# CHAPTER III

# RESEARCH METHOD

This section presents several important aspects in relation to research method. This chapter deals with research design, setting and subject of the study, data and data source, technique of data collection, technique of data verification and data analysis.

## A. Research Design

Research design is the strategy of the researcher in processing to get valid data. Ary et.al., (2010:426) defines research design is the researcher's plan how to proceed to gain an understanding of some group or some phenomenon in a particular setting. In this section, the researcher should plan and choose the appropriate way to come to the answer of the research problems so that valid answer can be obtained.

In this research, the researcher used a descriptive study by using qualitative approach. Descriptive research is a scientific research intended to investigate situation, condition or other mentioned matter which the result of investigation is described into a research report (Arikunto, 2013:3). Furthermore, as stated by Cresswell (2012:128) "In qualitative research the researcher seeks a deep understanding of the views of one group or single individuals". Concerning to the design, the goal of this research was to find

out what are the efforts taken by Language Center to facilitate students in improving their speaking proficiency at Modern Islamic Boarding School Darul Hikmah Tawangsari. Here, the researcher also described the phenomenon of the Islamic boarding school environment supporting the students' speaking only. In this qualitative research, the researcher did not give a treatment for the subject. In addition, the researcher did not change; give addition, or manipulate to the object or the research environment.

## B. Setting of the Study

This research was conducted at Modern Islamic Boarding School of Darul Hikmah for female students. It was located at Tawangsari, Kedungwaru, Tulungagung. This Islamic boarding school held education system through *Kulliyatul Mu'allimin wal Mu'allimaat Al-Islaamiyyah (KMI)*. This was equivalent to the class level of junior and senior high school which exist in regular school. By the means, Darul Hikmah established formal education system into the Islamic boarding school so that there was combining between traditional Islamic education system and the modern education system. Besides, both in the teaching and learning process and the daily communication used Arabic and English so that the foreign language environments had created in the Islamic boarding school.

## C. Subject of the Study

The subjects of this study were classified into three groups; they were LAC members, CLI member and students of Modern Islamic Boarding School Darul Hikmah Tawangsari.

### 1. The Language Advisory Council (LAC)

This unit was consisted of teachers who contributed to the students' improvement in language mastery. The teachers were the head of LAC and one English teacher. Mostly, the teachers of the institution graduated from Darul Hikmah who had competent in bilinguals. Because of the competence in mastering bilinguals in Arabic and English, they were required to teach at their Islamic boarding school and registered as the member of LAC. Both the teachers in LAC have responsibilities in facilitating students due to enhance their speaking skill through the language unit.

### 2. The Central Language Improvement (CLI)

It was sub-unit controlled by LAC who had same goals in improving the students' mastery in language. If the members of LAC were teachers, the members of this CLI were students. More clearly, the members of this unit were the selected students who had competent in bilinguals. They were included as CLI member during a year to set some policies for contributing to the students' language improvement.

### 3. The Students

The students invoked as the subjects of this study were several students who were in some different level. They were students in grade one (class VII of junior high school), grade three (class IX of junior high school), and grade five (class VIII of senior high school). The selecting of different grade of students was intended to get various descriptions concerned with the Language Center's efforts in facilitating them on speaking learning.

Considering to the kinds of subjects, the data which were needed from each of them was different. For the LAC, the research question was proposed to get data related to the LAC's efforts and the contribution in the form of setting goal, proposing English program practices, controlling and guiding students' learning, giving model in using English and improving students' motivation. While, the data needed data from CLI member were the CLI's efforts concerned with the proposing activities, proposing speaking club and improving students' motivation.

## D. Data and Data Sources

### 1. Data

In a study, data are absolutely needed because data are what the researcher wants to be collected for accomplishing the research. In Fraenkel & Wallen opinion, data refers to the kinds of the information researchers obtain on the subjects of their research (2009:110). Due to the definition, data in this research are qualitative data. Qualitative

research deals with data that are in the form of words or pictures, rather than numbers and statistics (Norman, 2009:423).

Related to the description above, in this research, the researcher analyzed data based on the research problems "The efforts taken by Language Center to facilitate students in improving their speaking proficiency at Modern Islamic Boarding School Darul Hikmah Tawangsari". Here, the data were in the forms of: (1) interview transcript with the informants of the research (with the head of LAC, the CLI member, and the students of Modern Islamic Boarding School Darul Hikmah, (2) the result of researcher's observation toward students' activities related to speaking skill, 3) the result of making field notes, and (4) some supporting documents.

## 2. Data sources

Data source is a source from where the data are taken. In this research, data sources derived from the head of LAC, the CLI member, and the students of Modern Islamic Boarding School Darul Hikmah. The primary data were in the form of interview and observation transcript and also field notes gotten from the sources above. In addition, the document file deal with speaking was also collected as a supporting data in this study.

## E. Data Collection Method and Research Instruments

The technique of collecting data is the way how the researcher collected the data in the research. To collect the needed data, the researcher

used instruments as tool to obtain the information related to the research. In this study, the researcher used some techniques in collecting data, they were:

1. **Doing In-Depth Interview**

Interview is one of the most widely used and basic methods for obtaining qualitative data. In more detail, Ary et.al., (2010:438) gives definition of interview concern with the use that:

> Interview was applied to collect data from people about opinions, beliefs, and feelings about situations in their own words orally. It was used to help the researcher to understand the experiences people have and the meaning they made rather than to test hypotheses. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations. Furthermore, an interview has the advantage of supplying large volumes of in-depth data rather quickly.

There are three kinds of interview; they are unstructured interview, structured interview, and semi- or partially structured interview. Referring to these three kinds, the researcher used semi- or partially structured interview in this research. In conducting semi structured interview the researcher only used or carried a list of questions that was planned before doing interview. In this context, Mulyana (2010:181) asserts that interviewer may modify the format or questions during semi interview process, to the needs and condition of interviewing. It is also strengthened by Cohen that the exact wording and sequence of questions are determined in advance (2007:353). In brief, these questions were only in broad outline, so that while in the process, the researcher might ask the questions one by one and then asked to look

for the further information from each questions. Besides, the proposed questions were belonged into open-ended questions. It means the subjects' replies were not limited so that the subjects could answer the questions freely as long as the interview was still in the talking context.

Interview of this research was done to the head of LAC, the CLI member, and the students of Modern Islamic Boarding School Darul Hikmah. Those subjects (except the students) were the person who have important occupation in Language Center so that the data which taken from them were trusted. Interviewing the head of LAC was intended to know and find out the efforts in facilitating the students of Darul Hikmah to improve their speaking proficiency. Since LAC was the highest organization in the Islamic boarding school which carried out the students' language improvement so that the researcher decided to conduct interview with the chief to know the information deeply and accurately. Beside LAC organization, the researcher also interviewed the CLI who were the activator of the speaking program in the Islamic boarding school with the purpose to know how they did the efforts to the students in improving their speaking proficiency in the field. Meanwhile, the interviewing the students were intended to know their speaking learning and their impression in the learning deeply.

In collecting the data through in-depth interview, the researcher conducted some procedures as follows:

a. The researcher prepared a list of questions in the form of guideline interview that would be asked to the head of LAC, the CLI member, and some students. Besides, the researcher also prepared recorder as a tool to record the information getting from the informant.

b. The researcher proposed the questions to the subjects. In this way, the researcher could modify the questions by adding and omitting the questions suitable with the informants' condition.

c. The researcher recorded the answers of informant. Here, the researcher should ask permission to the subject in using the recorder before.

d. The researcher wrote the interview transcript based on the result of recording.

## 2. Conducting Non-Participant Observation

Observation is defined as a closely observing and monitoring to the object of research systematically. This process of observing and monitoring is commonly conducted to the research object in the real place. Patton (1990) cited in Cohen (2005:305) supposed that observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. In the method, the researcher has given opportunity to look at what is taking place *in situ* rather that at second hand. Through conducting observation, the

researcher can see things that might unconsciously missed or to discover things that participants might not freely talk about in interview situations.

The view also supported by an expert, Ary et.al., (2010: 431) "Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions". The goal is to understand the complex interactions in natural settings. In the observation situation, the researcher may allow determining whether what is said actually matches actions or may illuminate subtleties that may be outside the consciousness of the person or that the person cannot articulate.

In this research, the researcher had a role as a non-participant observer who did not involve into the students' activities. Here, the role as a researcher only to do observation so that it could not disturb their subject's activities. In this way, the researcher could observe the subjects' activities in natural setting without any pretense of them.

3. **Making Field-Notes**

The most common method of recording the data collected in qualitative research is field note. Bogdan and Bicklen (1982) in Moleong (2013:209) have a notion that field note is written note about what the researcher has heard, seen, and thought in order to collect the data and reflect toward the data in the qualitative study. In this context, Moleong (2013:209) also states that in founding science or theory is should be supported not only from memory or thought, but also concrete data or

data gotten from the field. Because of the importance, he also proposes that field note is the 'core' in the qualitative research.

In connection with the technique, the researcher made note during conducting research with the aim to illustrate what has been seen, heard and felt in the field. In this study, the collected data through making field note was related to the teachers' activities in taking effort supporting to the students' learning. Moreover, field note was made to obtain data in term of students' performance which involved their attitudes during speaking practices.

## 4. Doing Documentation

Documentation is the much to use to support other instruments in collecting data. Rely on the Merriam's definition (2009:86) "Document is a term used broadly to refer to printed and other materials relevant to a study, including public records, personal documents, popular culture and visual documents, and physical artifacts". In this qualitative research, the researcher used documents to obtain an understanding phenomenon related to the study. This method is used to get the data which cannot take by using other methods. This statement is strengthened by Guba and Lincoln (1981) in Moleong (2013:217) that document is the rich and stable source. It is natural and easy to be obtained so that's why document is compatible used in the qualitative research.

In this way, documentation was used as an instrument with the purpose to reveal the efforts of Language Center in facilitating students to

improve their speaking proficiency whether the phenomenon was happened in real setting or not. In addition, it was useful to document the physical materials support to improve students' speaking proficiency (the boarding school's inventories, the students' book, and others). Thereby, the data could be valid because it was supported by the real documentation.

**F.  Technique of Data Verification**

To determine the trustworthiness of data, it is necessary for researcher to crosscheck the validity. In qualitative research, there are some techniques used to increase the research data validity. In this study, the researcher used triangulation technique through the context. As stated by Moleong (2013:330) "Triangulation as a technique to check the trustworthiness of data by using something else to be compared concerning the data".

Denzin (1978) cited in Moleong (2013:330) divides the triangulation technique into four kinds. The four techniques are: (1) data source, (2) method, (3) investigator, and (4) theory. Related to those kinds, the researcher used two kinds of triangulation, they were data source triangulation and methodological triangulation. Both of the triangulations are described as follows:

1.  Data Sources Triangulation

To obtain data, the researcher used data sources triangulation technique in this study. Data sources triangulation means checking the validity of the data by collecting the data through several sources. As presented on the Figure 3.1, the researcher collected data by doing

interview to the some informants or sources, they were the LAC (the head of LAC and teacher), the CLI member, and some students. For the research question number 1 related to the LAC's efforts, the data was obtained from the member of LAC; they are the head of LAC and English teachers. Meanwhile, the data due to CLI's efforts in the second research question were gotten from CLI member and students (supporting data). So, the data in the research question number 1 and 2 were triangulated through involving several subjects in each research question.
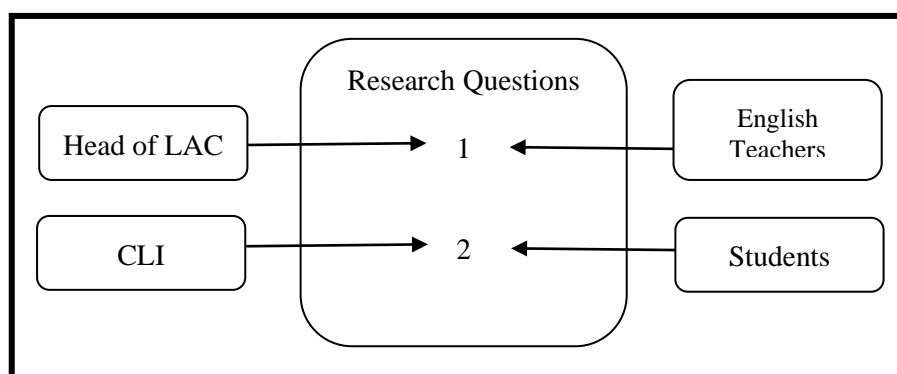


Figure 3.1 Data Source Triangulation

2.  Methodological Triangulation

In this study, the researcher also used triangulation in term of data collection technique. Data collecting technique or methodological triangulation is done by checking data getting from same unit using different methods. All of the research problems were answered through some methods as presented on Figure 3.2 below. According to the figure, the data to answer research question number 1that included setting goals, proposing English program practices, controlling and guiding students'

learning, giving model of using English, and improving students'
motivation were obtained by conducting interview and making
documentation. Besides, the research question number 2 including
proposing activities, proposing speaking club and improving students'
motivation were obtained by using some methods, they were: conducting
interview, doing observation, making field notes and documentation.
Here, it was clearly said that the research questions number 1 and 2 were
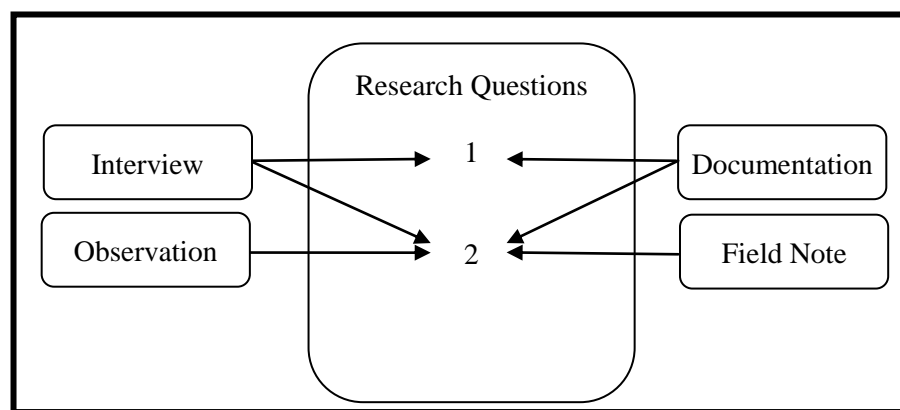methodologically triangulated.



Figure 3.2 Methodological Triangulation

## G. Data Analysis

Data analysis means a process in arranging the obtained data, and
organizing into a pattern, categories, and basic unit. Patton (1980) cited by
Tanzeh (2011:95). While, according to Bogdan & Bicklen (1998:157), data
analysis is the process of systematically searching and arranging the interview
transcript, field notes, and other materials that you accumulate to increase
your own understanding of them and to enable you to present what you have
discovered to others.

In relation to this study, the researcher used data analysis method which was suggested by Miles and Huberman (1994:10). According to them, there are three stages in analyzing data: (1) data reduction, (2) data display, and (3) conclusion drawing. Those could be explained as follows:

1. Data reduction

   The first step in analyzing qualitative data is data reduction. Data reduction deals with a process in selecting and organizing the raw data which has been obtained in the data collection process. More specifically, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.  In this step, the collected data were classified into three categories suitable with the research problems. Meanwhile, the data which were not relevant to the research problems were discarded. The data which had been suited with the Language Center's efforts in research questions number 1 and 2 were transcribed. Likewise on the third research question, the data related to contribution of the Language Center's efforts in students' speaking improvement taken from both doing interview and conducting observation also were transcribed and arranged.

2. Data display

   After the appropriate data were selected suited with the research questions in the previous step, the next step is classifying and simplifying the topic into several sub-topics. Data display refers to displaying or

presenting the selected data in the form of sentence, table or essay. It was done by deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis the display suggests may be useful. Here, data were displayed in the form of narrative sentence in which the first part related to LAC's efforts, then CLI's efforts in the next part and the contribution of the efforts to the students speaking improvement was on the last part. Thereby, there were three selected data suited with the research problems.

3. Conclusion drawing or interpretation

There are two kinds of conclusion in this study; temporary and final conclusion. Basically, researcher made temporary conclusion after data were collected in the beginning of the research. Since the temporary., conclusion was needed to be completed, the conclusion was analyzed continuously and then verified to bring to the final conclusion. In this study, the conclusion was drawn into three kinds suited with the research problems. The first conclude of how the LAC' effort to facilitate in improving the students' speaking proficiency, the second related to how the CLI's effort the same as LAC, and the third conclusion

contained the contribution of the both efforts to the students' speaking improvement.