

CHAPTER III

RESEARCH METHOD

This chapter outlines the research methodology employed in this study to investigate the impact of CLIL based English language learning on student speaking skills at MAN 3 Kediri. This section details the research design, instruments, participants, data sources, data collection procedures, data analysis, and data triangulation.

A. Research Design

This study uses a descriptive qualitative in detailed understanding of the experiences, views, and teaching methods related to CLIL use. Instead of focusing only on numbers, this plan highlights detailed, descriptive information collected through observations, interviews, and document reviews. It allows the researcher to look into the complicated interactions in the classroom, language use, and teaching strategies in a real-life setting, ultimately offering a fuller understanding of how CLIL influences students' speaking development. Qualitative research is appropriate when the researcher intends to explore participants' experiences, perceptions, and social interactions in depth (Creswell & Creswell, 2018).

This study employs a qualitative research approach to deeply into the multifaceted impact of Content and Language Integrated Learning (CLIL) on students' English speaking skills at MAN 3 KAB Kediri. This approach is used because the study aims to understand the experiences, perspectives, and classroom interactions of teachers and students during the

learning process. Qualitative research allows researchers to investigate educational phenomena in natural settings and to gain a deeper understanding of participants' experiences (Creswell & Creswell, 2018).

By focusing on the lived experiences of these key stakeholders, the study aims to provide a nuanced understanding of how CLIL shapes the learning environment, influences student engagement, and ultimately contributes to the development of English speaking proficiency.

Furthermore, qualitative research is considered suitable for studies that investigate human behaviors and perspectives, which cannot be easily quantified. In this case, the interaction between language and content learning is complex and shaped by many classroom realities. A qualitative design provides the flexibility needed to explore these variables as they naturally occur without imposing rigid structures.

The chosen research design also emphasizes the importance of context in educational research. MAN 3 KAB Kediri represents a unique school setting where cultural, institutional, and linguistic factors converge to influence the success of CLIL. Capturing data directly from this context ensures that the study reflects authentic classroom dynamics and is relevant to real world application.

Lastly, the design allows for triangulation gathering evidence from multiple sources like interviews, observations, and portfolio assessments to strengthen the validity of the findings. This multi-source data collection helps ensure that interpretations are well-founded and reflect diverse viewpoints within the learning environment.

B. Research Instruments

This study used two main instruments, namely an interview guide and a classroom observation checklist. These instruments were designed to collect data about the implementation of CLIL and its effect on students' speaking skills at MAN 3 Kediri.

1. Interview Guide

The interview guide was used to collect qualitative data from English teachers who implement CLIL in their teaching. It aimed to explore teachers' understanding, perceptions, and experiences in integrating content and language during classroom activities. The interview questions were semi-structured, allowing flexibility while maintaining focus on essential topics. The main areas included teachers' understanding of CLIL, teaching strategies, and the challenges and benefits observed in students' speaking development. The complete interview guide is presented in the appendix A, which consists of three different interview guides designed for different participants: (1) Interview Guide for the Headmaster, (2) Interview Guide for Teachers, and (3) Interview Guide for Students. These interview guides were developed to obtain comprehensive data from various perspectives regarding the implementation of CLIL in the school context.

2. Classroom Observation Checklist

The classroom observation checklist was designed to record the implementation of the CLIL approach during the teaching and learning process. The observation focused on several main aspects about the teachers use of English in delivering content, integration between subject material

and language learning, students' participation in English-based communication, and the presence of speaking activities in the classroom. The checklist also included indicators of students' oral performance and the teacher's feedback related to fluency and accuracy.

The data sources for this research were English teachers and eleventh-grade students of MAN 3 Kediri. English teachers were chosen as key informants because they were directly involved in the implementation of the Content and Language Integrated Learning (CLIL) method in the classroom. They were able to provide data with regard to the teaching process, activities, and the combination of content and language in the teaching process in the classroom.

The eleventh-grade students of MAN 3 Kediri were selected as research participants since they had experience with CLIL implementation. They acted as sources of data to monitor speaking skill implementation, participation in classroom discussion, and reaction to the implementation of CLIL.

The first source of data was collected through classroom observation and field notes. Classroom observation was conducted to tap direct data about the implementation of CLIL and English usage of students in the teaching and learning process. The field note technique was adopted to collect data from more classroom instances, interactions, and students' participation. To complement classroom observation, a structured questionnaire was administered to students to collect information about their experiences of CLIL and its impact on their English speaking abilities. The

adoption of this method was to ensure triangulation of data and validate the study's findings.

Observations were conducted several times to ensure data reliability and consistency. Descriptive field notes were also taken to capture additional details about classroom interaction, students' engagement, and how CLIL was applied in an EFL context such as MAN 3 Kediri.

In addition to the observation, the classroom observation checklist was used to support the qualitative data. The checklist aimed to identify several aspects of CLIL-based learning and its impact on students' English-speaking skills.

The observation checklist consisted of several aspects and indicators used to record classroom activities during the teaching and learning process. One of the main aspects observed was CLIL implementation, which was based on the 4C framework, namely content, communication, cognition, and culture. The content aspect refers to how the teacher delivers subject material through English. The communication aspect focuses on the use of English as the medium of interaction in the classroom. The cognition aspect relates to how students are encouraged to understand and express ideas in English. Meanwhile, the culture aspect refers to how learning activities promote meaningful use of English in the learning context.

Other aspects observed included students' participation, speaking opportunities, students' speaking skills, and teacher's support in encouraging the use of English during classroom interaction. The detailed

blueprint of the classroom observation checklist is presented in Appendix B.

C. Data Collection

Data were collected using qualitative methods in this study, which aims to investigate the effectiveness of CLIL in enhancing students' speaking skills. Data will be gathered through semi-structured interviews with teachers to explore their experiences, challenges, and perceived benefits of implementing CLIL. Furthermore, classroom observations provided rich descriptive data on student-content and student-language interactions, focusing on teacher-led speaking activities, the types of language used by students, and the overall classroom learning environment. Thematic analysis of interview transcripts and observational field notes was used to identify key themes and generate rich insights into the impact of CLIL on students' oral proficiency.

In addition to structured observation sheets, anecdotal records were kept to document spontaneous or notable incidents that may reveal important aspects of classroom interaction. These qualitative notes are critical in highlighting dynamics that structured tools might overlook.

Data from interviews and observations were coded manually and thematically analyzed to identify trends and differences across participants. This method ensures that the voices of both students and teachers are represented and interpreted accurately.

Qualitative findings complemented the statistical data and help explain not just if CLIL works, but how and why it influences speaking skill development in the given context.

D. Data Analysis

The data were examined using description-based methods, thematic Analysis Interviews and classroom observations were written out and analyzed to find main themes related to CLIL's effect on students' speaking skills. The analysis followed the thematic analysis approach proposed by Braun and Clarke (2021), which focuses on identifying patterns and themes within qualitative data. Through this analysis, patterns such as common challenges, successful strategies, and the level of students' engagement in the learning process were identified.

Coding was conducted in stages, starting with open coding to identify initial categories, followed by axial and selective coding to refine and organize new themes. This careful method ensures thoroughness and depth in the analysis.

Analyst triangulation was applied, involving several researchers in coding and interpreting the data. This increases the trustworthiness of the findings by reducing any single researcher's.

Finally, qualitative results were interpreted alongside quantitative findings to provide a more comprehensive understanding of the program's effects. Any contradictions or supporting patterns between the two types of data were identified and discussed in the final report.

E. Data Triangulation

For the purpose of making the results more credible, valid, and trustworthy, the application of triangulation methods was employed in the current research. The concept of triangulation is the utilization of various sources of information, methods, or approaches for the purpose of confirming the information or data that is gathered. According to qualitative research, triangulation is important for eliminating research biases.

In this study, data triangulation was conducted through source triangulation and method triangulation.

1) Source Triangulation

Triangulation of sources was obtained through data collection involving different research participants, namely English language teachers and eleventh-grade MAN 3 Kediri students. English language teachers acted as crucial informants, and their data included their perspectives on CLIL implementation, classroom practices, challenges faced in class, and development of eleventh-grade students' speaking skills. The objective of involving students as primary participants was to understand their performance in class concerning their speaking skills, class contributions, and learning experience acquired during classroom activities. Data derived from both teachers and students allowed the researcher to acquire well-balanced data concerning CLIL implementation to advance speaking skills.

2) Method Triangulation

For the triangulation of the methods, multiple techniques were used together, for example, conducting observations, preparing field notes, implementing interviews, and using questionnaires. The involvement of classroom observations helped in collecting direct data on the implementation of CLIL in the lesson, especially where English usage occurred, the level of students' engagement in speaking activities, and the way students interacted in the lesson. On the other hand, the field notes helped in documenting details of the lesson environment, students' engagement, and the way students speak spontaneously.

Semi-structured interviews were conducted among English teachers so that the researcher could get deeper insights into what the teachers think, do, and experience in implementing CLIL in the classrooms. Moreover, questionnaires were conducted among the students so that the researcher could get additional information on what the students think about CLIL approach and its effects on their oral confidence and fluency in the classrooms. This approach helped the researcher validate the results from one approach using results from the other approaches.

By using the triangulation technique proposed by Denzin, the researcher ensured that the results obtained from the study were not based on a single perspective or a single research instrument. The use of source triangulation and method triangulation strengthened the credibility and validity of the research findings. Data obtained from classroom observations, interviews, field notes, and questionnaires were

compared and cross-checked to identify consistent patterns related to the implementation of CLIL and the development of students' speaking skills. Through this process, the researcher obtained more accurate and trustworthy findings regarding the implementation of Content and Language Integrated Learning (CLIL) at MAN 3 Kediri.