

CHAPTER 3

RESEARCH PROCEDURES

This chapter offers comprehensive details regarding the research design and procedures implemented throughout the course of this research project. It is structured into seven distinct sections for clarity and coherence. The first section focuses on the research method, explaining the design and methodology chosen by the researcher. The second section defines the study's focus to ensure alignment with the core research objectives and maintain contextual relevance. Subsequently, the third section provides insights into the research setting, participant details, and the process of participant selection, including identification and recruitment procedures. The fourth section outlines the data collection technique, specifying the instruments and methodology employed to gather essential data. Moving forward, the fifth section discusses the data analysis technique, outlining post-data collection processes and the methodologies utilized for data analysis. The sixth section elaborates on the sequential research steps undertaken during the study. Finally, the last section presents information on the temporal and geographical aspects of the research, incorporating graphical depictions of the research timeline for enhanced understanding and visualization.

3.1 Method of the Research

In this study, the researcher used exploratory case study as a research methodology to explore the challenges faced by Islamic boarding school students in learning English. Yin (1994) categorized three different types of case study namely exploratory, descriptive, and explanatory case studies. He added that if the research is mainly focused on “what” questions, it may call for exploratory study. In addition, Bhat (2019) stated that for such research, it is conducted to have a better understanding of the existing problem. He also pointed out that exploratory case study is carried out when the topic needs to be understood in depth, especially if it has not been done before. Thus, exploratory case study design has chosen for this study as this study explored the challenges faced by Islamic Boarding School students.

3.2 Focus of the Research

The focus of this research is on two main challenges: language barriers and the learning environment. Language barriers include difficulties in speaking and writing. The learning environment encompasses the dual curriculum (national standard and pesantren), teaching methods (conversational classes and syllabus-based learning), and the overall boarding school experience. These aspects are significant because they directly impact students' ability to acquire English proficiency. Understanding these challenges can inform strategies to improve English education in pesantren, thereby enhancing students' academic and future career opportunities.

3.3 Setting and Participant

This study took place within Islamic Boarding School in Tasikmalaya, West Java. Islamic Boarding School known as pesantren provides a holistic education that involves learning religion, Islamic sciences, and general sciences, while emphasizing character building, moral values, and ethics to create a generation of Muslims based on Islamic values. students are taught English through two main approaches: conversational classes and syllabus-based learning. Conversational classes focus on practical language use, helping students develop speaking and listening skills in real-life contexts. Meanwhile, syllabus-based learning provides a structured framework covering grammar, vocabulary, and comprehension.

The participants of this study are students of Islamic Boarding School. To collect the data, three students of Islamic Boarding School will be interviewed, as each participant have different achievement in their classroom; The high achiever, the low achiever and the average achiever. The reason for choosing those students is to obtain various data as it hopes that the researcher can explore about the challenges they face in learning English in their schools.

3.4 Technique of Collecting the Data

The data collection for this study used semi-structured interview with the participants in order to gain the detail information about their experiences, challenges, and perceptions related to English language learning. Semi-

structured interview was used because it is designed to ensure subjective responses from the participants regarding a particular phenomenon that they had experienced, and it also could make the participants feel free to answer the whole questions given related to their own experience (McIntosh & Morse, 2015). Then the interviews were audio-recorded and transcribed to capture participants' responses accurately

3.5 Technique of Analysing the Data

All the interviews were recorded, transcribed, and then analyzed using the thematic analysis approach introduced by Braun and Clarke (2006) based on driven data. As Braun and Clark (2006) assumed, thematic analysis was an analytical process for analyzing, managing, representing, and informing themes in a data set. Thematic analysis was also used by researchers because it allowed for greater flexibility in interpreting data and made obtaining large data sets easier by grouping them into themes. There were six-phase guides.

3.5.1 Familiarizing with the Data

The researcher initially gathered data for the study through interviews and then transcribed the information. Then, the researcher paid close attention to find important meanings, repeated patterns, or new themes in the information

3.5.2 Generating Initial Codes

The researcher identified all the important information in the dataset to answer the research questions, which involves coding interesting features of the entire data set systematically & collecting data which is relevant to each code; making it easier to see how it related to the study's goals.

Table 1. Generating Initial Code

Utterance	Code
"I find it very difficult to speak English"	Speech Difficulty

"I struggle with speaking and writing"	Speaking and Writing Difficulties
"Conversation and writing are difficult. Writing is difficult because what is written is different from the pronunciation"	Differences in Writing and Pronunciation
"I find it difficult. Because every time I want to use English, I have to think first, try to translate first."	Vocabulary Limitations
"Less supportive, because there is no program that requires students to communicate using English."	Lack of Supportive Environment
"Very minimal. English is used in class to ask for permission, while I rarely have to ask for such permissions. Then there is no special place where English is used. So English is used voluntarily outside the classroom."	Limited English Usage
"Yes, I was consciously afraid and nervous to make a mistake because it could cause misunderstanding."	Fear of Making Mistakes
"Yes, I feel afraid of making mistakes when speaking English"	Fear of Making Mistakes
"Yes, I am afraid of making mistakes especially when speaking in English and writing in English"	Fear of Making Mistakes

3.5.3 Searching for the Themes

After the initial coding, the researcher grouped similar codes into potential themes. The researcher classified the result codes from the first cycle coding into several categories or themes.

Table 2. Searching for the Themes

THEME	CODE
Challenges Related to linguistics	Speech Difficulty; Speaking and Writing Difficulties; Differences in Writing and Pronunciation; Vocabulary Limitations;
Challenges in learning environment	Lack of Supportive Environment Limited English Usage
Challenges related to psychological	Fear of Making Mistake

3.5.4 Reviewing Themes

The researcher worked on formulating or adjusting the themes identified in the previous step. In this phase, the researcher reviewed the potential themes to ensure that they are supported by the data and relevant to the research questions, so the researcher combines challenges related to linguistics and challenges related to psychological into one. This phase entailed the modification of themes discovered during the search for themes. After reviewing these themes, the researcher saw that they were interrelated and could be grouped into two main themes

1. Internal challenges: Speech Difficulty; Speaking and Writing Difficulties; Differences in Writing and Pronunciation; Vocabulary Limitations; Fear of Making Mistake
2. External challenges: Lack of Supportive Environment; Limited English Usage

3.5.5 Defining Themes

The fifth stage of the process entails developing specific definitions and names for each theme. To facilitate data analysis, the researcher articulates the nature of each theme and elucidates the connections between them.

Table 3. Defining Themes

Internal challenges	Difficulties that come from within students, namely difficulties in language skills (speaking, writing), lack of vocabulary, and fear of making mistakes.
External challenges	Difficulties that come from outside the students, those are lack of an environment that supports the use of English and limited opportunities to use English outside the classroom.

3.5.6 Producing a report

During the sixth phase, the researcher presented the study's findings, which marked the end of the analysis process. This step is completed by presenting a structured set of information and the ability to draw conclusions, because the data obtained during the qualitative research process is typically in the form of a description, necessitating simplification without reducing its content.

3.6 Steps of the Research

As part of the research, the researcher conducted the following stages:

Table 4. Steps of the research

Identifying the problem.	Found a phenomenon and/or an issue based on observation.
Reviewing literature.	To support this research, the researcher reviewed several literatures related to the study.
Objectives and research questions	The study aimed to identify the challenges faced by students in Islamic boarding schools in learning English.
Collecting the data	The data collection applied semi-structured interviews, as they provided rich and detailed qualitative data for understanding participants' experiences, describing how they make meaning of those experiences (Rubin & Rubin, 2012).
Analyzing the data	This study used thematic analysis to analyze the data, which is an analytical process for analyzing, managing, representing, and informing themes found in a data set (Braun and Clark, 2006).
Writing the report	After all the steps above were conducted, the analyzed data were presented as the result of the study.

3.7 Time and Place of the Research

This study will be carried out at Islamic boarding school in Tasikmalaya, West Java, Indonesia. Meanwhile, this research carried out between July 2023 – July 2024.

Table 5. Time of the research

No	Description	July , 23	October , 23	March , 24	April , 24	May , 24	June , 24	July , 24
1	Research proposal writing	■						
2	Research proposal examination				■			
3	Data collection						■	
4	Data analysis						■	
5	Report						■	
6	Comprehensive examination							■
7	Thesis examination							■