

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It consists of research design, research subject, research instrument, data collection technique, and data analysis.

A. Research Design

Based on the formulation of the problem that had been explained previously, this study used a qualitative approach with a case study design. Case studies were chosen because they focused on an in-depth understanding of the experiences and perspectives of individuals in their natural contexts. This approach was considered appropriate to answer the research objectives, namely to interpret a specific case of a young learner who had been successful in learning English. The case study in this context referred to a fifth-grade elementary school student, KBG who was considered successful in learning English, and was analyzed in his real learning environment. Qualitative research, unlike quantitative methods that rely on numbers and statistics, aimed to understand the deeper meaning and real experiences of a person in his social world. In other words, this study did not aim to measure results or generalize findings, but rather to explore in depth the real situation of the research subject. Because the subject of this research was a selected individual, the case study approach was considered most appropriate to explore the factors and experiences that contributed to her success in learning English from an early age.

B. Research Subject

This study used a purposive sampling technique by selecting research subjects based on the purpose of the study itself. Subjects were selected because they had specific characteristics and experiences that aligned with the focus of the study. In this case, the

study involved a student named KBG, a fifth-grade student at an Islamic elementary school in Kediri City. The school was chosen intentionally because it provided English as an elective subject, which not all elementary schools, especially public schools had. KBG was identified as a successful young learner in English because she had achieved a number of accomplishments in English language competitions. She won several competitions both regionally and nationally (See Appendix 2). KBG also joined the regional English community and was actively involved in it. KBG's active involvement in English learning activities outside the formal school environment, as well as her achievements in public performances in English, made her an ideal subject for this study, which aimed to explore the characteristics and factors that contributed to the success of a young learner in mastering English.

Besides KBG, this study also involved her English teacher, Mr. WA, as the second research subject. Mr. WA was chosen because of his direct role in guiding and facilitating KBG's English learning process at school. His teaching strategies, classroom interactions, and views on KBG's development provided valuable insights into the educational environment and support systems that contributed to KBG's English development. In addition, although Mr. WA had only been teaching English at the school for a short time, he was known as a teacher who was dedicated to fostering students' interest in English, making him a relevant participant to understand the pedagogical factors behind KBG's success.

The third research subject was KBG's parents, who played an important role in supporting KBG's English learning journey outside the school environment. Their involvement, encouragement, and efforts in facilitating extracurricular activities such as joining the English Massive community were explored in this study to understand the influence of the family environment and parental

support. KBG's parents provided information related to daily language exposure, motivation, home learning routines, and their attitudes towards English education. Their perspectives helped researcher identify family factors that shaped KBG's positive attitudes and encouraged consistent improvement in her English language skills.

C. Research Instrument

In this qualitative case study, the instruments used to collect data were selected to support an in-depth understanding of a single subject's English learning journey. The primary instruments included an interview guide, observation field notes, and documentation artifacts. These instruments functioned not merely as tools, but as channels through which rich, descriptive data could be accessed and triangulated.

An interview guide was designed to facilitate semi-structured interviews with the key participants: the main subject (KBG), their English teacher (Mr. WA), and KBG's parents. This instrument allowed the researcher to explore personal experiences, perceptions, and contextual factors influencing the subject's language development.

Observation field notes served as the main instrument for recording classroom dynamics during non-participatory observations. This instrument captured natural interactions, teaching methods, and the subject's engagement without disrupting the instructional process.

Lastly, documentation artifacts such as achievement certificates, school reports, and community participation records were gathered and reviewed as supporting instruments. These documents provided objective evidence to complement and verify data obtained through interviews and observations. Together, these instruments enabled data triangulation, which is essential in a case study to enhance the credibility and validity of the findings.

D. Data Collection Method

Data collection in this case study employed three qualitative methods⁴⁵: semi-structured interviews, non-participatory observation, and documentation analysis. Each method was purposefully selected to ensure depth, context, and triangulation in understanding the factors contributing to the subject's success in English learning.

1. Semi-structured Interviews

Interviews were conducted with three informants: KBG (a fifth-grade student), the English teacher (Mr. WA), and KBG's parents. This method aimed to explore individual perspectives, motivations, and the environmental support that shaped the subject's language acquisition. The semi-structured format allowed flexibility in probing emerging themes while maintaining consistency across interviews.

2. Non-Participatory Observation

This method involved the researcher observing the subject in their natural classroom setting without engaging in the learning process. Observations focused on the interaction between teacher and students, learning strategies used, and the subject's participation in language activities. This method enabled the researcher to gather contextual behavioral data and verify consistency between reported and actual practices.

3. Documentation Analysis

Relevant documents were collected and analyzed to provide supplementary and corroborative data. These included photos of learning activities, competition certificates, and school performance records. Documentation served to strengthen the credibility of the findings and provide tangible evidence of the subject's academic and non-academic achievements related to English learning.

⁴⁵ Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications. P. 98.

E. Data Analysis

The data in this case study were analyzed using a thematic analysis approach, which aligns with the principles of qualitative inquiry and supports the in-depth, contextual nature of case study design. Thematic analysis was applied to examine and interpret patterns of meaning emerging from the learning journey of KBG, viewed through three key perspectives: the student's own experiences, the teacher's observations, and the parents' insights. This multi-perspective lens allowed the researcher to explore the convergence and divergence of views regarding KBG's success in learning English. The analysis process consisted of the following stages:

1. Data Transcription

All verbal data from interviews with KBG (the student), Mr. WA (the English teacher), and KBG's parents, along with observation notes and supporting documents, were fully transcribed. This initial step was essential to ensure the completeness and accuracy of the data and to allow the researcher to become immersed in the narratives from all three viewpoints.

2. Data Condensation

After transcription, the data were condensed by selecting information that directly related to KBG's English learning process, focusing on how learning experiences were perceived and supported by the student, teacher, and parents. Data that did not contribute to the core research questions were set aside to maintain analytical coherence.

3. Data categorization

The categorization process in this study involved grouping related codes into five key categories that reflect the main aspects of KBG's English learning journey. These categories were drawn from the perspectives of the student, teacher, and parents were learner's characteristic, learning process, learning condition, learning outcome and social context, particularly her involvement in the English Massive community that enhanced her speaking skills and motivation. These

categories provided the analytical foundation for constructing the central themes of the study.

Table 3.1
The Example of Data Categorization from Student's View by Conteh (2002)

Factors Contributing to Language Learning	Sub Factors	Findings
Learner's Characteristic	Self Confidence	<i>"I feel very confident with my English skills, especially after some achievements that I have achieved,..."</i>
Learning Process	Problem Solving	<i>"But I need to learn more the grammar material. To overcome this, I usually look for additional references from the internet or watch grammar learning videos on YouTube..."</i>
Learning Condition	Physical Conditions of the Classroom	<i>"I feel my class is quite comfortable and clean, there is a fan so it is not too hot when studying....., I can still follow the lesson well using the whiteboard."</i>
Learning Outcome	Student's Achievement	<i>"At school, my English score is quite good in my semester report card, which is 90. For activities at school, I also often become an MC, and also being a delegation for English competitions regional or national."</i>
Social Context	Community	<i>"I joined English Massive community since 2nd grade of elementary school,... I got a big influence is joining English Massive, especially in terms of speaking English and self-confidence."</i>

4. Conclusion and Verification

Conclusions are drawn based on the themes found. To ensure the validity of the data, this study used the source triangulation technique, by comparing data from interviews, observations, and documentation. This is done to ensure the consistency and validity of the research findings.

Through this analysis technique, the study is able to provide a comprehensive and in-depth picture of the characteristics, experiences, and support that are important factors in the success of KBG as an English learner at elementary school age.

F. Trustworthiness of Data

In order to avoid data invalidity, the technique of triangulation will be employed as a way to gather accurate and trustworthy data in the future. The process of verifying evidence from several sources, data kinds, or data gathering methods for data description and topic is known as triangulation.⁴⁶

To ensure the validity of the data in this study, the researcher used triangulation techniques, which are common strategies in qualitative research to increase the validity and credibility of the findings. Triangulation is done by utilizing various data sources, techniques, and perspectives from different participants.

1. Source Triangulation

Data were obtained from three different subjects, namely KBG as the main subject, their English teacher (Mr. WA), and KBG's parents. Comparison of information from these three sources was carried out to see the consistency and interrelationship between the data. By comparing the statements and views of each subject, the researcher can identify significant similarities or differences related to the factors that support KBG's success in learning English.

⁴⁶ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson. p. 259.

2. Technique Triangulation

This study used several data collection techniques, namely interviews, observations, and documentation. Each technique provided a different but complementary perspective. Interviews explored subjective views and direct experiences; observation provided the objective data on real behavior in the classroom; and documentation strengthens the data with concrete evidence such as competition certificates and activity records.

3. Persistent Observation

This study conducted repeated and in-depth observations to ensure that the data obtained represented the actual conditions. This is done so that the findings produced truly reflect the reality that occurs in the context of subject learning.

By applying the techniques above, this study is expected to produce valid, credible, and scientifically accountable findings.