

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a case study approach with a qualitative design to analyze the implementation of social expression-based strategies in enhancing students' confidence in speaking English in the eighth grade at MTs Humaira, Bengkulu City. MTs Humaira is a madrasah tsanawiyah that applies a curriculum based on Islamic values and prioritizes the development of English language skills for its students. Case study research allows the researcher to directly observe how students interact in a real learning context and to record their responses to the strategies implemented (Hadi, 2021; Poltak & Widjaja, 2024). The data collected aims to understand the effectiveness of the strategies used, the factors influencing their success, and the challenges that may arise during their application.

A qualitative approach was chosen because it provides space to explore in-depth the meaning behind social interactions that occur in English language learning at MTs Humaira. This school has a diverse student background, with varying levels of confidence in speaking English. The main focus of this research is how social expression-based strategies can help enhance students' confidence in speaking, especially in an environment still dominated by the use of the native language in everyday communication (Lim, 2024). Data are naturally collected through observations and interviews without relying on statistical numbers (Adiwijaya et al., 2024), allowing for a more comprehensive analysis of interaction patterns and student participation in the learning process. The results of this study are expected to provide insights for educators at MTs Humaira in designing more effective teaching methods based on social expression to improve students' speaking skills in English.

B. Population and Samples

The population in this study consists of all the eighth-grade students at MTs Humaira, Bengkulu City, which includes one class with a total of 19 students, consisting of 7 male students and 12 female students. Since there is only one class at this grade level, this research employs a total sampling method, where all the students in the class are used as research subjects. The characteristics of this population allow the researcher to conduct thorough observations and interviews, thus obtaining more comprehensive data on the implementation of social expression-based strategies in enhancing students' confidence in speaking English.

C. Research Instrument

In this study, the researcher used various instruments to collect data. For qualitative data, the researcher employed semi-structured interviews, classroom observations, and document analysis, along with documentation. These instruments were designed to gain a deep understanding of the phenomenon being studied, as well as to explore the perspectives and experiences of the research participants in more detail.

1. Semi structured Interview

In this study, the researcher involved both students and teachers as research subjects and used interviews as one of the main instruments. The interviews consisted of ten questions for both teachers and students, designed to collect data regarding their opinions, experiences, and perceptions of social expression understanding. The data obtained included the impact of social expression on student confidence during interactions, their level of engagement in learning, as well as their emotional and cognitive responses to the learning process.

The student interviews in this study consist of 10 questions designed based on five main indicators, with each indicator containing two

questions. The first indicator is the students' experience in using social expression while speaking, with two questions exploring students' experiences when using social expression. The second indicator is the challenges in using social expression, which includes two questions about the difficulties students face while using social expression. The third indicator is the influence of this strategy on students' confidence, which includes two questions focusing on changes observed while applying this strategy. The fourth indicator, factors affecting the success of the strategy, includes two questions measuring both hindering and supporting factors. Finally, the fifth indicator, the impact of this strategy on student participation in speaking in class, includes two questions asking whether students are more active in speaking in class. The interview guide for students can be found in Appendix 5.

The teacher interviews in this study consist of 10 questions designed based on five main indicators, with each indicator containing two questions. The first indicator is the application of social expression-based strategies in teaching, including two questions about the teacher's understanding of social expression. The second indicator, students' responses to social expression strategies, includes two questions about how students responded after implementing this strategy. The third indicator, challenges in applying the strategy, contains two questions about the difficulties teachers face when applying the strategy. The fourth indicator, strategies to overcome challenges in teaching social expression, includes questions about how teachers address obstacles when applying this strategy. The final indicator, the impact of this strategy on student activity and interaction in class, contains two questions about students' activity levels when speaking. All questions are structured to gather relevant and in-depth data to support the analysis of the study. The interview guide for teachers can be found in Appendix 7.

The interview instruments used in this study are structured based on the guidelines mentioned above, with questions designed to comprehensively gather information. Each question has been tailored to the research focus to ensure the collection of valid and relevant data. The complete interview instrument for teachers can be found in Appendix 8, and the complete interview instrument for students can be found in Appendix 6.

This interview instrument did not undergo a formal validation process; however, the questions used were developed based on relevant literature and practical experience in the field of education, particularly drawn from articles such as Nation, P. "State of the Nation: An Interview with Paul Nation." This approach aims to generate accurate and representative data for the study.

2. Observation Checklist

During the learning process, the researcher conducted direct observations of student involvement in using everyday social expressions. The data obtained from these observation activities cover several important aspects, including the level of student participation in various activities. The researcher also observed interactions among students to assess the extent to which they collaborate and communicate during the application of the strategy. The data gathered from these observations provide insights into how actively students engage and use social expressions in daily conversations. The observation instrument used can be found in Appendix 4.

The observation instrument in this study consists of five main indicators, with each indicator represented by three questions. Therefore, there is a total of 15 questions in this instrument, designed to gather specific data according to each indicator that has been established. This approach ensures that each indicator is clearly measurable through relevant questions.

This observation instrument did not undergo a formal validation process. The questions used were developed based on relevant literature and

practical experience in the field of education, drawing from an instrument developed by Montessori, M. (2013). This approach ensures that the data collected is accurate and representative.

3. Document Analysis

In analyzing documents as a research instrument, the researcher collects and evaluates various relevant written sources to gain a deeper understanding of the phenomenon under study. For instance, the researcher might analyze students' diaries that reflect their use of social expressions in daily interactions. The data obtained from these documents includes concrete examples of language usage, social context, and students' reactions to specific situations. By analyzing these documents, the researcher can identify patterns in the use of social expressions and understand how students adapt and communicate within their social environment. The results of this analysis provide deeper insights into student engagement and the effectiveness of the learning strategies applied.

4. Documentation

The additional data collection in this study includes various sources aimed at documenting the learning process, as well as the development of student engagement and vocabulary mastery. This additional data includes lesson notes that record the progress of learning over time, video recordings of drama activities that capture student interactions during the activity, and assignments completed by students as evidence of their vocabulary usage in the context of drama. The collection of these data helps provide a more comprehensive picture of the effectiveness of tactile learning, enriches the analysis of primary data, and strengthens the validity of the research findings regarding student engagement and the development of their English vocabulary.

D. Data Collecting Technique

Data collection in this study aims to answer the research questions in a thorough and comprehensive manner through the use of primary instruments, namely observation, Interviews, document analysis, and documentation, which are carried out through the following systematic steps:

1. Conducting observations during speaking activities in the classroom, such as group discussions, presentations, or speaking exercises. The researcher will observe student interactions and how they express themselves in speaking situations. The researcher will also take note of student engagement in speaking activities, including vocabulary usage, facial expressions, and body language that indicate confidence. Additionally, the researcher may document the activities with photos or videos as supporting evidence for the findings. The instrument used is an observation checklist, which contains specific indicators to be observed. The data collected will include student engagement levels, vocabulary proficiency, and the dynamics of student interactions during speaking activities, providing insight into how the applied strategies influence their confidence.
2. Scheduling interviews with students and English teachers involved in the learning process. The interviews will be conducted face-to-face to explore the experiences and perspectives of both students and teachers regarding social interactions in speaking. Detailed notes will be taken, and interviews may be recorded (if necessary) to ensure that all information provided can be revisited. The instrument used is a semi-structured interview guide, which allows the researcher to explore specific topics while still providing space for respondents to share their views freely. The data obtained will include students' perceptions of speaking lessons, their experiences in interacting, and the teacher's views on the effectiveness of the strategies implemented to build students' confidence in speaking.

3. Analysing documents to assess how the materials and methods used support the development of students' speaking skills. The researcher will look for elements related to the development of confidence and social interactions. The instrument used is a document analysis guide, which contains criteria for evaluating the relevance and effectiveness of teaching materials in supporting learning objectives. The data obtained will include information about the structure and content of teaching materials, as well as how these materials facilitate the development of speaking skills and student interaction, which in turn can enhance their confidence in speaking.
4. Documenting student activities through photos, videos, or notes. The researcher will examine relevant documents related to the implementation of social expression learning in the classroom. The instruments used are learning documents, photos, and videos. The data obtained will provide evidence of the implementation of the learning activities.

Table 1. Data Sources, Instruments, Generated Data

Type of Data	Instrument	Data Obtained
Student and Teacher Perceptions	Interview Guide	Experiences, views, and perceptions of students/teachers.
Student Engagement	Observation Checklist	Level of participation, interaction, and social expression.
Relevance of Teaching Materials	Document Analysis	Criteria to assess the relevance and effectiveness of teaching materials.
Evidence of Implementation	Documentation	Photos, videos, and teaching documents.

E. Analysis Data

The data that has been collected will be analyzed using a systematic and structured analysis method, which includes organizing, processing, and interpreting the data to generate relevant findings that support the objectives and research questions of this study.

1. Qualitative Data

The data analysis in this study uses the data analysis techniques developed by Miles and Huberman. The collected data is presented in the form of a matrix. In this matrix, descriptive excerpts of data related to specific events or experiences will be presented, which will filter the data before and after. After the data is entered into the matrix, a checklist is then created (Miles & Huberman, 2007: 139-140). To present the data in an easily understandable manner, the steps of data analysis used in this study are based on the Interactive Model of Analysis by Miles and Huberman, which divides the steps in the data analysis process into several parts: data collection, data reduction, data display, and conclusion drawing or verification.

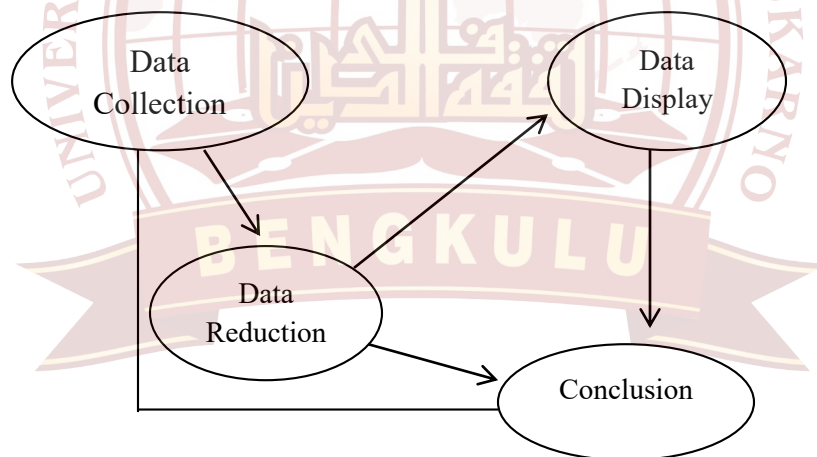


Figure 2. The step of data analysis

The steps of data analysis, according to Miles and Huberman (2007), consist of four main stages:

1. Data Collection

In the first stage, data is collected through various techniques, such as observations, semi-structured interviews, document analysis, and documentation. Relevant data is sourced from materials related to Social

Expression in Speaking: Strategies to Build Student Confidence in Interaction.

2. Data Reduction

Miles and Huberman (2007:16) state that "data reduction is a form of analysis that sharpens, sorts, directs, removes irrelevant data, and organises data in such a way that final conclusions can be drawn and verified."

3. Data Display

Miles and Huberman (2007: 84) state that "data display is a series of organised information that allows for research conclusions to be drawn. The purpose of data display is to find meaningful patterns and to provide the possibility of drawing conclusions and taking action."

4. Conclusion

Concluding is only a part of a complete configuration activity. Conclusions are also verified during the research process. Verification may be as brief as a reconsideration that crosses the mind, a review of field notes, or extensive efforts to place a finding within another set of data. The drawing of conclusions depends on the magnitude of the data set.