

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses descriptive qualitative research methods. Because it describes the English teacher's creativity in teaching English as an extracurricular activity at Darul Istiqamah Modern Islamic Boarding School. The qualitative research method is a research method based on the post positivism philosophy that is used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalizations.(Sugiyono, 2020) The researcher chose this method because it provides a more comprehensive grasp of the teacher's and students' perspectives on Teacher Creativity in Teaching English through Extracurricular Activities. The data collected in the form of words as a descriptive explanation rather than a number, as a result of the teacher's creativity, includes quotations from the teacher and students' perspectives in order to comprehend the words. The outcome of the teacher's creativity focuses more on the data interpretation found in the field, and it is not published in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words related to the teacher's creativity and given in narrative.

Based on the explanation above, it is possible to conclude that descriptive qualitative is the analysis of descriptive data collected in the field. Using descriptive qualitative, the researcher obtains an answer about the English Teacher's Creativity in Teaching English through Extracurricular Activities at Darul Istiqamah Modern Islamic Boarding School.

B. Research Setting

In this study, the researcher choose Darul Istiqamah Islamic Boarding School as the research location. Darul Istiqamah Islamic Boarding School is located at Jl. Pagat Sarigading, Banua Binjai Village, Barabai District, Hulu Sungai Tengah Regency, South Kalimantan, Postal Code: 71315. The selection of this school is based on the diversity of language use, namely Indonesian, Arabic, and English. This research was conducted on March 22nd to May 20th to guide and conduct research at Darul Istiqamah Islamic Modern Boarding School. This boarding school implements or provides extracurricular activities such as speech and debate as an approach to address and train for the challenges of public speaking, based on observations made by the researcher. In addition, the researcher also aims to understand the creativity methods developed by the teachers and how they prepare and deliver these methods in teaching students in specific extracurricular activities. Before conducting the research, the researcher obtained permission from the school by submitting an official research request.

C. Participant

The participants in this study are language learners or language teachers at Darul Istiqamah Boarding School South Kalimantan Indonesia. Purposive sampling was used to choose individuals who had personally experienced or demonstrated a strong influence of creative teaching approaches on students' enthusiasm in language learning. The selection criteria will include students who have demonstrated improved interest, engagement, or motivation in language classrooms and extracurricular activities as a result of creative teaching strategies, as well as teachers who have incorporated innovative approaches into their language training.

The teachers asked the students to create one topic to practice one by one in front of the class. The extracurricular activities are held once a week, every Wednesday afternoon from 3:30 PM to 5:15 PM. The researcher chose this school because they believe that the introduction of this extracurricular activity will increase students' self-confidence. This also has a positive effect on English Learning process, and then Extracurricular activities are also a place to develop oneself and train skills in communicating and building self-confidence in front of others.

D. Data

The data in this study was obtained through observations to determine what methods a teacher uses to teach or provide teacher's creativity methods of public speaking, speaking, and debate, as well as interviews to investigate how they prepare themselves as teachers in

extracurricular activities. To obtain the available data, the researcher requires data sources. The data source is the subject of the research. In this study, the data was obtained from the English teachers of Darul Istiqamah Modern Islamic Boarding School who were selected as instructors in the extracurricular activities.

E. Technique of Data Collection

To obtain data, the researchers used 2 data collection techniques, namely observations and interviews. Each data collection technique has an instrument that facilitates the researchers to collect data in this study. Below are the data collection techniques:

1. Observation

This study's initial method of gathering data was observation. Specifically, observation is a useful method for methodically gathering research data and witnessing an actual phenomena in the location of the observation (Almeida, 2017). Unstructured observation is the method employed in this qualitative study since the research topic will change as the activity progresses. The results of this study are included in field notes, an essential tool in qualitative research.

Observation was used as the first technique to collect data on how teachers implemented creative strategies in English extracurricular activities. This technique allowed the researcher to witness the teaching and learning process directly and naturally within the pesantren environment.

In this study, **unstructured observation** was conducted, meaning the researcher did not use a rigid checklist but instead allowed flexibility in identifying behaviors, patterns, and creative teaching methods as they occurred. The researcher took **field notes** to record teacher-student interactions, the types of activities used (such as drama, debate, or speech), classroom atmosphere, and student engagement during the sessions.

2. Interview

The second data collection technique used to obtain the data was interview. The second data collection technique used to obtain data was interviews. To get a more comprehensive understanding of the challenges faced by teachers in preparing and teaching public speaking to students who take part in extracurricular activities, researchers used the interview method in data collection. Ma Data was obtained through direct interaction and question and answer between researchers and respondents using a prepared interview guide.

(Muhaimin et al., 2023) defines an interview as a meeting between two persons who exchange information and thoughts through questions and responses. It then leads to collaborative conversation and meaning development around a certain issue. An interview is a meeting between two persons to exchange information and ideas through questions and responses in order to create meaning for a certain issue (Sugiono, 2014:

231). In this study, the author will conduct a structured interview using an interview guide arranged in detail that resembles an interviewer's checklist. The interview intends to obtain data from teachers related to the creative learning process in English lessons.

The interview was employed as the second data collection technique to gain deeper understanding of the teachers' and students' perspectives. This method allowed the researcher to explore the rationale behind the creative strategies, as well as the challenges faced during implementation of extracurricular English learning.

The researcher used semi-structured interviews, which means a set of prepared guiding questions was used, but follow-up questions were also allowed to explore unexpected responses or clarify information. The interview process involved both English teachers and selected students who actively participated in extracurricular activities.

F. Data Analysis

Data analysis is used to filter all information on English teachers' creativity in teaching English through extracurricular activities. The data were gathered through observation and interviews. The data analysis employed in this study process is based on (Miles, 1982).

1. Data Reduction

Data reduction means make summarizing the information that relates to certain a topic. It's similar to picking the keys details, focusing on the crucial details by searching for the theme and pattern of the research topic. The data obtained through observation and interviews in this study went through a process of data reduction as the initial step of analysis. Data reduction was conducted by selecting and focusing only on the information directly related to the research objectives namely, teacher creativity in conducting extracurricular activities and the challenges faced by students in learning English. From the observations, the researcher identified various creative teaching practices such as debates, drama, and language games. Meanwhile, interview data that were irrelevant or repetitive were simplified and summarized to highlight the most meaningful points. This process allowed the researcher to concentrate on key findings and themes that directly addressed the research questions.

2. Data Display

Display of data include chart, brief descriptions, the connection between categories, and more. It's purpose is to help the researcher comprehend the phenomenon. Thus, the researcher can plan for more action. Data can be displayed using network, charts, graphs, narrative text and matrices. After reducing the data, the next step was data display, in which the selected information was organized and presented in a

descriptive narrative format to make the findings more understandable. In this study, data were displayed through direct quotes from teachers and students, detailed descriptions of extracurricular activities, and thematic groupings based on teaching approaches such as self-esteem, inquiry, and synectics. For example, interview excerpts illustrated how teachers built students' confidence through speaking activities, while observational data described how weekly speech and drama sessions were conducted. The data display provided a clear and structured visualization of how English learning was implemented through extracurricular programs at the boarding school.

3. Conclusion and Data Verification

The final step of data analysis is to draw a result or conclusion from the data. The early conclusions given are only transitory. If the conclusion is supported by consistent evidence when the study returns to the field. The finding could be considered plausible. The goal of this study's conclusion is to address the research question. The final step of data analysis involved drawing conclusions and verifying them. After organizing and presenting the data, the researcher derived conclusions based on patterns and recurring themes that emerged during the analysis. These conclusions aimed to answer the research questions concerning the role of teacher creativity and the challenges students experienced in learning English through extracurricular activities. The conclusions were not drawn immediately but were carefully verified through triangulation,

comparing the results of observations and interviews to ensure consistency. This verification process strengthened the validity of the findings and confirmed that the conclusions accurately reflected the real conditions observed in the field.