

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used a qualitative approach. Qualitative research is used to understand phenomena in natural settings by focusing on meaning, process, and interpretation rather than numerical data. According to Sugiyono & Lestari (2021), qualitative research is a research method used to examine natural conditions where the researcher acts as the key instrument and the data are presented in descriptive form.

Specifically, this research employed a qualitative case study design because it focused on an in-depth investigation of a single bounded system, namely the English Club at SMK Negeri 2 Banjarmasin. According to Creswell (2014), a case study is an approach used to explore a real-life, bounded system through detailed data collection involving multiple sources of information, such as observations, interviews, and documentation. This design was considered appropriate because the researcher intended to obtain a comprehensive understanding of how communication practice activities were implemented within a particular educational context.

Similarly, Donald Ary et al. (2010) state that qualitative research focuses on depth of understanding rather than statistical analysis. It relies on an inductive approach, uses purposive sampling, and presents findings in the form of detailed descriptions and interpretations rather than numerical reports. In addition, John Gerring (2017) explains that qualitative research involves non-comparable observations that focus on different aspects of a descriptive or causal phenomenon. This approach allows the researcher to explore complex social realities in depth. Therefore, qualitative research produces descriptive data in the form of words, observations, and documentation that reflect real conditions. The results are presented as descriptions of phenomena, individuals, or situations based on factual findings in the field.

The data are usually obtained through observation, interview, and documentation. Sugiyono & Lestari (2021), states that descriptive research is used to describe a phenomenon as it is, without manipulation of variables. Therefore, this research focuses on describing how communication practice activities are implemented in English learning at SMK Negeri 2 Banjarmasin, as well as how these activities support students' engagement in the classroom.

B. Research Setting

This research was conducted at SMK Negeri 2 Banjarmasin, located in Banjarmasin, South Kalimantan, Indonesia. The school is one of the vocational high schools that focuses on preparing students with practical skills and

competencies required for the workplace. As a vocational institution, it emphasizes skill-based education that is aligned with industry needs and professional demands.

English is taught as a compulsory subject in this school and plays an important role in supporting students' communication skills, particularly in relation to workplace communication. In this context, English learning is expected to equip students with the ability to use the language functionally and contextually in various professional situations.

This research setting was chosen based on its relevance to the focus of the study, which is communication practice activities in English learning using the Communicative Language Teaching (CLT) approach. The school provides a real classroom environment where communicative activities are implemented, allowing the researcher to explore how these activities are applied and how they influence students' participation in learning.

The school setting was chosen because it fit the study's goals, not because of personal familiarity. The practical skills and workplace readiness of SMK students make this setting ideal for communication-based English teaching. Thus, SMK Negeri 2 Banjarmasin is suitable research setting because it represents the actual state of English learning in vocational schools and provides a meaningful setting to study communicative teaching strategies.

C. Population and Sample/Participants

The population of this research consisted of all active members of the English Club at SMK Negeri 2 Banjarmasin. The English Club is an extracurricular program designed to provide additional English practice beyond the regular classroom setting. Members of this club are students who voluntarily join because they have an interest in improving their English skills, particularly in speaking and communication.

Since the English Club has a relatively small and fixed number of members, the researcher did not take a separate sample from a larger population. Instead, this study used a total sampling technique, also known as census sampling, where all members of the English Club were involved as participants. This technique is suitable for qualitative research when the population is limited and the researcher aims to gain an in-depth understanding of a specific group (Sugiyono & Lestari, 2021).

1. The first study participants included an English instructor who serves as the club's adviser and instructor. This teacher is responsible for designing and implementing communicative practice activities during club meetings. This instructor has led and supported the English Club for the past three years in addition to being an active English teacher in normal class sessions.

2. The following participants in this study were all of the English Club's active students, which consisted of approximately 10 - 15 students per meeting. These students were selected not randomly but based on their active membership in the club. They represent learners who voluntarily engage in additional English practice and are directly involved in the communicative activities observed in this study. These students were observed by evaluating their degree of involvement (attendance), their degree of interactional engagement, and the zeal and spirit they displayed throughout the course of the activities.

The selection of these participants was based on their direct relevance to the focus of the study, which is to investigate the implementation of communicative practice activities within the English Club context. By focusing on the English Club, the researcher aimed to obtain rich and in-depth data from participants who are consistently engaged in communicative English learning activities outside the regular curriculum.

D. Data

In this research, the data are in the form of qualitative data, which consist of words, actions, and written information obtained from the research participants and the learning process. According to Sugiyono & Lestari (2021), qualitative data are descriptive in nature and are presented in the form of

narratives rather than numerical data. Therefore, the data in this study focus on describing the implementation of communication practice activities in English learning using the Communicative Language Teaching (CLT) approach. The data of this research are divided into two main types:

1. Primary Data

Primary data are the main data obtained directly from the field. In this study, primary data include:

- a. The results of classroom observations, which describe how communication practice activities are implemented during the teaching and learning process.
- b. The results of interviews with the English teacher, which provide information about teaching strategies, the use of CLT, and the challenges faced in implementing communicative activities.

2. Secondary Data

Secondary data are supporting data that complement the primary data. These data include:

- a. Teaching materials and learning media related to communication activities.
- b. Documentation, such as photos, classroom records, or other relevant documents that support the research findings.

The combination of primary and secondary data enables the researcher to obtain comprehensive and in-depth information regarding the implementation of communication practice activities in English learning. These data sources play an important role in strengthening the credibility and validity of the research findings. By integrating data from observations, interviews, and documentation, the researcher is able to present a more complete and accurate description of how Communicative Language Teaching (CLT) is implemented in the classroom, as well as how it influences students' participation and engagement in the learning process.

E. Technique of Data Collection

The researcher collected qualitative descriptive data about the kinds of communication practice activities, how they were implemented, and how they affected students' engagement. From September 2, 2025, to November 2, 2025, data was directly collected at SMK Negeri 2 Banjarmasin in the English Club learning environment. The goal of this procedure was to answer the research questions about how CLT-based activities promote student engagement and communicative competence in an extracurricular context. This was

accomplished through semi-structured interviews with the English teacher, documentary analysis of classroom photos and teaching materials, and non-participant classroom observations using an observation checklist.

In this research, the researcher used several techniques of data collection to obtain comprehensive and accurate data. In qualitative research, data collection is conducted in natural settings and involves direct interaction with participants. According to Sugiyono & Lestari (2021), data collection techniques in qualitative research commonly include observation, interview, and documentation. In line with this, Arikunto (2010) states that data collection methods are systematic procedures used by researchers to obtain the data needed in a study. Furthermore, Creswell (2014) explains that qualitative data collection typically involves multiple sources of information to develop an in-depth understanding of the research problem. Therefore, this study employed observation, interview, and documentation to collect the data.

1. Observation

Observation provided direct information about classroom communication practice activities. The researcher watched teachers use Communicative Language Teaching (CLT) and students participate in communication activities. An observation sheet helped record important classroom interactions. Data is collected by directly observing the research object to obtain accurate and real information (Arikunto, 2010). Creswell

(2014) suggests that observation lets researchers record natural behavior and activities.

Based on two important methodological considerations, the researcher specifically chose the English Club at SMK Negeri 2 Banjarmasin as the main research setting for classroom observations. First, unlike traditional classroom instruction, which is frequently limited by strict curricula, theoretical delivery, and time constraints, the English Club provides a practice-oriented, flexible, and dynamic learning environment. Second, members of the English Club have a natural interest in and voluntary commitment to learning English, whereas general EFL learners in Indonesia frequently encounter difficulties like low motivation and limited language exposure. This voluntary involvement fosters a positive atmosphere during observations, enabling the researcher to collect rich, genuine, and significant data about students' confidence, communication effort, and interactional patterns without running into significant obstacles.

2. Interview

The researcher conducted semi-structured interviews with the English teacher, who also organized an English club. The purpose of the interview was to gain deeper understanding of the teacher's strategies in implementing CLT and students' responses toward communication practice activities. The interview guide was prepared beforehand, but the

researcher also allowed flexibility to explore additional relevant information during the interview process. Arikunto (2010) explains that interviews are used to collect data through direct questioning to obtain in-depth information from respondents. Similarly, Kvale (1996) states that interviews are a powerful method for understanding participants' experiences, perspectives, and interpretations of a phenomenon.

3. Documentation

Documentation was used to collect supporting data related to the teaching and learning process. The documents included teaching materials, and photos of classroom activities. These documents were used to support and strengthen the findings obtained from observation and interview. According to Arikunto (2010), documentation is a method of collecting data by examining written records, archives, or other relevant documents. In addition, Bowen (2009) highlights that document analysis is an important source of qualitative data that can provide contextual understanding and support data triangulation.

F. Data Analysis

Data analysis in qualitative research refers to the process of organizing, interpreting, and making meaning from the collected data. The data in this study consist of words, actions, and documents obtained from observation,

interviews, and documentation. According to Sugiyono & Lestari (2021), qualitative data analysis is conducted continuously from the beginning of data collection until the end of the research. In line with this, Moleong (2017) states that qualitative data analysis aims to understand phenomena experienced by research subjects through descriptive interpretation.

In this study, the researcher used the interactive model of data analysis proposed by Miles, Huberman, and Saldaña (2014), which consists of three main steps:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, and transforming the raw data obtained from the field. In this stage, the researcher organized the data from observations, interviews, and documentation, then selected relevant information related to communication practice activities in English learning. Irrelevant data were reduced, while important data were categorized based on research objectives. According to Sugiyono & Lestari (2021), data reduction helps researchers focus on important aspects so that the data become clearer and more manageable. Furthermore, Moleong (2017) explains that this process allows researchers to sharpen analysis and remove unnecessary information.

2. Data Display

Data display refers to the process of presenting the data in an organized and systematic form to make it easier to understand. In this study, the data were presented in the form of descriptive text, tables, and categorized themes. This step helps the researcher to identify patterns, relationships, and trends related to the implementation of Communicative Language Teaching (CLT) and students' participation. Sugiyono & Lestari (2021), states that data display enables researchers to understand what is happening and to plan further analysis. In addition, Miles et al. (2014) emphasize that presenting data visually or narratively helps in drawing meaningful conclusions.

The researcher used triangulation to ensure that the research findings were valid and trustworthy. Sugiyono and Lestari (2021) define triangulation as a technique for ensuring data validity by combining various data collection techniques and data sources. In this study, the researcher used technique triangulation to cross-check and compare data gathered through three primary methods: classroom observation, semi-structured interviews, and documentation.

Specifically, observational data on the implementation of communication practice activities and student participation were cross-referenced with qualitative data gleaned from the teacher's interview

responses. Documentary evidence, such as classroom photographs and instructional materials, was used to back up the findings from both observations and interviews. By combining these three data sources, the researcher ensured that the conclusions reached were credible, accurate, and true to the natural conditions of the English Club at SMK Negeri 2 Banjarmasin.

3. Conclusion Drawing and Verification

The final step is drawing conclusions and verifying the findings. The researcher interpreted the data to answer the research questions and drew conclusions based on patterns found in the data. According to Sugiyono & Lestari (2021), conclusions in qualitative research are temporary at the beginning but may become more valid after being supported by consistent data. Moleong (2017) also explains that verification is necessary to ensure that the conclusions are credible and supported by sufficient evidence.

The researcher used inductive analysis to draw conclusions from field data without hypotheses. Qualitative researchers should use inductive analysis to understand field conditions, according to Sugiyono & Lestari (2021). For valid and meaningful results, this study systematically and continuously analyzed Communicative Language Teaching (CLT)-based English learning communication practice activities.