

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

In this research, the researcher uses qualitative method with phenomenological studies. According to Oranga & Matere (2023), qualitative research focuses on detailing and clarifying connections, personal experiences, and societal standards. The primary goal of qualitative research is to investigate and offer an in-depth, thorough, and detailed portrayal of phenomena by using non-numeric information. Qualitative research represents a scientific approach that focuses on the complexity and richness of context and perspectives in comprehending social occurrences (Lim, 2024). It can be concluded that qualitative research refers to detailing, clarifying, describing, and investigating the phenomenon in depth by using non-numerical data.

Qualitative research is better suited types of research to analysis the integrated learning model on students' skills in learning English because it enables a more in-depth information about integrated learning model are suitable or unsuitable model that used in teaching learning process especially in learning English based on the experience the students during using this model.

To get more detailed information or data, researchers used phenomenological studies as an approach to explore information from students and teachers after applying the model. The phenomenological approach has been used to understand the views of stakeholders by having them share their experiences (Hossain et al., 2024). Similarly, Creswell in Çevik et al.,(2022) argue that characterized this approach as "explaining the significance of shared experiences or phenomena for multiple individuals." Therefore, the phenomenological design helped the researcher to convey a deep understanding of students' experiences while using the integrated learning model. The researcher chose a phenomenological approach to collect and explore students' shared experiences in English language learning

3.2 Variables of the Research

According to Andrade et al., (2021) variables refer to the attributes of the sample that are analyzed, evaluated, portrayed, and understood. Patricia Leavy (2017) notes that a variable is a trait that can be different across instances or can evolve over time. She identified categorical variables as one type of variable used in qualitative research. Categorical variables, also known as discrete variables, have named categories that help differentiate between classes. In this research, the researcher have used categorical variables as follows:

1. Teaching methodologies; in this variable, the researcher examines the integrated learning model carried out by the teacher.
2. Language skills; in this variable, the researcher examines the speaking skill carried out by the students in teaching learning proces.

3.3 Setting and Schedule of the Research

This research has been conducted at SMK Negeri 1 Alasa in Anaoma village, Alasa sub-district, North Nias district. This research was conducted in March- April 2025 at SMK Negeri 1 Alasa. The time allocation of the research from March 10th 2025 until April 12th 2025.

No.	Day/Date/Month/Year	Meeting	Activity
1.	Monday, March 10 th 2025	1	Meet with the principal as well as asking permission to research.
2	Wednesday, March 12 th 2025	2	Observing during the learning process.
3	Wednesday, March 19 th 2025	3	Observing during the learning process.
4	Wednesday, March 26 th 2025	4	Observing during the learning process.
5	Wednesday, April 09 th 2025	5	Observing during the learning process and conducting interviews with teachers and students.

Table 3.1 The time allocation of the research

3.4 Source of Data

Data refers to selected information that should be collected during the research process. Data sources refer to the origins from which required information can be gathered to fulfill the particular requirements of a research endeavor. Data represents a collection of values concerning qualitative or quantitative variables. Data comprises the facts or numbers that allow for inferences to be made. To present and analyze information effectively, there needs to be a systematic approach to gathering and organizing data Ajayi (2023). Researcher utilize various types of research data as mentioned by Lilis in Hanivah & Andika (2023), data can be divided into two categories, namely:

3.4.1 Primary Data

Primary data consists of actual materials collected directly from research subjects using tools or instruments. This data is specifically obtained from research subjects without intermediaries. In this study, primary data consists of information collected through classroom observations and interviews conducted with teachers and students regarding the integrated learning model on students' speaking ability during English language teaching. The data has been taken from tenth grade of *TKJ* at SMK Negeri 1 Alasa with 20 students. Not only students, researcher also take data from teacher at SMK Negeri 1 Alasa who taught English subjects in the tenth grade of *TKJ* at SMK Negeri 1 Alasa as many as 1 person at the school with interviews.

3.4.2 Secondary Data

Secondary data refers to information obtained from alternative sources. In this study, secondary data included information sourced from publications, scientific articles, theses, and online resources that met the researcher's requirements for conducting data analysis. In addition, internet resources that assisted the researcher in meeting the needs of the data analysis.

3.5 Instruments of the Research

Based on the research focus, the researcher used three types of instruments in this research, namely:

3.5.1 Observation Sheet

The researcher used an observation sheet as a instrument for this research. Observation sheet offer organized guidelines for the examination of subject matter. Using this observation sheet, the researcher engages thoroughly in the educational experience by observing, comparing, analyzing, and interpreting data (Pahome;2024). This observation sheet equips the researcher with a prescribed structure for developing questions, gathering information, assessing data, and reaching conclusions. In this research, the researcher has created an observation form that outlines the stages of the integrated learning model applied in English language education, and the researcher intends to observe, analyze and interpret the information.

3.5.2 Interview Sheet

The instruments utilized for this research involve interview sheet particularly those that include open-ended questions in interview sheet. Implementing open-ended questions in qualitative research enables the researcher to gain deeper insights into the issue at hand (Denzin & Lincoln, 2018). Furthermore, this method can help participants feel more at ease, allowing them to better articulate their views on their challenges in a real-life context (Creswell & Creswell, 2018). For this research, the questions in interview sheet was tailored as necessary to address the research's objectives and gather reliable information. There are 10 research questions in Indonesian language for teacher and students that will be used as questions. Where these questions have been designed by researcher so that can solve research problems and can achieve research objectives.

3.5.3 Test

In this research, researcher also used a test to measure students' speaking ability after applying the integrated learning model. The test given by the researcher is in the form of a dialog that will be practiced by students in front of the class, so that the researcher can assess the extent of the improvement of students' speaking towards the use of the integrated learning model.

3.6 Data Collecting Technique

To collect the data, there are 3 techniques used by researcher including the following:

3.6.1 Observation

Observation is defined as a structured approach to collecting information that includes monitoring and documenting actions and occurrences in their real-life contexts, according to Creswell and Creswell (2018). Likewise, Fraenkel and Wallen (2019) characterize observation as the act of collecting data by observing and hearing from individuals in their everyday surroundings. The following are the steps taken by researcher in collecting data using observation sheets:

- 1) Researcher prepare observation sheets based on the stages of the integrated learning model.
- 2) Researcher is directly present during the English language learning process.
- 3) Researcher record teacher and student activities in accordance with the contents of the observation sheet.
- 4) Researcher collect all observation results from the first to the last meeting and then analyze the observation results.

3.6.2 Interview

Interviews will conduct with students and teachers to explore their perspectives and experiences regarding the integrated learning model. According to Denzin et al (2018), using open-ended questions during interviews can create a more relaxed atmosphere for participants,

allowing them to express their opinions and difficulties more openly. The following are the steps taken by researcher in collecting data using interview sheets:

- 1) The researcher developed an interview guideline in the form of a list of open-ended questions that were relevant to the research objectives.
- 2) The researcher conducted interviews with teachers using a voice recorder to record complete answers.
- 3) For students, the researcher distributed interview sheets and students wrote their responses directly.
- 4) The researcher collected and organized the interview data, then analyzed it to identify relevant themes and categories.

3.6.3 Test

The following are the steps taken by researcher in collecting data using test:

- 1) The teacher gives dialogue assignments to students related to the subject matter.
- 2) Students practice first in pairs before performing in front of the class.
- 3) Researcher assess students' speaking skills using an assessment rubric.
- 4) The assessment results are processed using the following formula.

$$\text{Score} \frac{\text{total score}}{\text{maximum score}} \times 100$$

- 5) Researcher categorize student abilities after getting student scores.

3.7 Data Analysis Technique

This research used data analysis technique followed the framework established by Miles et al. (2014). This framework includes three primary stages of data analysis: data reduction, data display, and drawing conclusions. The researcher went through each stage to transform the raw data into in-depth findings about the integrated learning model on students' speaking skills in learning English.

3.7.2 Data Reduction

The information collected from the field is overwhelming. Therefore, the data reduction process is very important. Data reduction involves condensing information, identifying key elements, focusing on important aspects, forming categories, and eliminating unnecessary data. The reduced data will provide a clearer picture and help researchers to collect additional information more easily. In this study, data reduction was carried out through organizing the collected data into categorizations. Based on the analysis tools, researchers made categories that included lesson planning, lesson implementation, and interviews. This categorization is crucial for the next stage, which involves presenting the data in a way that avoids repeating the coverage of learning aspects.

3.7.3 Data Display

Subsequently, data display refers to the manner of organizing and analyzing data while presenting the findings. The researcher arranged the information gathered from the observation and interviews in a logical sequence that aligned with the research objectives to effectively address the research questions. The data was systematically organized based on these questions.

3.7.4 Drawing Conclusions

The researcher concludes and confirms the outcomes from every phase of the research, encompassing the background, literature review, methodology, findings, and discussions, which all represent the essence of this investigation. In this part, the researcher presents a conclusion along with a thorough and sufficient clarification of the results and discoveries of the research. Furthermore, the researcher corroborates the research's findings by relating them to other relevant sources or studies in order to substantiate the detailed data and information regarding the current issues. The researcher offers conclusions, recommendations, and implications for the reader as well as the broader implications of this research.