the research. In this study, data reduction was conducted by reading the English for Nusantara textbook and identifying the parts related to speaking materials and speaking activities. The researcher then selected the data that were relevant to the research questions and recorded them based on the chapter and page number.

The identified speaking materials and speaking activities were classified based on Cunningsworth's (1995). Each relevant item was recorded in the analysis sheet, including the chapter, page, type of speaking material or activity, and indicator or category. The researcher then calculated the frequency of each type to determine the most frequently presented speaking material and speaking activity.

2. Data Display

After the data were reduced and classified, the data were displayed in the form of tables and descriptive explanations. The tables presented the identified speaking materials and speaking activities according to their respective categories, together with the chapter, page number, description or evidence, and frequency.

The researcher also summarized the frequency of each category to show the distribution of speaking materials and speaking activities in the textbook. The displayed data were then described to make the findings easier to understand and to show the types that appeared most frequently in the textbook.

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3. Conclusion Drawing and Verification

The final step was drawing and verifying conclusions from the displayed data. In this study, the researcher drew conclusions by interpreting the frequency and distribution of the identified speaking materials and speaking activities. The conclusions were used to determine the types of speaking materials and speaking activities presented in the English for Nusantara textbook and to identify the most frequently presented types.

To verify the conclusions, the researcher rechecked the data in the analysis sheet against the original textbook, including the chapter, page number, classification, and frequency of each item. The findings were also interpreted using the theoretical frameworks adopted in this study. Cunningsworth's (1995) criteria were used to interpret the speaking materials and speaking activities. This process was conducted to ensure that the conclusions were consistent with the collected data and the theories used in the study.

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