

CHAPTER III

RESEARCH METHOD

This chapter present the method used in conducting the research. It contains the research design. The research design includes the research participants, research location, technique of data collection and research instruments, data analysis and trustworthiness of the data.

A. Research Design

This research was designed to obtain the answer related to the practices speaking activities in English language at Modern Islamic Boarding School Raden Paku Trenggalek. Concerning this statement, the design used was descriptive qualitative with was done in order to collect the data, make description and finally makes conclusion. Moleong (2004 ; 3) states that qualitative research is “a type of research which does not include any calculating or numbering”. Bodgan and Taylor (in Moleong, 2004 : 4) states that qualitative strategy is “a research procedure, which procedur descriptive data in the form of written or oral words from people and their behavior that are observed”.

According to Moleong (2007 : 5) descriptive researchis a method of research which is trying to describe and interpret the object as in fact (translated in English). Qualitative method is method in research in which

study the social phenomena or human problem. Qualitative research is also exploring phenomena, identifying the issues and answering the questions.

The design of the study is descriptive keys study with qualitative approach. This study belong to descriptive because the study describe the fenomenal happen at Modern Islamic Boarding School Raden Paku related to activities to support students' speaking. Meanwhile, the study is keys study because this study want to investigate the keys how the process of the activities in speaking happen in pondok Raden paku. Finally, this study used qualitative approach because the data of describing the keys happen at pondok Raden paku dialing with how the students' improve speaking who in the form of word rather than number. This research took place in Modern Islamic Boarding School Raden Paku Trenggalek, in academic year 2019/2020.

B. Research participants

Data are very important information in the research finding. Moleong (2011 ; 157) states that defined kinds of data are divided into words and behavior, written documents, photos, and data statistics. Talking about the data, Ary (2006 ; 454) states that suggested that the data collected in qualitative, the researcher attempts to arrive at a rich description of the people, objects, events, places, conversations, and so forth. According to Ary (2002 ; 425) in qualitative, the data are in the form of words rather than numbers and statistics. In qualitative research subject of the study means the data source which refers to where the data are taken from. Arikunto (2006 ; 118) states that the sources of data are subject where data can be gained. In the qualitative

approach, the data will be taken from some sources. Those can be from person, place, and paper. In this research, subject of the research refers to the source from where the data are collected.

The step in this process were (a) making contact with the targeted school (pondok) to obtain permission to conduct the study as well as to communicate the procedures to be used in the study, (b) doing collection of demographic data providing a description of the pondok and its community, (c) gathering of both contextual data and pondok performance data which would substantiate its designation as an effective school. Subject of the research were categorized into three groups, they were teachers, language division organization (OPPPM) and the students of *Pondok Raden Paku*.

1. The Teacher

This part was initiated by presenting the process of subject selection of the teachers as the subject of the research. The majority of the teachers of Pondok Raden Paku graduated from *pondok* Raden Paku. There were two categories of graduates; the qualified and less qualified ones. Usually, the qualified graduates were invited and given a letter of recommendation by the *Kyais* to teach at Pondok Raden Paku. They were bilinguals in Arabic and English and they were skillfull enough in the two languages. The selected subject in this research were based on two criteria; their competencies and their length in teaching experiences. So, every teacher who formerly recommended by the *Kyais* to teach at Pondok Raden Paku was potential to be selected as a subject of the research.

On the basis of subject selection applied in this study above, there were two teachers selected as the subject of this study. The first teacher identified as (T1) was one of the responsible or manager of the program and Language Advisory Council (LAC). She has been teaching almost three years junior high school in Raden paku. This year (2020) has been her two year to live at Raden Paku. She has been teaching for two years and she was also of the members of both language movement. Finally, the second teacher identified as (T2) was the most senior teacher among the three ones. The head of various teachers who control all activities at Modern Islamic Boarding School Raden Paku could been called (LURAH). He has been teaching almost six years, because of that he knows everything related to the activities that exist in Raden Paku.

2. Language Division Organization (OPPPM)

Opppm language division is a boarding school organization in charge of the language boarding school. They have the duty to supervise or regulate all language activities that exist at raden Paku. a group of santri was assigned to help with the activities of the boarding school. they were officially chosen by the teachers. Usually after five years living in a pondok or the equivalent of a second class of middle school, which would been chosen because of the maturity in managing the other students. The language division always monitors children who has not use language, if violated they would been given punishment/ sanctions/ learning that is still on going related to language.

3. The Students

Students who were involved as research subjects were those have involved themselves in all the activities at Modern Islamic Boarding School Raden Paku. The selected different activities of the students were expected to give rich descriptions of how they to practice their English speaking.

From the three subject the data dealing with the propose research questions were collected. The formulated research questions were addressed to the teachers and language language organization (opppm). To the teachers, the research question was intended to get data related to acts (practices) in setting goals, and creating learning environment. Meanwhile, from the second subjects, the language division, the needed data were those related to how the language division organization facilitate students during the process of activities (practices) to support speaking instruction both in the classroom and out of classroom. Finally for the students the needed data were their problems to adjusting themselves to the activities of speaking set by the teacher.

There were 6 subject of the study consisting two teacher (T1 and T2) who took position as LAC and Lurah, one OPPPM and three students. from those three students, the researcher got saturated data dealing with the activities and problems in adjusting the activities.

C. Research Location

This research takes place at Modern Islamic Boarding School Raden Paku Trenggalek at Jl. Ki Mangun Sarkoro No. 17B. The location of the boarding school is very strategic because in the central of city. It is easy to reach because this boarding school can be passed by the public transportation. Location of the research is the place where the research process is done to collect the data order to get the problem solving. In this setting the research focused on elaborating the practices supporting students' speaking skill.

D. Technique of Data Collection and Research Instrumens

Collecting data is very important in a research because the data are used to the result of the research. To collect the needed data, some of the research instruments were used by applying the following three methods, they were doing observation activity, conducting interview activity, and doing documentation. According to Patton (2002) the fundamental problem included in the qualitative approach are the data collection methods through several spesific techniques employed in collecting needed data, such as observation, interview, and recording. Meanwhile, Fraebkel and Wallen (1996) stated that in ethnographic study the everyday experiences of individuals should be portrayed by using in-depth interviewing and continual on going participant observation of a situation.

1. Observation

Observation is an observational study, the current status of phenomena is determined not by asking but by observing. For certain

research question, observations is clearly the most appropriate approach (Gay, 1992 : 234). Observation is an activity that knowing about the object which being observed. In this case the researcher observed the program process and activity in the speaking program at Modern Islamic Boarding School Raden Paku Trenggalek by making a field note. Field note includes the note of the description of the English speaking programs. The researcher paid attention to the application the activity in the English speaking program of students at Modern Islamic Boarding School Raden Paku. In this observation, the researcher observed the activity in the boarding school to observe the activity of the students to get information from the activity of English speaking program. The researcher observed the speech practices and the conversation practices activities. The researcher add observation guideliness on appendix 1, the report of observation on appendix 2 and documentation of the observation on appendix 3.

2. Interview

Interview is a meeting of people face to face, especially for consultation. Interview is a technique of data collection of the most widely used in the research, whether qualitative or quantitative research. In the daily life of almost of social relation are conducted by human beings and involves interviews or conversation. The purpose of interviewing people is to find out their mind, what they think or how they feel about something. In collection data the researcher conducted interview orally. By doing the

interview it was hoped that the researcher would know deeper about the speaking program at Modern Islamic Boarding School Raden Paku. According to Rachel (2020) There are three types of interviews: unstructured, semistructured, and structured.

1. Unstructured interviews.

These were interviews that take place with few, if any, interview questions. They often progress in the manner a normal conversation would, however it concerns the research topic under review. It is a relatively formless interview style that researchers use to establish rapport and comfort with the participant, and is extremely helpful when researchers are discussing sensitive topics.

2. Semistructured interviews.

These were interviews that use an interview protocol to help guide the researcher through the interview process. While this can incorporate conversational aspects, it is mostly a guided conversation between the researcher and participant. It does maintain some structure (hence the name semistructured), but it also provides the researcher with the ability to probe the participant for additional details.

3. Structured interviews.

These were interviews that strictly adhere to the use of an interview protocol to guide the researcher. It is a more rigid

interview style, in that only the questions on the interview protocol are asked. As a result, there are not a lot of opportunities to probe and further explore topics that participants bring up when answering the interview questions.

The researcher used two methods they are (1) Structured interviews. This method can be advantageous when researchers have a comprehensive list of interview questions, since it helps target the specific phenomenon or experience that the researcher is investigating. It makes for interviews that would gather true and necessary information, so researchers don't need a lot of follow-up interviews. (2) Semi-structured interview. This interview was conducted because of its flexibility. Researchers conducted several interviews to get all the information needed in processing data. Even though that is the goal with an interview protocol, there may be a need for additional probing so that can get more details about participants' thoughts, feelings, and opinions.

The interviewees of this research were the teacher who were responsible or manager of the program(LAC), LURAH pondok, language division organisation/OPPPM and the three students of Modern Islamic Boarding School Raden Paku. In this interview the researcher used type One-on-One interviews. In order to get accurate data and perfect data. The researcher conducted the interview for about two days. One day was for the LURAH pondok on the 06 th of March 2020, on 15 th of March 2020 with the teacher, opppm and the three students. For addition the researcher

enclose the guideliness of interview in appendix 4 and transcript of interview in appendix 5.

3. Document

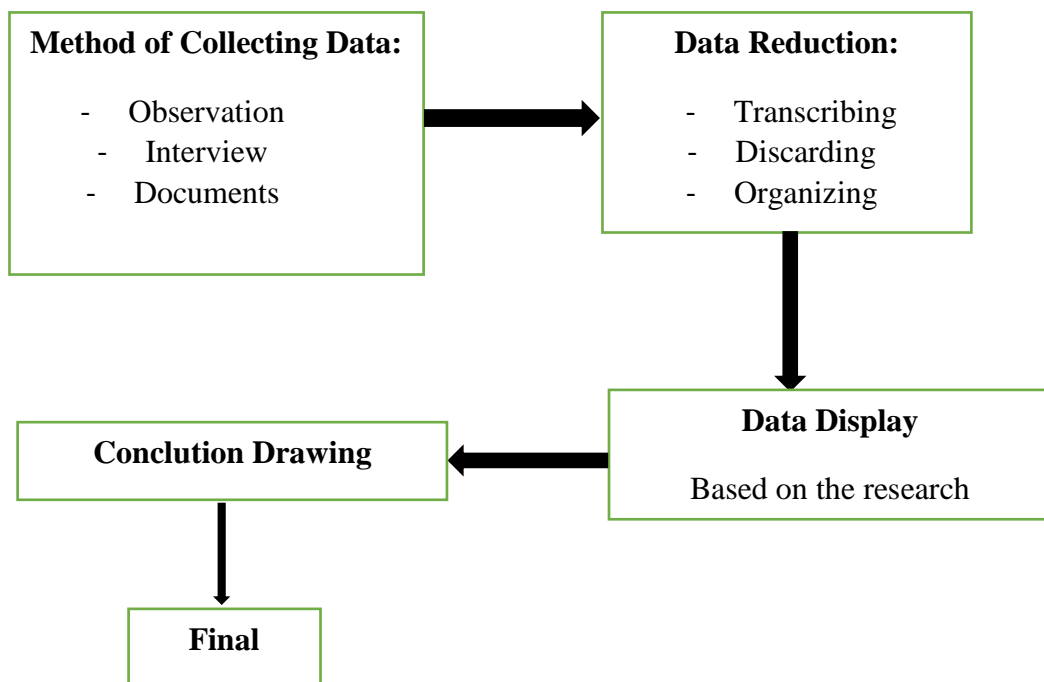
Documentation is a kind of source data involves anything notes aimed to examine research (Moleong, 2006 ; 280). Documentation is used by the researcher to enrich information in qualitative study because it has a role as authentic and natural evidence. The last technique of collection data is documentation. Documentation is the combining collection of the data. Documentation that is the researchers get from process of observation, interviews, field notes and file from institution.

The researcher took the documentation technique to complete the interview and observation data. The researcher collected the documentation of students' English speaking program. This instrument was used by the researcher to get information about the English speaking program, list activities guidelines added, and activities of the English speaking program. The researcher also collected the picture from documentation, picture interview and observation at Modern Islamic Boarding School Raden Paku. So, the researcher used documentation to get description of speaking program in the responsible teacher or manager of the program, LURAH pondok, opppm and three students of Modern Islamic Boarding School Raden Paku. The list activities guidelines added in appendix 6 and the documentation pictures on appendic 11.

E. Data Analysis

In this present study, the data were taken from three method of collecting data they were observation, interview and documents (see Figure : 3.1)

Figure 3.1



In analyzing the collected data, the researcher applied the steps of qualitative data analysis proposed by Miles and Huberman (1984) and Patton (2002) covering data reduction, data display, and conclusion drawing/verification (see figure 1). Data reduction applied in the study was classified into two categories based on the two researchh questions. The data which were not suitable with the proposed research problems were discarded. Firstly, the data related to practices employed by the teacher were transcribed and the selected data were then organized to be displayed. Secondly, the data

from activities observation related to OPPPM' ways in activities speaking program and data from observation about students' activities in encouraging and involving students to practice the target language and problem in adjusting in themselves to the set activities. All the taken data were transcribed and the selected data were then organized to be displayed.

Meanwhile, data display was the step to present the needed (selected) data which were relevant to the two research questions. In this step, the researcher gave verbal descriptive account taken from the subjects of the study. The first verbal descriptive accounts were the displayed data related to the activities set to support students' speaking skill. Meanwhile, the second verbal descriptive accounts related to the students' problem in adjusting themselves to the set activities to support their speaking skill at Modern Islamic Boarding School Raden Paku Trenggalek.

From the displayed data, verifying or drawing conclusion, then, was made. In this study, there were one kinds of conclusions; this is final conclusion. The conclusion was drawn from the proposed research questions. The first conclusion was drawn from the activities set to support students' speaking skill. On the basis of the drawn conclusion related to the teacher and the OPPPM' activities supporting, some propositions showing how students learn better in speaking skill were formulated.

The second conclusion was drawn from the problem in adjusting themselves to the setting to support students' speaking skill. On the basis of the drawn conclusion related to the students' problem. some propositions

show how students' difficulties in some speaking skills activities are formulated.

F. Trustworthiness of the Data

The qualitative research, the data trustworthiness consists of validity and dependability (reliability). Validity related to a common technique that is usually used increase the validity of data. This techniques is called triangulation. Triangulation is defined as techniques of collecting data by combination of some different information of collecting data and some different data sources (Sugiono, 2009 : 83). The researcher uses triangulation techniques to check the validity of data. Moeloeng (2006 : 303) explains that triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward the data. Triangulation used to analyze data based on source, method, investigator and theory.

The purpose of triangulation is to increase the dependability and validity of findings. In this study, both data source and methodology triangulation were used. Data sources triangulation is a process in which various sources of data collecting are used. The variety of sources can refer to time, place, and person. In this present study, the sources of data referred to the teacher, OPPPM as subject and students as informants. Methodological triangulation in this study referred to the use of more than one method in collecting data, they were observation and interview.