

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a case study method with a qualitative approach to examine in depth a case that was deliberately chosen in accordance with the focus of the research. Case studies allow researchers to understand phenomena holistically in real context, by placing the case as a whole and bound by specific spaces, times, and social conditions. Through a qualitative approach, this study seeks to explore the experiences, perspectives, and meanings constructed by participants in the case. Thus, qualitative case study methods are seen as relevant for interpreting the complexity of social phenomena contextually and in depth, not only describing surface symptoms, but explaining the processes and dynamics that accompany them.

Qualitative research delves into the richness of human experience and perspective by capturing context and nuance. With an emphasis on context, existence, experience, perspective, meaning, and subjectivity, the qualitative approach offers a unique lens for exploring the complexities of social phenomena. In the social sciences and humanities, the potential of qualitative approaches is realized through survey and interview methods, observation of participants and focus groups, and document and archive studies (Surawy-Stepney et al., 2023).

The theoretical operation in the study entitled Exploring the Influence of Local Language Use on Vocabulary Knowledge and Speaking Fluency (Evidence from EFYL Classes at LKP Ambassador Bengkulu) focuses on the influence of regional language use on vocabulary mastery and speaking fluency of young students. Vocabulary

knowledge is understood as the ability of students to recognize, understand, and use English vocabulary meaningfully, which includes aspects of vocabulary number (breadth), vocabulary variation (variation), and accuracy of use (accuracy). Speaking fluency is understood as a student's ability to express ideas orally fluently, characterized by a smooth flow of speech, reasonable pace, and minimal pauses, repetition, and hesitation. The relationship between the two constructs is understood contextually, assuming that the use of local languages can influence the processes of lexical access, confidence, and students' courage in speaking English. Learning experience factors and the context of non-formal learning are also seen as playing a role in strengthening or weakening these influences.

The operation of this research method uses a case study design with a qualitative approach to explore the phenomenon in depth in the real context of EFYL learning at LKP Ambassador Bengkulu. This case study was chosen because it allows researchers to understand how and why the use of local languages affects vocabulary mastery and speaking fluency through the processes, interactions, and social conditions that accompany them. A qualitative approach is used to explore the experiences, perspectives, and meanings constructed by students and teachers, so as to be able to capture contexts and nuances that are often unreachable by numerical data (Lim, 2024). Data collection was carried out through semi-structured interviews, participant observations, focus group discussions, and analysis of learning documents and archives, as recommended in qualitative research in the social sciences and humanities (Surawy-Stepney et al., 2023). This approach allows for comprehensive, reflective, and contextual interpretations of the complexity of the phenomenon being studied.

B. Participant

The participants in this study are young students at LKP Ambassador Bengkulu. In narrative research, the selection of participants is purposive and based on certain criteria to be in line with the research objectives (Dahal et al., 2024). Participants were determined from qualified individuals based on the sample framework of the institution where the research was conducted (American Association for Public Opinion Research, 2023). This non-probability technique deliberately selects cases according to characteristics relevant to the focus of the research (Memon et al., 2025), participants in this study are 13 young students from two classes, namely English Kid 1 and English Kid 2 at LKP Ambassador Bengkulu. English Kid 1 consists of 6 participants with a composition of 2 male students and 4 female students, while English Kid 2 consists of 7 participants consisting of 3 male students and 4 female students. All of these students were designated as research participants because they met the criteria that had been determined and were relevant to the focus of the research being researched.

C. Research Instrument

To obtain comprehensive and credible data, this study uses several research instruments that are in accordance with the qualitative case study design. The instrument is designed to capture student experiences, classroom interactions, and contextual learning processes related to vocabulary mastery, speaking fluency, and the use of local languages in English learning at LKP Ambassador Bengkulu.

1. Student interviews

The student interviews in this study used a semi-structured interview type, which allows researchers to ask questions based on grid guidelines while still providing space for students to answer freely and in-depth. The interview grid was compiled to explore information related to students' experiences and perceptions of English language learning at LKP Ambassador Bengkulu. There are five main variables that are used as references, namely the use of local languages in the classroom, vocabulary mastery, speaking fluency, confidence, and general perception of English learning in non-formal institutions. Overall, the interview consisted of 17 key questions that were systematically compiled to obtain in-depth and relevant data. To avoid any misinterpretation, the author has used Indonesian in the instrument (See Appendix 8 about student interview instruments. Appendix 10 about result student interview instruments).

The student interview instrument did not go through a revalidation process, as it was adapted from an instrument that had been developed by Eugenio and Raymundo (2024). The instrument is considered to have a high level of validity and reliability, as it has been designed by experts with a strong theoretical basis in the field of English language teaching. The researcher only made adjustments to the editorial and context of the questions to suit the conditions and characteristics of students in the non-formal institutions where the research was conducted. This adjustment was made without changing the structure and substance of the original question, thus maintaining the conceptual accuracy of the instrument adopted.

Based on the grid used, the student interview instrument consists of 17 questions representing various indicators from five main variables. The local language use variable in the classroom has five questions that address the frequency, purpose, and perception of students using it. The vocabulary mastery variable consists of four questions that assess the number, variety, and accuracy of vocabulary usage. The fluency variable includes three questions that highlight the speed and fluency of student speaking. Meanwhile, the confidence variable contained three questions related to feelings and readiness to speak. Finally, the variable of students' general perception has two questions that explore views and suggestions on English teaching methods in non-formal institutions. (See Appendix 8 about student interview instruments. Appendix 10 about result student interview instruments).

2. Observation

Observation in this study uses a type of structured observation, where the researcher observes the behavior of teachers and students based on guidelines that have been compiled in the form of observation grids. This instrument aims to obtain objective data on the use of local languages, vocabulary mastery, fluency in speaking, and student confidence in the context of English learning at LKP Ambassador Bengkulu. The observation grid consists of four main variables with a number of indicators and sub-indicators that describe the learning aspects in detail. Overall, the observation instrument included 21 observation items that were assessed using a four-level scale from "never" to "always". To avoid any misinterpretation, the author has used Indonesian in the instrument (See Appendix 7 about

instrument observasi. Appendix 9 about result student interview instruments).

This observation instrument does not go through a revalidation process, as it is adapted from an instrument that has been developed by Aktaş (2023), an expert who researches the effectiveness of the use of local languages and linguistic factors in foreign language learning. The instrument is considered to have high validity and reliability, so it is suitable for use as a research reference. The researcher made only minor adjustments to the context and description of the observed behavior to fit the conditions in the non-formal institution. Thus, the structure, content, and purpose of the observations follow the original design of the expert instrument, but remain relevant to the situation of this study. (See Appendix 7 about instrument observasi. Appendix 9 about result student interview instruments).

Based on the grid used, the observation consists of 21 observation items covering four main variables. The variables of local language use in learning include seven items that observe the frequency, purpose, and impact of local language use in classroom interactions. The vocabulary mastery variable consists of six items that assess the number, variety, and accuracy of students' vocabulary. The fluency variable has four items that assess speed, interconnectedness of ideas, and fluency of speech. Finally, the variable influence of vocabulary mastery on self-confidence includes four items that observe the relationship between vocabulary comprehension, active participation, and student confidence in speaking English.

3. Documentation

In this study, documentation is used as an important instrument to collect various evidence in the form of written documents, photographs, and digital archives during the learning process. The documentation functions to record relevant empirical data related to vocabulary mastery and fluency in student speaking, provide historical and situational context of the phenomenon being studied, and support the validity of the research through triangulation with observations, interviews, and vocabulary tests. This documentation data provides descriptive and analytical information that helps identify the relationship between vocabulary mastery and speaking fluency, the most contributing aspects of vocabulary, and the influence of vocabulary mastery on students' confidence in the context of English learning in non-formal institutions. (See Appendix 11 about gallery).

D. Data Collecting Technique

The data collection procedure was carried out systematically using three instruments, namely interviews, and student observations, to obtain in-depth information about vocabulary mastery, fluency in speaking, and students' confidence in learning English.

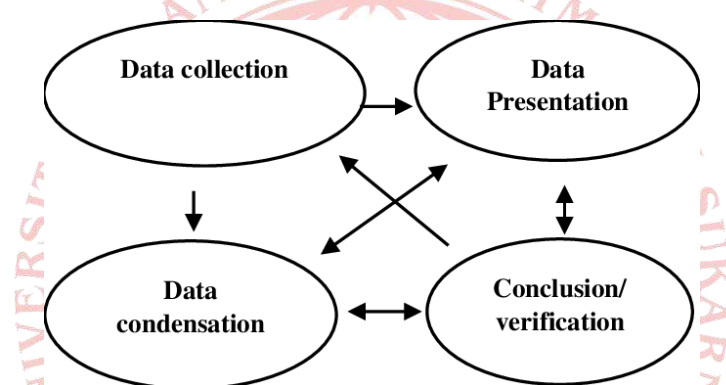
1. The first instrument used was student interviews. This instrument aims to measure fluency, speed, accuracy, vocabulary variation, and confidence in speaking English. Through interviews, researchers obtained qualitative data that provided an in-depth picture of how vocabulary mastery affects students' speaking performance. The data obtained from the interviews were used to answer research question number 3, namely: How does vocabulary mastery affect students'

confidence and fluency in speaking in the context of English learning in non-formal institutions?

2. The second instrument used in this study is student observation in the classroom. The researcher directly observed students' learning activities during the English learning process. This instrument is used to assess the extent to which students understand the material being taught and demonstrate mastery of vocabulary in real learning situations. The data obtained from this observation was used to answer research question number 1 namely: How does the use of the local language influence students' vocabulary knowledge in EFYL classes at LKP Ambassador Bengkulu? And number 2, namely: What aspects of vocabulary (number, variety, or accuracy) contribute the most to students' fluency in speaking?
3. In this study, documentation is used as an important instrument to collect various evidence in the form of written documents, photographs, and digital archives during the learning process. The documentation functions to record relevant empirical data related to vocabulary mastery and fluency in student speaking, provide historical and situational context of the phenomenon being studied, and support the validity of the research through triangulation with observations, interviews, and vocabulary tests. This documentation data provides descriptive and analytical information that helps identify the relationship between vocabulary mastery and speaking fluency, the most contributing aspects of vocabulary, and the influence of vocabulary mastery on students' confidence in the context of English learning in non-formal institutions.

E. Data Analysis

This study uses data obtained through interviews and observations of LKP Ambassador Bengkulu students to understand their experiences in learning English in non-formal institutions. Through a qualitative approach, interviews were used to explore students' perceptions of local language use, vocabulary mastery, fluency in speaking, and confidence in communication. The collected data is then analyzed using the Miles and Huberman model, which includes the stages of data reduction, data presentation, and conclusion drawing and verification.



The data used in this study came from interviews conducted with LKP Ambassador Bengkulu students. Students shared their experiences and perceptions of learning English, especially about the use of local languages, vocabulary mastery, fluency, confidence, and general perceptions of the learning process in non-formal institutions. Observational data was also collected from the interviews. Four main variables: local language use, vocabulary mastery, fluency in speaking, and student confidence, were used to conduct observations. Using Huberman's miles theory, each observed indicator is arranged into a grid of 21 observational items and evaluated using a four-level scale ranging from "never" to "always".

Interviews and observations are one of the main sources of qualitative data, providing direct quotes from participants' experiences, opinions, feelings, and knowledge. (Huberman and Saldaña ,2018). According to Miles and Huberman, there are 3 steps that can be used to conduct an interview:

1. Data condensation

The process of choosing, concentrating, streamlining, abstracting, and/or changing the information found in the entire corpus (body) of written field notes, interview transcripts, documents, and other empirical materials is referred to as this.

2. Data Display

Data display is the second main flow of analysis activity. In general, a display is a condensed, well-organised collection of data that enables conclusions and action.

3. Drawing and Verifying Conclusions

Drawing and confirming conclusions is the third stream of analysis activity. The qualitative analyst uses patterns, explanations, causal flows, and propositions to analyse data from the outset. Depending on the size of the corpus of field notes, the coding, storage, and retrieval techniques employed, the researcher's level of expertise, and any deadlines that must be fulfilled, "final" findings might not surface until data gathering is complete. As the analyst moves forward, conclusions are also confirmed. It is necessary to assess the validity of the conclusions drawn from the data in terms of their plausibility, robustness, and confirmability.