

CHAPTER 3

RESEARCH PROCEDURES

This chapter provides the methodology utilised to conduct the study. The research method, setting and participants, data collection, data analysis, steps of the research, and research timetable are the seven components of research procedures that are described.

3.1 Method of the Research

The method used in this research is a descriptive case study. This type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2018). Qualitative and descriptive research is well suited to the study of L2 learning teaching. However, it is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes (Nassaji, 2015). The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data (Gall et al., 2007).

3.2 Focus of the Research

The focus of this research is to show students' perspectives on the significance and drawbacks of the *Muhadhoroh* program for learning English speaking skills. The descriptions are taken from interview data with three students involved in this study who have been specially selected based on several qualifications.

3.3 Setting and Participants

This research was conducted in June 2024 in one of the IBSs in Cirebon, West Java, Indonesia. Contextually, this research covers the phenomenon of the *Muhadhoroh* program at the modern IBS, which can train students' speaking skills.

In this research, three students were recruited to explore their perceptions of implementing the *Muhadhoroh* program. The number of participants recruited was to obtain more in-depth and detailed information to describe various perspectives on the smallest scale. Participants were also recruited based on their academic achievements, such as low, medium, and high achieving students; this categorization (low, medium, high) is reflected as a representative sample in this research (Kumar, 2011). A student with low achievement is not fluent in speaking skills, often violates the provisions of the *Muhadhoroh* discipline, and gets a speech score below 50. A student who has medium achievement and is quite fluent in speaking skills follows the *Muhadhoroh* but did not take part in the competition and got a speech score between 50-70. A student with high achievements is very fluent in speaking skills, follows *Muhadhoroh* well, is disciplined, often takes part in speech competition activities, and gets a speech score above 80. Most importantly, participants will also be recruited because of their willingness to be involved in this research for ethical considerations.

3.4 Technique of Collecting the Data

The data in this study was semi-structured interviews are the primary sources that will be used to gather data for the study. Semi-structured interviews are undertaken because they provide rich, detailed qualitative data that help researchers understand participants' experiences, as well as how they characterize and interpret those experiences (Rubin & Rubin, 2011).

The interview questions were prepared based on the elaboration of Alqadri (2022). Several questions to be addressed which cover the prior knowledge of the participants during joining the *Muhadhoroh* program. The topic of the interviews is the significance and drawbacks of the *Muhadhoroh* program in an IBS on speaking skills. The interviews are conducted in Bahasa Indonesia, then translated and transcribed. The researcher used an audio recorder during the interview. Due to confidential issues, all the participants' names will be changed into pseudonyms (Student P1, Student P2, and Student P3).

3.5 Technique of Analyzing the Data

In analyzing the data, this study sets up a thematic analysis. As Braun and Clarke (2006) assumed, thematic analysis is an analytical procedure to analyze, manage, represent, and inform themes contained in a data set. Further, the researcher uses thematic analysis due to the consideration that it enables flexibility in interpreting the data and allows the researcher to gain huge data sets more easily by arranging them into themes. In practice, there are several steps in conducting the thematic analysis, which include as following;

3.5.1 Familiarizing the Data

This process includes transcribing data, reading the data several times, and noting down the data transcript of the interview. This is the first phase, where the researcher reads all the data from the interview results to find meaning and patterns or themes that occurred within the data.

3.5.2 Generating Initial Codes (Coding)

This second phase includes identifying all relevant pieces of data within the entire dataset to answer the research questions. The researcher highlighted the codes by colouring the data, which is identified as the codes related to the purpose of this study.

Table 3.1 General Initial Codes

Codes	Initial Codes
<i>Belajar speaking skills nya ya awal nggak bisa jadi semakin bisa karena sering dilatih setiap minggu.</i>	Improving Speaking Skills
<i>Sangat membantu sekali dalam pronunciation, soalnya pronunciation harus banget diperhatiin kaya dari yang sebelumnya kita tuh masih salah jadi mulai betul.</i>	Improving pronunciation
<i>karena kan waktu pembuatan teks pidato itu kosakatanya cari di kamus jadi tau tata letaknya itu harusnya kayak gini. Selain itu, kita juga buka buku grammar juga.</i>	Improving grammatically

<i>Setiap harinya kita tuh selalu dikasih 4 vocabularies bahasa Arab-Inggris yang akan membatu dalam proses pembuatan teksnya.</i>	Increasing Vocabulary
<i>Disampin itu juga kita menguasai bagaimna berekspresi atau gesture yang sesuai dengan isi pidato yang kita bawakan.</i>	Improving non-verbal communication
<i>Sih maksudnya buat kekurangan itu nggak ada, jadi ya itu lebih bisa mengatur artikulasi nada buat ngomong biar nggak gugup juga.</i>	Improving Technical Prosody
<i>Aku juga lebih sering mengajak audiens biar ga ngantuk karena ini kan acaranya malam.</i>	Improving interactive speaking skills
<i>Pertama kali tampil di depan orang-orang kaya masih gugup, sekarang bisa menguasai panggung.</i>	Growing self-confident
<i>iya sangat membantu, Sering dapat latihan pidato jadi belajar, lagi belajar, lagi belajar sampai fluent, itu awalnya kita harus mengerti dulu teks nya.</i>	Improving fluency
<i>Setiap 2 kali sekali di selingi intermezo. Nah intermezo itu kurang bermanfaat nyanyi doang.</i>	Ineffective Activity
<i>kadang pengurusnya tuh telat bagiin jadwalnya, jadi kita tuh kurang waktunya buat ngafalin dan buat bikin teks pidato. Akhirnya kalau nanti kita nggak bisa kita juga yang di hukum.</i>	Organizer Negligence

Table 3.2 List of Initial Codes and Their Frequencies

No	Initial Codes	Total
1.	Improving Speaking Skills	3
2.	Improving pronunciation	7
3.	Improving grammatically	7
4.	Increasing Vocabulary	5
5.	Improving non-verbal communication	6
6.	Improving Technical Prosody	6
7.	Improving interactive speaking skills	9
8.	Growing self-confident	15
9.	Improving fluency	4
10.	Ineffective Activity	3
11.	Organizer Negligence	6

3.5.3 Searching for Themes

During this third phase, the researcher identifies the themes from the data that have been categorized and highlighted. This is the process of selecting the data transcript and finding out something significant or interesting about the data based on research questions.

Table 3.3 Searching for Themes

No	Initial codes	Potential Themes	
1.	Improving Speaking Skills	Developing English	S I G N I F I C A N C E S
2.	Improving pronunciation	Speaking Skills Aspects	
3.	Improving grammatically		
4.	Increasing Vocabulary		
5.	Improving non-verbal communication		
6.	Improving Technical Prosody		
7.	Improving interactive speaking skills		
8.	Improving fluency		
9.	Growing self-confident	Affecting Cognitive to English Speaking Skill	
10.	Ineffective Activity	Non-efficient activity in the <i>Muhadhoroh</i> program	DRAWBACKS
11.	Organizer Negligence	External Factor	

3.5.4 Reviewing Themes

In the fourth phase, the researcher develops or modifies the themes that have been identified in the previous step. The researcher reviews the following themes to ensure which are the most appropriate ones.

3.5.5 Defining and Naming Themes

This fifth phase includes generating clear definitions and names for each theme. The researcher defines the nature of each theme and the relationship between them to analyze the data.

Table 3.4 Defining and Naming Themes

No	Themes	Sub Themes
1.	Developing English Speaking Skills Aspects	Developing Micro-speaking Skills Developing Macro-speaking Skills
2.	Affecting Cognitive to English Speaking Skill	
4.	Non-efficient activity in the <i>Muhadhoroh</i> program	
5.	External Factor	

3.5.6 Producing the Report

In this sixth phase, the researcher reports the result of this research as the final opportunity for analysis.

3.6 Research Steps

The outline of the steps of this research is distinguished into three steps, they are:

1. Research preparation. In preparation for the research, the researcher prepares everything necessary to conduct the interview, such as preparing questions, preparing voice recording equipment, and coordinating with the school where the data is taken.
2. Research conducted. In conducting the research, the researcher began to enter the room and then gave interview questions.
3. Report. In reporting, the researcher puts information or findings obtained during the research after collecting and analyzing data

3.7 Time and Place of the Research

This research was conducted after the proposal and completion of the proposal examination. It was located at Manba'ul 'Ulum Islamic Boarding School, Cirebon, West Java, Indonesia.

3.8 Research Timeline

Table 3.5 Research Schedule

Description	Oct- Nov 2023	Des 2023	Mei- Jun 2024	Jul 2024	Aug 2024	Des 2024
Research proposal writing						
Research proposal examination						
Data collection						
Data analysis						
Report						
Thesis Examination						