CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

In this study, the researcher used descriptive research with qualitative approach. According to Bogdan and Tylor, qualitative research is a research methodology that produces descriptive data in the form of narratives or statements about the study subject in a holistic way.[1] This descriptive research with qualitative approach provides in-depth, detailed, and scientifically verifiable information about the phenomena experienced by the subject, including aspects like their behavior, opinions, and motivations, as well as the specific steps they take in a specific natural context.[2]

In addition, in qualitative research is important to understand the perspective of participants through interactive and flexible strategies, which aim to explore social phenomena from the perspective of participants, which allows researchers to understand the meaning contained in the context being analyzed.[3] Thus, qualitative research is a means of exploring and understanding the conditions of natural objects more deeply, with the researcher acting as a key instrument in the process.[4]

From the explanation above, this study can be categorized into qualitative research because this study aimed to explore the speaking challenges and strategies used by students in Pesantren to address the challenges of speaking English.

B. Research Setting

This study conducted in Margoyoso, Pati City, Central Java. The selection of the place is because the researcher wants to explore the strategies used by *santri* to address the challenges when speaking English while in Pesantren. Therefore, the researcher took a place in Margoyoso, which is famous as *"Kota Santri"* because there were

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[1] Steven, J. Taylor, Robert, Bogdan, & Marjorie, L. DeVault, *' Introduction to Qualitative research Methods: A Guidebook and Resource'*, (New Jersey: John Wiley & Sons, Inc, 2016).

[2] Lexy J. Moleong, ' *Data Analysis and Verification of Qualitative Research' cited in* Dedi Royadi, Nancy Susiana, and Fina Andhara Khumaida, 'Effectiveness Management of Qualitative Research in Writing Scientific Papers', *Aptisi Transactions on Management (ATM)*, 3.1 (2019), 84–90 <https://doi.org/10.33050/atm.v3i1.848>.

[3] John W. Cresswell and J. David Cresswell, '*Methods of Data Collection in Quantitative, Qualitative, and Mixed Reseach'*, (New York: Sage Publications, 2018).

[4] Sugiyono, *'Metode Penelitian Kuantitatife Kualitatife dan R&D'*, (Bandung: Alfabeta, 2013),* p. 108.

more than sixty-four Pesantren. This research conducted in May 2024 until the end.

C. Research participants

The researcher selected several students at one of Pesantren in Margoyoso as participants. In selecting participants who were in accordance with the objectives of this study, the researcher conducted pre-observation by interviewing the principal of Pesantren. Thus, the researcher obtained data on students who were always active in speaking practice in the Pesantren environment as well as students who are focused on speaking skill learning materials. From the data, there were seven students suggested by the principal of Pesantren and the seven students were from the Aliyah level or what was known as senior high school. However, only four participants would be the subjects of this study. The four subjects had the same gender and age, which was female and aged around 17th. For these four participants, using the pseudonyms -FNA, -MAR, -ISW, -ZNF.

D. Instrument and Data Collection Technique

Data collection techniques were the main foundation of this research framework. Without the application of appropriate and effective techniques and data collection, researcher had difficulties in obtaining accurate data in accordance with established research standards.[5] As for the data collection techniques used in this study are:

1. Interview

Interview is a data collection technique in which questions are asked directly to the research subject orally. In the interview, there are two parties, such as the source and the individual who is looking for information.[6] Obviously, by conducting interviews, the researcher can ask about the opinions, beliefs, and feelings of research subjects in certain situations, either interacting one-on-one or interacting in larger groups. It can be carried out in person, via the phone or using an internet platform.[7]

In this study, the researcher applied the semi-structured interview technique as a collecting data. In this approach, the researcher has the freedom to organize the interview process

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[5] Sugiyono, *'Metode Penelitian Kuantitatife Kualitatife dan R&D'*, (Bandung: Alfabeta, *2013)*, p. 8.

[6] Mason Jennifer, *Qualitative Researching*, 2nd edn (London: SAGE Publication, 2002), p. 62.

[7] Donald Arya et al., *Introduction to Research Education*, 8th edn, (Bemont, CA: Wadsworth, 2010).

without having to fully follow the established guidelines, thus allowing for flexibility in interaction. However, the researcher still compiles interview guidelines as a guide. So the questions will remain focused on the research objectives and would not expand the scope of the research that has been determined. In this interview, the researcher used open-ended questions, which contained students' opinions and experiences of challenges when speaking English and the strategies they used when tackling the challenges. Furthermore, in this study, the interviews conducted one-on-one for 30 minutes or 40 minutes for every participants. The participants were the chief of the Pesantren in Margoyoso, two English teachers, and four students at the Pesantren.

2. Observation

The observation technique is a data collection technique carried out by a researcher which involves the process of direct observation and recording of the behavior or activities of individuals that occur naturally.[8] Through these observations, researcher can get a deeper understanding of the various aspects of the phenomenon, such as the behavior of participants and the environmental dynamics that influence them. The results of these observations not only provide a more detailed and comprehensive overview of the phenomena observed, but can also provide a foundation for the development of stronger and more detailed theories.[9]

This study uses non-participant observation. It means that the approach used by the researcher to observe behavior or activities without being directly in interactions or activities related to the English language programs especially in speaking skill in Islamic boarding school. In this observation, the researcher observes, checklists, and records systematically some student activities, student behavior, and student environment when students encounter challenges when speaking English and how they address the challenges. The researcher conducted the observation in one of the Pesantren in Margoyoso for nine days. Therefore, with this approach, the researcher can get a deep insight into the natural context of the research subject without influencing or manipulating the situation.

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[8] John W. Cresswell and J. David Cresswell, *Methods of Data Collection in Quantitative, Qualitative, and Mixed Reseach* (New York: Sage Publications, 2018), p. 262.

[9] Farida Nugrahani, *'Metode Penelitian Kualitatif'*, (Solo: Cakra Books, 2014), p. 133.

3. Documentation

In qualitative research, documentation is one of the data collection techniques that has a very important role in complementing the data that has been explored through interviews and observations. More than just written records, documentation also includes various media such as photographs, field notes, audio recordings, worksheets, and videos. [10] The documentation will enable the researcher to record, collect, and record important details and crucial moments that occur during the research process.[11] Thus, documentation in this study became a tool to obtained data such as profile, vision, mission, teaching materials, English activities that support speaking activities in Pesantre, and data relevant to the research objectives. Thus, the researcher obtained a deeper understanding of the topic being researched.

E. Research Data Validity

In qualitative research, data validity is not only the main foundation that confirms the scientific character of a study, but also allows evaluation of the accuracy of the findings studied with certain procedures.[12] Therefore to ensure the validity the data, the research uses triangulation techniques. Triangulation is a technique that combines various data collection techniques and data sources available in a study. It aims to strengthen research results by comparing and confirming findings from several different sources or points of view. In addition, the purpose of triangulation is not only a technique that illustrates the validity of research data, but one of the techniques to deepen the researcher's understanding of the topic being researched. Therefore, Sugiyono divides triangulation into three, such as source triangulation, technique triangulation, and time triangulation.[13] However, in this study researcher only used two triangulations, which are:

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[10] Louis, Cohen, Manion, L., and Morrison, K., 'Research Methods in Education', (New York: Routledge, 2007). p 201.

[11] Farida Nugrahani, *'Metode Penelitian Kualitatif'*, (Solo: Cakra Books, 2014), p. 110.

[12] John W. Cresswell and J. David Cresswell, *Methods of Data Collection in Quantitative, Qualitative, and Mixed Reseach* (New York: Sage Publications, 2018), p. 274.

[13] Sugiyono, *'Metode Penelitian Kuantitatife Kualitatife dan R&D'*, (Bandung: Alfabeta, 2013), p. 241.

1. Source Triangulation

Source triangulation is one type of triangulation that involves the use of several different data sources to test the validity and reliability of the information collected. The reason for the research in using source triangulation is used to verify the truth of data obtained from interviews by comparing them from several different data sources.[14] In this case, the data sources include English teachers, students, and the chief of Pesantren. By using this approach, the researcher can ensure the validity of the data by comparing it from different points of view.

2. Triangulation of techniques

Technical triangulation is an approach that involves using different data collection techniques, such as interviews, observation, and documentation, to obtain information from the same source.[15] By using triangulation techniques, researcher can double-check the data obtained from interview using semi-structured technique and open-ended questions, which are compared with data obtained through non-participant observation and document analysis. Therefore, with this approach, the validity of the data in the research can be guaranteed and the results can be trusted.

F. Data Analysis Technique

Data analysis is an important step in research that allows researcher to explore the meaning of the information collected. This process is carried out in a thorough and structured manner, which exploring data from various sources such as interviews, observations, and document analysis. In qualitative research, data analysis is not just about formulating conclusions, but also creating narratives that describe an in-depth understanding of the topic.[16] In addition, qualitative data analysis an iterative process, where the researcher constantly expands and checks the researcher's interpretation to ensure accuracy of the resulting findings, thus encouraging a deeper and more comprehensive investigation.[17] Therefore, the researcher used

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[14] Sugiyono, *'Metode Penelitian Kuantitatife Kualitatife dan R&D'*, (Bandung: Alfabeta, 2013), p. 274.

[15] Sugiyono, *'Metode Penelitian Kuantitatife Kualitatife dan R&D'*, (Bandung: Alfabeta, 2013), p. 274.

[16] Sugiyono, *'Metode Penelitian Kuantitatife Kualitatife dan R&D'*, (Bandung: Alfabeta, 2013), p. 244.

[17] Farida Nugrahani, *'Metode Penelitian Kualitatif'*, (Solo: Cakra Books, 2014), p. 172.

the data analysis described by Milles and Huberman.[18] They are three steps to be carried out by the researcher, including the following:

1. Data Reduction

The first step in qualitative research is data reduction. Data reduction is a process that involves steps such as selecting relevant data, focusing on significant aspects, simplifying information, and abstracting to find patterns or fundamental findings. During this step, the researcher systematically analyzed each piece of data that had been collected, recorded important information, and made summaries that provided a deeper understanding of the research topic, which was the strategies used by students when addressing English speaking challenges at the Pesantren. This data reduction process was carried out continuously throughout the research and began when the researcher chose the topic. The purpose of this data reduction process is to help researchers find the core of the data obtained, making it possible to formulate relevant findings and provide a clearer overview of the research topic. Thus, this process facilitates further data collection.

2. Data Display

The second step in qualitative data analysis is data display, which allows researcher to conclude and take appropriate action based on the information collected. This data display served as an organizational structure that classified information in the form of comprehensive descriptions and narratives, which were derived from the results of the previous data reduction. In this step, the research classified the challenges by students in speaking English and classified the strategies used by students to address the challenges of speaking English in Pesantren. In addition, data can be presented in visual forms such as pictures, graphs, charts, and tables to clarify and facilitate data analysis. The purpose of this data display is to provide answers to research problems through the data analysis process, as well as to facilitate a deeper understanding of the relationship between various variables. Thus, researcher can interpret and analyze data more effectively, so that they can make the proper conclusions based on the results of the analysis that has been done.

3. Conclusion Drawing/Verification

The last step is conclusion drawing or verification. Conclusion drawing is the process of interpreting the results of data

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[18] Matthew, B. Miles, A.M.Huberman, and J. Saldana. *'Qualitative data analysis A methods'*, sourcebook Ed.3, (America: Sage publications, 2014), .p 10-11.

analysis and data interpretation. This process does not simply conclude from the data that has been collected, but also involves continuing verification to ensure the validity and reliability of the resulting conclusions. Verification is carried out by repeating the steps of the research that has been carried out, including checking the data from the field again, analyzing field notes, and reviewing the provisional conclusions that have been made. This aims to ensure that the final conclusions are the result of a thorough and comprehensive research process. The final conclusions should be concise, clear, and precise, and include a description of the strategies used by students in Pesantren to address the challenges when speaking English. Thus, verification confirms the validity and reliability of the findings obtained through qualitative research.

G. Research Ethical Consideration

After obtaining consent and research permission from the participants, this study was conducted in compliance with the research principles which include:

1. Respecting the opinions of each participant.
2. Researcher ensure the privacy of participants.
3. Giving participants the opportunity to express their viewpoints.
4. Obtaining permission from participants before conducting research.
5. Clearly stating the aims and objectives of the research before conducting the research to avoid misunderstandings among participants.
6. Communicating about the research in an honest, transparent, and without coercion.