

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the methodology and design of the research, as well as the research design, research setting, subject and object, data and data sources, collecting data technique, and data analysis procedures.

#### **A. Research Design**

In this research, the researcher uses the descriptive qualitative research design. The study describes the implementation of daily vocabulary practice toward speaking ability for *I'dadi* students at Darul Hijrah Islamic Boarding School for Female, Batung, Cindai Alus Martapura. The type of this research is field research with a qualitative approach.

Sugiyono (2013) explained that qualitative research methods are commonly referred to as naturalistic research because they are conducted in natural settings and conditions. In addition, According to Moleong (2000) qualitative research is a method that produces descriptive data from people's written or spoken words as well as observed behavior. Nasution (1992) says in qualitative research, researchers must directly collect data in real situations. The descriptive qualitative analysis was used in this study for the Research design. For this study, descriptive qualitative methodology is employed. This method involves using words (both spoken and written) as well as visual images (either observed or creatively produced) to gather data. It is research on issues presented as current data from a population, encompassing studies of people's attitudes or beliefs toward particular people, groups, situations, or practices. The purpose of this descriptive research is to provide

a methodical, factual, and accurate depiction of the facts, traits, and connections among the phenomena under investigation. So, this research uses a qualitative approach by describing the data researchers obtain from a study. In this research, the stages begin with observation; initial data is collected through observation, in-depth interviews, and document analysis.

In this research, the researcher shows that this descriptive qualitative is carried out to operationalize how the implementation of daily vocabulary practices at Darul Hijrah Islamic Boarding School for I'dadi students toward their speaking ability and what are the benefits and obstacles faced in the process of daily vocabulary practice on speaking ability there. That way, researchers hope this research can reveal how it is clearly.

## **B. Research Setting**

### **1. Research Place**

The research was conducted at Darul Hijrah Islamic Boarding School in Batung Cindai Alus Village, South Kalimantan. The school educates its students thoroughly in religion, knowledge, life skills, and student studies. They coordinate all areas of the children's activities 24 hours a day, from sunrise to late night. The school emphasizes discipline and foreign languages (English and Arabic). This most people in Kalimantan assume that children who graduate from this school have these two things (discipline and language) after graduating. And Daily Vocabulary Practice is language activity in PMDG. Daily Vocabulary Practice is the one of language curriculum in Gontor. This curriculum called KMI Gontor. And in Darul

Hijrah is “*Pondok Alumni*” in South Kalimantan that also used that curriculum.

In this study, researchers examined the students of *I'dadi* class and other supporting aspects. The researcher chose to research the school because Darul Hijrah Islamic Boarding School is one of the modern boarding schools that applies daily vocabulary practice for speaking by English or Arabic every day. Darul Hijrah Islamic Boarding School has daily vocabulary practice activities, which support students to integrate into the system, strategies, regulations, and all aspects of the school. Implementing daily vocabulary practice can help them master English speaking ability. This research was conducted in Darul Hijrah Islamic Boarding School for Female of *I'dadi* Class in academic years of 2023 for 1 months from August to September 2023 (offline).

### **C. Subject and Object**

#### **1. Subject**

According to Moleong (2000) describing research subjects as informants means that people in the research setting are used to provide information about the situation and conditions of the research setting. According to Martha & Kresno, there is no minimum sample size required for qualitative research. Small sample sizes are typically used in qualitative research. even in certain situations with just participant. When calculating the number of participants, at least two conditions must be pleased: enough and suitability in Heryana Ade (2015). All students in *I'dadi* were included

in this study as the population to study. There were 59 students in all of the class. Which are then subdivided into two clubs. But the researcher will take three people in each class as the subjects, two people of OSDA Language Department, *Ustadzah* Language Advisors, English Teacher of *I'dadi* Class, and The Director of Darul Hijrah Islamic Boarding School for Female. So, there are twelve participants. These subjects were chosen for several reasons. *I'dadi* students were chosen because they are students from junior high schools outside who have various language abilities, OSDA Language section was chosen because they are the group that provides this Daily Vocabulary Practices activity and also as an enforcer of language obligations, English teacher was chosen because to find out how the implementation of vocabulary practice on their speaking ability in class, *Ustadzah* language advisor was chosen because it is the maker of modules and regulations about all activities in Islamic boarding school.

## 2. Object

The research object studied in this study is implementing daily vocabulary practices and to know the benefits and obstacle of this activity. This study discusses the implementation of daily vocabulary practice activities: implementation, rules, and supporting aspects (OSDA Language Department, *Ustadzah* Language Advisors, English Teacher of (*I'dadi* Class), Director of Darul Hijrah Islamic Boarding School for Female) that help students with speaking ability.

## **D. Data and Sources of Data**

### **1. Data of the Research**

The data source referred to in the research is the subject from which the data is obtained. According to Moleong (2007:177) the main data sources in qualitative research are words or actions, the rest are additional data such as documents and others. The data sources explored in this study include:

#### 1) Primary Data

Primary data is data directly collected by the researcher from the first source. This primary data source aims to gather data on the implementation of daily vocabulary practice activities at Darul Hijrah Islamic Boarding School for Female, what are the benefits and obstacles of daily vocabulary practices for student's speaking ability, as well as the supporting and obstacle of implementing these daily vocabulary practice activities on speaking ability. In this study, the primary data was obtained by researchers from observations and interviews with *I'dadi* student and other supporting aspects; OSDA language department, Rayon language, and English teacher.

#### 2) Secondary Data

Secondary data is data collected, processed and presented by other parties which are usually in the form of publications or journals. In this case, secondary data is data that has been processed in the form of written texts or documents.

The data for this research were sourced from one *I'dadi* student, OSDA language department, Rayon language, and English teacher in the form of data, notes and various literature relevant to the research. The data was obtained by researchers from observations and direct interviews regarding the implementation of daily vocabulary practices for the *I'dadi* class on their speaking ability at Darul Hijrah Islamic Boarding School for Female.

## **2. Source of Data**

The researcher focused on *I'dadi* Darul Hijrah Boarding School for Female students, and other supporting aspects; the OSDA language department, Rayon language, and English teachers. Data sources in this study came from respondents, information, and documents.

## **E. Technique of Data Collection**

The researcher used the instrument of the research to gather the data as follow:

### **1. Observation**

The researcher asked some questions and watched people get information. It is used to learn more about how students see things. Warren and Karne (2005) say, "There are five types of interviews: the structured interview, the semi-structured interview, the unstructured interview, the informal interview, and the focus group." For this study to be successful, the researcher uses semi-structured interviews with students of one *I'dadi* to get the information she needs.

Barriball and While (1994) say that using a semi-structured interview is an excellent way to find out what people think and feel about complicated and sometimes sensitive issues. It also lets you ask questions to find more information and ensure your answers are clear. The researcher asked the sample questions as part of this interview. Then, please pay close attention to what the participant says and write it down.

Observation refers to documenting and analyzing real-world phenomena related to a research object. The term "observation" refers to a data collection method in which researchers see their subjects in action.

The observation was done on Class *I'dadi* grade students at Darul Hijrah Islamic Boarding School. The researcher came to the daily vocabulary practice activity. During observation, the researcher sat at the back to investigate teacher, student, and language section roles.

This technique is used to observe the objects' details to complete the research directly. Such as:

- a) Practice vocabulary
- b) Speech Presentation (*Al- Muhadharah*)
- c) Conversation Ceremony (*Al- Muhadtsah*)
- d) English language learning in the classroom
- e) The Environment

## **2. In Depth Interview**

A face-to-face contact between the interviewer and the responder is used to gather information for research purposes through question and

answer sessions known as "in-depth interviews." Qualitative research and in-depth interviews are closely associated. You can use this interview technique to obtain in-depth data through respondent involvement. The unique feature of the in-depth discussion is its involvement in the life of the respondent or informant. You are required to approach the life of the intended respondent or informant.

In-depth interviews are a data collection technique researchers use to obtain oral information through question and answer directly with several informants who can provide information related to research problems. This method aims to get information from informants by informants by providing some main ideas or outlines and outlines of the same questions in the interview process to several informants. The same questions were asked in the interview process for several informants.

To collect valid and accurate data and information, The main data collection (to obtain primary data) researchers will conduct in-depth direct interviews with selected informants. During the interview process, the researcher will give several questions that have been prepared and record the information presented by the informant. Data submitted by the informant was then used for writing the research report. Interviews conducted by researchers were assisted with a recording device. This recording device is used for cross-checking material if, at the time of analysis, there is data, information, or information that the researcher did not record time to be recorded by the researcher.



This technique was used to interview informants to find out in detail about the implementation of daily vocabulary practices on their speaking ability and also to find out the benefits and obstacle of this daily vocabulary practice on the enrollment of *I'dadi* students to improve their speaking abilities. When conducting interviews, the researcher used a mobile phone to record the interview and notes to highlight information. Interviews were conducted in classrooms, OSDA language offices, teachers' rooms with members of one *I'dadi* students, and supporting aspects such as; the OSDA language department, Rayon language, and English teacher. The interview was conducted after making an appointment with the member.

### **3. Documentation**

According to Sugiyono (2018) documentation is a way to gather data or information from various sources such as books, archives, writings, and images. Reports can vary from historical accounts, biographies, regulations, and policies. Similarly, ideas can come in photographs, sketches, and more.

"Documentation is collecting documents and data required in research problems and then examining trust and proof of an event. The results of observation or results will be more credible or trustworthy if supported by documents related to the research focus" (Satori, 2009).

Documents can take the form of writings, pictures, diaries, life histories, regulations, policies, or works of art or monumental works of a person.

This technique aims to find all written reports, photos of activities, or documents that might add more detailed data. Documentation is used as supporting data to support interview and observation data. In this study, documents are used to obtain information about the implementation of daily vocabulary practices for supporting and development activities that will improve students' speaking ability at Darul Hijrah Boarding School for Female especially one *I'dadi* students.

## **F. Data Analysis**

According to Miles and Huberman (1992) qualitative analysis presents data in the form of words rather than statistics. The data could have been gathered in a variety of ways, including observations, interviews, or digests of recordings, which are then "processed" by recording, interpretation, or rearrangement. Data Analysis applies statistical or logical techniques to describe, illustrate, condense, recapitulate, and evaluate data. Data processing is carried out through three activities carried out at the same time, among others; data analysis techniques can be carried out in the following ways:

### **1. Data Reduction**

Data reduction is the process of choosing, concentrating, simplifying, abstracting, and changing data from written field notes or transcriptions. Much data must be organized and reduced or configured meaningfully in data reduction. After collecting data, the next step is to analyze it using data reduction, which includes summarizing, selecting, and

sorting out the essential points, focusing on important points, and looking for themes and patterns. In this case, the researcher selects data consisting of observation results; the process of daily vocabulary practice at Darul Hijrah Islamic Boarding School for Female, English teaching and learning activities in class *I'dadi*, and other supporting aspects of speaking ability development, then interviews with selected informants. Then, this summary was analyzed to look for important information, group the data, determine the data needed, and compile the data into an outline. Then, the summary was analyzed to find important information, group the data, choose the necessary data, and arrange the data into a suitable format to provide meaningful results and conclusions.

## **2. Data Display**

The next step after reducing the data is to display it. Display data can take the shape of tables or a collection of sentences. Data can be organized and arranged in a structure of relationships by presenting it in the form of displays, making it easier to understand. Data display can take the form of a brief description. The reduction results are then presented in the form of a data display. For data presentation, researchers use descriptive descriptions to determine how the application of this daily vocabulary practice to *I'dadi* students in their speaking ability and what are the benefit and obstacle of this activity for students speaking ability.

## **3. Conclusion Drawing/Verification**

After collecting and analyzing data, the next crucial step is verification and drawing the conclusion. The conclusion drawn must be supported by valid and consistent data so that the conclusion put forward are credible. The conclusions obtained are answers to the research focus that has been formulated from the start and can develop according to conditions in the field. At this stage, the researcher concludes the data obtained so that the data can answer the research questions above.