

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter outlines the technique used to carry out the investigation. It covered the following seven components of research procedures: research method, setting and participant, data collection, data analysis, step of the research, and research schedule.

#### **2.1. Research Design**

This research was conducted using qualitative methods. Case studies are the type of research that the present research depends on. A case study, according to Merram & Associates (2002) offers a "thorough description and analysis of a phenomenon or social unit such as individual, group, institution, or community". The design that will be used in this research is a descriptive case study. Usually, descriptive case studies are utilized to give researchers a thorough description of the topic they are researching (Yin, 2003). The phenomenon of this research is that students speak English in modern Islamic boarding schools not according to English rules. Students often speak by directly translating words from Indonesian. A phenomenon that is often encountered when students speak English is translating words directly from the student's mother tongue. For example, when students want to say "Don't follow along" in language, students say it with the sentence "Don't follow follow". So, if most students feel confused about saying something, they say it by directly translating the words. So this research aims to find out the challenges and solutions of students when speaking English in modern Islamic boarding schools.

#### **2.2. Research Setting and Participant**

This research was carried out at one of the Modern Islamic Boarding Schools in Tasikmalaya, West Java, Indonesia. This modern Islamic boarding school was chosen because it is relevant to the focus of the research which is indeed one of the modern Islamic boarding schools that uses English as one

of the daily languages used by EFL students. Contextually, this research covers the phenomenon of students who experience challenges in the form of difficulty speaking English in modern Islamic boarding schools as well as the solutions used by students to face these challenges. The participants are three students from grade three MA at Modern Islamic Boarding School. There are several characteristics that make me choose the three students as research participants. First, the research will be conducted at a boarding school where there are students who have guided junior students in learning to use foreign languages as former administrators at Islamic boarding schools. So there will be two points of view from the student. Second, only students who have attended Islamic boarding schools for at least three years. Three students will be recruited to explore their perceptions in explaining challenges and solutions in English. Participants will also be recruited based on their academic achievements, such as low-, medium-, and high-achieving students. Since the core aim of qualitative inquiry is to discover diversity, sample size, and sampling strategy (Kumar, 2011), this categorization (low, medium, high) is reflected as a representative sample in this study. Most importantly, participants will also be recruited because of their willingness to engage in this research due to ethical considerations.

### **2.3. Data Collection**

The researcher used semi-structured interviews as a data collection technique. According to Kallio, et al. (2016) in qualitative research, semi-structured interviews are a frequently used way to collect data, and the effectiveness of interview guides has a significant impact on research results. Interviews are often used as a resource to investigate the truth, facts, experiences, opinions, attitudes and/or feelings of respondents as stated by Talmy (2010).

Interview with three Madrasah Aliyah students at a modern Islamic boarding school in Tasikmalaya who have been in school for 6 years and have used English in their daily language while at the Islamic boarding school.

Next, the researcher asked several questions adopted from Fatihah's research (2022) regarding the challenges of teachers in teaching in modern Islamic boarding schools. With questions adapted to the context, modified for the target and focused on the research objectives. The questions asked are flexible and open to obtain more information related to the challenges and solutions of EFL students in speaking English at modern Islamic boarding schools in Tasikmalaya.

Interviews conducted with participants used Indonesian as the main language. The researcher used an audio recorder during the interviews. This is done so that students can express their ideas freely, create a comfortable environment and minimize language barriers or misunderstandings during the interview process. And these interviews were conducted privately in the participants' free time.

## **2.4. Data Analysis**

The data was analyzed qualitatively using thematic analysis. Thematic analysis is a qualitative analytic technique used to find, examine, and summarize themes that recur often in qualitative data. With this method, researchers can comprehend and give context to the numerous viewpoints, experiences, or narratives present in the data. Thematic analysis is a technique for locating, classifying, and providing insight into patterns of meanings within data (Braun and Clarke, 2012). The researcher will use thematic analysis to methodically seek themes that show up in the data they have gathered, such as interview transcripts, field notes, or text documents. In thematic analysis, common steps include:

### **3.4.1. Familiarization with data**

In this step, the researcher reviewed and analyzed the interview transcript. During the information gathering phase, this step involves determining the significance, theme, or structure of the research regarding the challenges and solutions of EFL students speaking English in modern Islamic boarding schools.

### 3.4.2. Generating Initial Codes

In this phase, the researcher identifies meaning units or data segments that are relevant to the research question and assigns a label or code to each of these units. The researcher underlines the code by coloring to identify the different aspects that make up a brief summary of the data.

**Table 3.1 Generating Initial Codes**

| Code  | Initial Code                              |
|---|---|
| Beberapa tantangan yang saya dapatkan ketika berbahasa Inggris itu yang pertama dalam Pronunciation. Karena berbeda dengan bahasa Indonesia ataupun bahasa Arab misalnya, tulisannya itu berbeda dengan cara membacanya.  | Difficult to pronounce word               |
| karna saya disini tidak membawa ponsel, jadi saya hanya mengandalkan kamus seperti dari kamus oxford dan melihat tulisan phonetic dalam kamus tersebut. Sehingga agak terbayang sedikit bagaimana pengucapannya, meskipun tidak langsung mendengarkan.                  | Using dictionary to look for the phonetic |
| Atau saya mencari dari youtube, terkadang juga dapat dari menonton film dengan menggunakan translate sehingga saya tahu bagaimana cara pengucapan dan artinya apa. Lalu saya merasa dengan melihat dari youtube jadi menambah beberapa pengetahuan idiom ataupun slank. | Using internet as learning sources        |
| Solusi yang pertama bagi saya menanyakan langsung pada guru. Bagaimana cara membaca yang benar. Ataupun menanyakan kepada teman yang lebih faham tentang bahasa Inggris   | Asking for help to others                 |
| Karna terkadang saya bingung pemilihan kata atau penempatan kalimat yang tepatnya bagaimana.  | Word choice                               |
| Jadi selain pronunciation juga kurangnya vocab menjadi tantangan saya. Karena berbeda dengan bahasa Indonesia ataupun bahasa Arab misalnya, tulisannya itu berbeda dengan cara membacanya.  | Lack of vocabulary                        |
| Meskipun saya menyukai bahasa Inggris   | Lack of grammatical                       |

tapi kekurangan saya memang di **grammar awareness** ini. Terkadang saya ragu apakah ini benar atau salah.

Ya paling saling **sharing** ke sesama teman agar tidak mudah lupa dan saling mengingatkan. Sebenarnya saya juga pengen bisa bahasa Inggris, namun kan untuk bisa bahasa Inggris ini perlu rajin. **Sharing to others**

Namun yang banyak dijumpai oleh saya hanya sedikit yang menyukai bahasa Inggris sehingga menjadi **kurang motivasi bagi saya.** **Lack of motivation**

Ataupun **sering sering membaca buku bacaan bahasa Inggris ataupun materi bahasa Inggris.** Lalu saya meminta teman saya mendengarkan saya membacanya, apakah sudah benar atau ada kekeliruan. **Using English exercise book**

Biasanya dengan cara **memberikan challenge** ke sesama teman. Misalkan saling baca dialog, atau dengan mendikte kata dalam bahasa Inggris dengan teman. Sehingga kita saling bertukar peran. Misalkan saya yang membaca teman saya yang menulis begitupun sebaliknya. **Making challenge with friends**

Lalu **perlu juga adanya teman yang memang suka bahasa Inggris agar bisa saling belajar.** Namun yang banyak dijumpai oleh saya hanya sedikit yang menyukai bahasa Inggris. **Need someone who's like English**

**Table 3.2 Frequency**

| No | Initial codes                                    | Frequency |
|----|--|-----------|
| 1  | <b>Difficult to pronounce word</b>               | 5         |
| 2  | <b>Using dictionary to look for the phonetic</b> | 3         |
| 3  | <b>Using internet as learning sources</b>        | 5         |
| 4  | <b>Asking for help to others</b>                 | 3         |
| 5  | <b>Word choice</b>                               | 1         |
| 6  | <b>Lack of vocabulary</b>                        | 1         |
| 7  | <b>Lack of grammatical awareness</b>             | 2         |
| 8  | <b>Sharing to others</b>                         | 1         |
| 9  | <b>Lack of Motivation</b>                        | 2         |
| 10 | <b>Using English exercise book</b>               | 1         |
| 11 | <b>Making challenge with friends</b>             | 1         |

| No | Initial codes                             | Frequency |
|----|---|-----------|
| 1  | Difficult to pronounce word               | 5         |
| 2  | Using dictionary to look for the phonetic | 3         |
| 3  | Using internet as learning sources        | 5         |
| 4  | Asking for help to others                 | 3         |
| 5  | Word choice                               | 1         |
| 6  | Lack of vocabulary                        | 1         |
| 7  | Lack of grammatical awareness             | 2         |
| 8  | Sharing to others                         | 1         |
| 12 | Need someone who's like English           | 1         |

### 3.4.3. Searching for Themes

In this step, the researcher organized the data codes into possible themes while considering the ways in which various codes can combine to create a larger subject. During the sorting step, the researcher employed visual aids with a brief description, such as mind maps, tables, or text. The identification of themes, sub-themes, and their relationships would be on display at the end of this phase.

**Table 3.4.3** *Process of Searching for Themes*

|                   | <b>Initial Codes</b>                      | <b>Potential Themes</b>   |
|-------------------|---|---------------------------|
| <b>Challenges</b> | Difficult to pronounce word               | Linguistic factors        |
|                   | Word choice                               |                           |
|                   | Lack of vocabulary                        |                           |
|                   | Lack of gramatical awarness               |                           |
|                   | Lack of Motivation                        | Lack of motivation        |
| <b>Solutions</b>  | Using internet as learning sources        | Using tools resources     |
|                   | Using English exercise book               |                           |
|                   | Using dictionary to look for the phonetic |                           |
|                   | Sharing to others                         | Seek help and collaborate |
|                   | Asking for help to others                 |                           |
|                   | Making challenge with friends             |                           |
|                   | Need someone who's like English           |                           |

#### 3.4.4. Reviewing themes

In the fourth stage, the researcher reviewed the emerging themes, classifies them, and organizes them into interrelated categories. This process involves comparing, combining, or omitting related themes.

**Table 3.4.4** *Theme review*

| <b>Potential themes</b>   |
|---------------------------|
| Linguistic difficulties   |
| Lack of motivation        |
| Using tools resources     |
| Seek help and collaborate |

#### 3.4.5. Defining and naming themes

In this phase, the researcher provides clear definitions and

descriptions for each identified theme, referring to relevant data as support. In this phase the researcher also determines the final theme that will be used with the proper name and must answer the research questions and achieve the desired goals.

**Table 3.4.5**

|            | Name of the theme          | Definitions   |
|------------|----------------------------|---|
| Challenges | Linguistic factors         | Students face challenges related to linguistic factors, such as lack of vocabulary, word choice, pronunciation, and grammatical errors. |
|            | Psychological Barriers     | Students challenges are related to Psychological aspects such as a lack of learning motivation.   |
| Solutions  | The use of various sources | The solution that student applied to solve the challenges related to the use of internet platforms and books.                           |
|            | Seek help and collaborate  | The solution that students applied to solve the challenges by peer collaboration.   |

#### 3.4.6. Producing the report

This is the final stage for the Researcher. Namely by carrying out a deeper interpretation of the emerging themes, analyzing the relationships between these themes, and drawing conclusions that are relevant to the research question. To report the results of this study. Data from one theme to another must be sequential and connected to provide a coherent data description.



### 3.5. Research Schedule

| Description                         | Sept<br>2023 | Oct<br>2023 | Nov<br>2023 | Des<br>2023 | Jan<br>2024 | Feb<br>2024 | Mar<br>2024 |
|-------------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Research<br>Proposal<br>writing     |              |             |             |             |             |             |             |
| Research<br>Proposal<br>examination |              |             |             |             |             |             |             |
| Data Collection                     |              |             |             |             |             |             |             |
| Data Analysis                       |              |             |             |             |             |             |             |
| Report                              |              |             |             |             |             |             |             |
| Thesis Result<br>Seminar            |              |             |             |             |             |             |             |
| Thesis<br>Examination               |              |             |             |             |             |             |             |