

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, researcher provides the method of the research which covers to discuss about research design, subject of the study, data collection and instrument, and data analysis.

#### **A. Research Design**

In this research, the researcher used qualitative research design. Taylor and Bogdan (2016, p. 7) mentions that the phrase qualitative methodology refers in the broadest sense to research that produces descriptive data people's own written or spoken words and observable behavior. Qualitative research is a research method that aims to understand phenomena in depth through direct observation, interviews, documentation, and narrative analysis. Its primary focus is the subjective meanings, experiences, and perspectives of individuals or groups.

Qualitative methodology, in its broadest sense, refers to a research approach that generates descriptive data derived from individuals' spoken or written expressions and their observable behaviors. This method is designed to explore and understand complex phenomena in a comprehensive and in depth manner. Unlike quantitative research, which emphasizes numerical data and statistical analysis, qualitative research prioritizes the subjective experiences, perceptions, and meanings that individuals or groups assign to particular events or situations.

The primary objective is not to generalize findings across populations, but rather to gain rich insights into the context specific realities of participants. Data in qualitative research are typically collected through various techniques such as in depth interviews, direct observation, document analysis, and narrative inquiry. These methods allow researchers to capture the nuanced and often intricate dimensions of human behavior, beliefs, and interactions, making qualitative research especially valuable in fields such as education, social sciences, psychology, and cultural studies.

Creswell (2009, p.21) suggests that qualitative research design is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Qualitative research design is a methodological approach used to explore and understand the meanings that individuals or groups assign to a social or human problem. Rather than focusing on numerical data or statistical analysis, this design emphasizes the depth and complexity of human experiences, perceptions, and interactions within a specific context.

The primary aim of qualitative research design is to interpret how people make sense of their world and the issues they encounter. It involves collecting rich, detailed data through methods such as interviews, observations, focus groups, and document analysis. These methods enable researchers to uncover underlying patterns, beliefs, motivations, and meanings that may not be immediately visible or measurable. By allowing for a flexible and adaptive approach to data collection and analysis,

qualitative research design is particularly effective for studying phenomena that are dynamic, context dependent, or poorly understood. It is widely used in fields such as education, sociology, psychology, and health sciences, where understanding the human dimension of a problem is essential.

Leavy (2014, p.2) points out that qualitative research design is a way of learning about social reality. Qualitative approach to research can be used across the disciplines to study a wide array of topics. In other words, from the expert opinion that qualitative research is a study aimed at describing and analyzing individual or group phenomena, events, social activities, beliefs, impressions, and thoughts. Hence, the researcher should be validated by themselves about their ability in conducting research. Qualitative research design is a methodological framework for gaining a deeper understanding of social reality.

It provides researchers with the means to explore complex human behaviors, experiences, and interactions within their natural settings. This approach is highly adaptable and can be applied across various academic disciplines to examine a broad range of subjects and social phenomena. Qualitative research is primarily concerned with describing and analyzing individual or group experiences, events, social activities, beliefs, perceptions, and thoughts. It seeks to uncover the underlying meanings and interpretations that individuals or communities assign to their lived realities.

Furthermore, qualitative research places significant responsibility on the researcher, not only in collecting and interpreting data but also in

reflecting on their own role and credibility throughout the research process. As such, researchers must demonstrate integrity, reflexivity, and methodological competence to ensure the validity and trustworthiness of their findings. As mentioned by Gerson & Horowitz (2002, p.199) qualitative research always involves some kind of direct encounter with 'the world', whether it takes the form of ongoing daily life or interactions with a selected group.

Qualitative research is also routinely concerned not only with objectively measurable 'facts' or 'events', but also with the ways that people construct, interpret and give meaning to these experiences. Qualitative approaches typically include attention to dynamic processes rather than or in addition to static categories, and they aim to discover or develop new concepts rather than imposing preconceived categories on the people and events they observe. These commitments form the common ground on which qualitative approaches are built.

Descriptive research is a research approach aimed at systematically portraying, documenting, and interpreting phenomena as they naturally occur. Its primary purpose is not to test hypotheses or determine cause and effect relationships, but to provide an accurate and detailed representation of a particular situation, population, or phenomenon. Through this approach, researchers seek to answer questions related to what, who, where, when, and how a phenomenon takes place.

From a theoretical perspective, descriptive research is grounded in the assumption that careful observation and thorough description are essential foundations of scientific inquiry. By presenting factual, contextualized, and well-organized information, this type of research allows readers to gain a clear understanding of the subject under investigation. The emphasis lies in capturing reality as it exists, without manipulation of variables or experimental intervention. Descriptive research may employ both qualitative and quantitative methods.

In qualitative descriptive studies, the focus is often on exploring experiences, behaviors, perceptions, or social processes through techniques such as interviews, observations, and document analysis. Meanwhile, quantitative descriptive research typically uses surveys, questionnaires, or statistical data to summarize characteristics of a population or phenomenon in numerical form. Regardless of the method, the defining feature remains the intention to describe rather than to explain causality.

In academic research, particularly in education and social sciences, descriptive research is valued for its ability to provide baseline information. It helps identify patterns, trends, and key characteristics that may later serve as the basis for further analytical or experimental studies. Therefore, descriptive research plays a crucial role in expanding empirical knowledge and offering a comprehensive overview of real world conditions within a specific context.

Kothari (2004,p.3) emphasizes that qualitative research is specially important in the behavioural sciences where the aim is to discover the underlying motives of human behaviour. Through such research we can analyse the various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing. It may be stated, however, that to apply qualitative research in practice is relatively a difficult job and therefore, while doing such research, one should seek guidance from experimental psychologists. Qualitative inquiry occupies a central position in the field of behavioral sciences because it is designed to uncover the fundamental reasons that shape human conduct.

In contrast to approaches that emphasize numerical data and statistical calculation, this type of investigation prioritizes depth of understanding, contextual interpretation, and the exploration of meaning embedded within human experiences. Its primary concern is not the measurement of observable variables, but rather the interpretation of internal drives, intentions, perceptions, and social influences that guide individual and collective actions. Within the behavioral sciences, scholars frequently aim to comprehend why individuals respond differently to similar circumstances, what internal considerations inform their decisions, and how social environments contribute to patterns of action.

Qualitative methodology enables researchers to examine these dimensions in a comprehensive manner. By engaging directly with participants through techniques such as open ended interviews, reflective

dialogue, and contextual observation, investigators can gain insight into subjective viewpoints and personal narratives. Such methods allow for the identification of intricate psychological, cultural, and situational elements that shape preferences, attitudes, and behavioral tendencies.

Furthermore, this research orientation facilitates a holistic interpretation of social phenomena. Human behavior cannot always be adequately explained through quantification alone; it often requires careful attention to lived experiences, symbolic meanings, and interpersonal dynamics. Through systematic interpretation of descriptive data, scholars can reveal the complexities that underlie acceptance, rejection, motivation, and resistance. Consequently, qualitative investigation provides a framework for constructing nuanced explanations that reflect the richness of human reality.

Despite its intellectual value, the application of this methodology presents substantial methodological demands. The collection and interpretation of nonnumerical evidence require advanced analytical competence, sensitivity to context, and rigorous adherence to ethical and procedural standards. The researcher must exercise critical judgment in organizing, coding, and interpreting data while maintaining credibility and trustworthiness. Because the process involves interpretative reasoning rather than mechanical calculation, it necessitates a high level of theoretical understanding and methodological discipline.

Therefore, conducting such an inquiry often benefits from professional consultation, particularly with specialists who possess expertise in experimental and psychological research design. Guidance from experienced scholars can strengthen procedural accuracy, enhance analytical precision, and ensure that interpretations remain grounded in established theoretical principles. In this way, qualitative research, although demanding, becomes a powerful instrument for advancing scholarly understanding of human behavior when carried out with methodological rigor and expert supervision.

Qualitative design is a broad type of research, in this research the researcher use descriptive qualitative. Sharma (2025.p.10) highlights that descriptive research provides a detailed representation of the characteristics of a specific individual, situation, or group. Also known as statistical research, it investigates quantifiable elements that influence people's lives. Descriptive research is designed to offer a comprehensive and systematic portrayal of the attributes inherent in a particular person, context, or collective entity.

Its primary objective is to depict phenomena with precision, ensuring that essential features are carefully documented and organized in a coherent manner. Rather than exploring causal mechanisms or testing experimental relationships, this approach concentrates on presenting an accurate account of existing conditions within a defined scope of inquiry. Frequently associated with statistical inquiry, this type of investigation relies on

measurable data to examine aspects of social reality that can be expressed numerically.

Through structured instruments such as surveys, questionnaires, and standardized assessments, researchers gather empirical evidence that reflects observable patterns and distributions within a population. The emphasis on quantification enables the identification of trends, frequencies, and variations, thereby facilitating a structured interpretation of social or behavioral characteristics. Moreover, this research orientation is particularly valuable in examining factors that shape human experiences and societal conditions. By analyzing numerical indicators such as demographic information, behavioral frequencies, or performance metrics scholars can illustrate how certain measurable variables are manifested within specific groups or environments.

In doing so, the findings contribute to a clearer understanding of prevailing circumstances without extending the analysis toward causal explanation. In academic contexts, descriptive research serves as a foundational methodological framework. It provides baseline data that can inform subsequent analytical, correlational, or experimental investigations. By systematically organizing observable evidence and presenting it in an objective manner, this approach enhances the credibility of empirical reporting and supports informed decision-making within educational, social, and professional domains.

Descriptive research seeks to describe a number of variables related to the problems and the unit that researched. Descriptive research do not question the relationship between existing variables, because descriptive does not mean to attract the generation that cause a phenomenon or social reality happens that way. Descriptive research is a research approach that aims to systematically describe the characteristics of variables related to a particular problem or research subject. This type of research focuses on providing an accurate and detailed account of a phenomenon as it naturally occurs, without attempting to examine causal relationships or underlying mechanisms.

Unlike experimental or correlational research, descriptive research does not seek to determine the cause and effect relationships between variables. Instead, it is concerned with presenting a clear picture of what exists, how it appears, and how it is distributed or manifested within a specific context or population. The primary goal of descriptive research is to offer a comprehensive overview of the current state of a phenomenon, enabling researchers to observe patterns, identify trends, and develop a better understanding of the subject matter. However, it does not attempt to explain why the phenomenon occurs, as it is not designed to test hypotheses or build theories regarding causation. In this case the researcher will focus to describe the result of research analysis of students' speaking performance in taking reservation at Class XI Hospitality of SMK Kartini Sintang.

## **B. The Subject of the Research**

The subjects in this research are required to obtain the required information. The subject of the study is an object, things or person, where the data is for the inherent research variables, and the position of the research subject as at issue. The subject of a study refers to the object, entity, or individual from which data related to the research variables are obtained. In other words, the research subject serves as the primary source of information and is directly linked to the variables being studied. The subject holds a central position within the research framework, as it represents the focus of investigation and analysis.

Given (2008, p. 840) reveals that subjectivism dominated qualitative methodology. It construes interaction between researcher and subject especially from interview and the active interpretation of data which are central features of qualitative research as a lesson for the free exercise of subjective processes. Subjectivism is a philosophical stance that underpins much of qualitative methodology. It emphasizes the idea that knowledge and meaning are constructed through personal experience, perception, and interpretation.

In the context of qualitative research, subjectivism recognizes the active role of both the researcher and the research subject in the creation of knowledge. This perspective views the interaction between the researcher and the participant particularly through methods such as interviews not as a neutral exchange, but as a dynamic process shaped by individual

perspectives and contexts. The data generated through such interactions are not seen as objective facts, but as interpretations that are deeply influenced by the subjective experiences of those involved.

Central to qualitative research, therefore, is the acknowledgement that interpretation, reflection, and meaning making are integral to the research process. Subjectivism allows for the free exercise of these subjective processes, seeing them not as biases to be eliminated, but as essential components of understanding complex human realities. In this research, the subjects consist of 17 students from Class XI Hospitality of SMK Kartini Sintang. These participants were selected as they represent learners who are actively engaged in developing their speaking skills in a vocational education context. Their involvement is considered relevant to provide in depth insights into students' speaking performance, particularly in taking reservations, as well as to explore how subjective experiences and interactions influence their language use.

### **C. Data Collection Technique and Instrument**

In this part researcher discusses about data collection technique and instrument. Data collection techniques represent the methodological strategies for obtaining information, whereas instruments constitute the concrete tools employed to execute those strategies.

#### **1. Data collection technique**

The purpose of this research was to collect the data. The data is an important tool in this research in the form of phenomena in the

field and their number, from the data, the researcher knows the result of this research. In the process of collecting the data must relevant to the research problem in this research. To collect the data researcher use two data collection technique such as documentation and interview to get information from the students.

a. Documenttion

Given (2008, p. 230) describes the standard approach to the analysis of document focuses primarily on what is contain within them. In this frame, documents are viewed as conduits of communication between, say a writer and reader conduits that contain meaningful messages. Such messages are usually in the form of writing but can engage other format such as maps, architectural plans, films and photograph. In this perspective, documents are regarded as channels of communication between a creator such as a writer or speaker and a recipient such as a reader or viewer, serving as conduits that convey meaningful messages.

These messages are most commonly expressed in written form, but document analysis also encompasses a wide range of other formats, including maps, architectural plans, photographs, films, and videos. Each of these formats can provide valuable insights into the context, intentions, and interpretations associated with the subject under study. In this research documentation was used to collect data related to students' speaking performance. The documented data

consisted of students' speaking scores and the speaking scoring rubric used in the assessment process.

The students' scores were obtained by analyzing students' group speaking videos, in which the students performed a role play activity on taking reservation. These videos served as official documentation of students' speaking performance and were systematically analyzed by the researcher. The assessment was conducted based on a speaking scoring rubric that covered several aspects of speaking ability, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The scoring rubric functioned as a standardized guideline to ensure consistency and objectivity in evaluating students' performance. Through documentation, the researcher was able to obtain accurate, authentic, and verifiable data that had been formally assessed.

b. Interview

Interview enables the interviewer and resource person to discuss their interpretation of the world in which they live and to express how they regard situation from their own point of view. Koshy (2005,p.92) defines the main purpose of conducting interviews is to gather responses which are richer and more informative. The fundamental objective of employing interviews as a data collection technique is to obtain comprehensive and meaningful insights directly from participants.

This method enables the researcher to access detailed explanations, personal reflections, and nuanced perspectives that may not be fully captured through structured instruments such as questionnaires or standardized tests. By engaging respondents in direct conversation, the investigator is able to explore experiences, interpretations, and viewpoints in a more in depth and contextualized manner. Interviews facilitate the development of a flexible communicative setting in which participants can elaborate on their answers, clarify their statements, and provide illustrative examples. Such interaction allows the researcher to probe further into specific issues, seek clarification when ambiguity arises, and adapt questions according to the direction of the discussion.

As a result, the information obtained tends to be more expansive, interpretative, and reflective of the participants' authentic thoughts and lived realities. Moreover, this technique supports the exploration of complex phenomena that involve emotions, motivations, beliefs, and attitudes. Through interpersonal engagement, respondents may feel more encouraged to articulate their viewpoints openly, thereby contributing to a deeper understanding of the research problem.

The dialogic nature of the process also permits the examination of subtle elements such as tone, emphasis, and non verbal cues, which can enrich the interpretative analysis. Therefore, the utilization of

interviews serves not merely as a tool for collecting surface level answers, but as a strategic approach to generating substantial, contextually grounded, and analytically valuable data. When conducted systematically and ethically, this method significantly enhances the depth, credibility, and interpretative strength of qualitative inquiry.

In qualitative research, the interview serves as a key data collection method that allows the researcher to explore the participant's thoughts, experiences, beliefs, and perspectives in depth. This process is not merely a question and answer session, but rather an interactive exchange where meaning is constructed through conversation. The interviewer facilitates the discussion by asking open ended questions, guiding the conversation while remaining attentive and responsive to the participant's responses. Interviews can vary in structure from highly structured to semi structured or unstructured depending on the research objectives.

Regardless of format, the interview aims to gather rich, detailed, and context specific data that contribute to a deeper understanding of the research topic. The flexibility of the interview process also enables the researcher to probe deeper, clarify responses, and adapt questions according to the flow of the conversation. Depending on the level of control and structure, interviews can be categorized as structured,

semi structured, or unstructured, each offering varying degrees of openness and flexibility in data collection.

In this research the interview technique was used to explore students' experiences, perceptions, and difficulties related to speaking activities and the task of making a video on taking reservation. In this research the researcher interview five students as the representative from each group, especially Class XI Hospitality of SMK Kartini Sintang. By interviewing the students, the researcher was able to gain deeper insights that could not be fully captured through documentation alone. This technique also supported the interpretation of the data obtained from the students' speaking scores.

## 2. Instrumentation

Instrumentation is a crucial component in this research. It refers to the tools used to collect data and obtain relevant information from the participants. In this study, the instruments include interview guidelines, observation checklists, and a list of questions prepared to gather data from the respondents. The instruments are designed to ensure that the data collected are systematic, valid, and reliable. Instrumentation involves the process of selecting, developing, and utilizing appropriate tools for data collection.

These tools may include questionnaires, interview guides, observation sheets, and audio visual recordings, depending on the research method used. Effective instrumentation ensures that the data

collected are accurate, consistent, and relevant to the objectives of the study. In qualitative research, this may include open ended interview protocols or observation frameworks, while in quantitative research, it may involve structured surveys or standardized tests. In this research the researcher uses documentation and interview guideline.

a. Documentation

Documentation is way to provide document by using accurate evidence from recording specific sources of information from an essay or writing, wills, book, law and so on. Koshy (2005,p.96) demonstrates that documents can often provide relevant evidence and are very useful for constructing the whole picture. Documentation can be in the form of recordings of student and teacher activities in teaching educational courses such as photography or video. Documents are considered records of past events and serve as valuable sources of information in research. They may exist in various forms, including written texts, images, or other forms of tangible or visual works created by individuals.

As a data collection method, documentation involves the systematic examination and analysis of these materials to obtain detailed and relevant information related to the research objectives. Documentation is particularly useful for capturing contextual and historical data that may not be accessible through direct observation or interviews. In educational research, for example, documentation may

include photographs, video recordings, or other materials that depict interactions between teachers and students during learning activities.

These forms of evidence provide insights into the learning process, instructional strategies, and student engagement. By incorporating documentation as a method, researchers can enhance the richness and validity of their findings through the triangulation of data sources. In this research the main instrument used was students' group speaking videos on taking reservation. The videos were produced by the students as part of a speaking task in which they performed a role play related to taking reservation in a hospitality context.

These videos functioned as the primary source of documented data for analyzing students' speaking performance. The students' group speaking videos enabled the researcher to observe students' oral communication in an authentic and contextualized situation. The videos provided visual and audio evidence of students' speaking ability, including how they pronounced words, used grammatical structures, selected vocabulary, spoke fluently, and demonstrated comprehension during the role play activity. To support the analysis of the videos, a speaking scoring rubric was also used as a complementary instrument.

The rubric contained assessment criteria covering pronunciation, grammar, vocabulary, fluency, and comprehension. Rather than

functioning solely as a measurement tool, the scoring rubric served as an analytical guideline to describe and interpret students' strengths and weaknesses in each speaking aspect. In addition, a documentation checklist was used to organize and manage the collected video data systematically.

Table 1. Scoring Rubric for Students' Speaking Performance in Taking Reservation

<b>Aspect of Speaking</b>	<b>Indicator</b>	<b>Score</b>
Pronunciation	Very clear with no errors.	4
	Generally clear with minor mistakes.	3
	Some errors but still understandable.	2
	Difficult to understand with many errors.	1
Grammar	Grammar is used perfectly.	4
	Minimal errors that do not affect understanding.	3
	Some errors but still comprehensible.	2
	Frequent errors that hinder meaning.	1
Vocabulary	Rich highly and relevant vocabulary.	4
	Varied and appropriate to the context .	3
	Somewhat varied but still lacking.	2
	Very limited and irrelevant vocabulary.	1
Fluency	Very fluent without disruptive pauses.	4
	Fluent with minimal pauses.	3
	Occasional pauses that disrupt flow.	2
	Often hesitates and struggles to continue.	1
Comprehension	Fully understand all questions and instruction and responds accurately and appropriately.	4
	Understands most questions and instructions with minor misunderstanding.	3
	Limited understanding; response are sometimes inappropriate or unclear.	2
	Has difficulty understanding questions and cannot respond appropriately.	1

Adopted from brown (2004,pp.172-173)

The best performance with a predetermined value using the following formula :

$$S = \frac{O}{T} \times 100$$

S : Score

O : Obtain score

T : Total score

1. Determine the value obtain (O) is the score obtained by students in atest or assignment.
2. Determine the total score (T) is the maximum score that can be obtained in the test or assignment.
3. Divide the value obtained by the total score.
4. Count O:T to find out the proportion of score obtained compared to the total score.
5. Multiply the result by 100. This done to convert the results in to percentage form.

Calculation example :

If a students score 80 out of a total score of 100

$$S = 80:100 \times 100 = 80$$

This means that the student's final score is 80 of the total possible marks.

Tabel. 2 Level of Student Speaking Ability

<b>NO</b>	<b>Category</b>	<b>Value Range</b>
1	Excellent	80-100
2	Good	60-79
3	Average	50-59
4	Poor	0-49

Adapted from Harris (1969,P.134)

## b. Interview

An interview is a structured or semi structured document used by researchers during the interview process to guide the flow of conversation and ensure consistency in data collection. It typically contains a list of prepared questions, prompts, or topics aligned with the objectives of the research, and may also include space for taking notes or recording key responses. The interview sheet serves as an essential instrument to facilitate organized and focused interviews, allowing the researcher to cover all relevant areas while maintaining flexibility to explore additional insights based on participants' responses.

It helps ensure that the information gathered is comprehensive, relevant, and systematically recorded for later analysis. Gulo (2002, p. 81) proposes that interview are a form of direct communication between researcher and respondents. Communication takes a place in the form of question and answer in a face to face relationship so that

the respondent's movement and expression are media balls that complement verbal words.

Interview conducted when the researcher want to know knowledge about subjective meaning related to the topic under research, and explores the issue, something that cannot be done through another approach. In this research the interview guideline consisted of a set of questions that had been prepared prior to the interview in order to guide the researcher during the data collection process. The questions were carefully designed to ensure that the data obtained were relevant to the objectives of the research.

The interview guideline was used to collect qualitative data from the students regarding their speaking performance in the role play activity on taking reservation. Through the interview, the students were asked to provide information about their experiences, perceptions, and difficulties encountered during the speaking activity. The use of an interview guideline enabled the researcher to conduct the interviews in a structured and systematic manner while allowing flexibility for further explanation from the students. This instrument also ensured consistency in the interview process across all participants, thereby increasing the credibility and trustworthiness of the data collected.

#### **D. Technique of Analysis Data**

In analyze the data, researcher use the theory of Miles & Huberman (1994). Suggest that the technique of data analysis is a rigorous and systematic procedure that enables researchers to transform raw data into meaningful and credible findings. Through the processes of data reduction, data display, and conclusion drawing and verification, researchers are able to interpret complex information, develop valid insights, and produce scientifically sound conclusions that contribute to academic knowledge. According Miles and Huberman (1994) the analysis divided into three streams activities that occur simultaneously as follow:

##### **1. Data Reduction**

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data collected during the course of a research study. It is a critical step in qualitative data analysis, where large volumes of textual or visual data such as interview transcripts, observation notes, or video recordings are systematically organized to make them more manageable and meaningful. The goal of data reduction is to highlight the most relevant information by identifying patterns, themes, and significant categories that are aligned with the research objectives.

This process often begins during data collection and continues throughout the analysis phase, allowing the researcher to continuously refine and interpret the data. Data reduction not only facilitates clearer

understanding and interpretation but also supports the development of conclusions and the formulation of findings based on the essential elements of the data. Data reduction defined as a process selection, simplifying, abstraction, and transformation of rough data that emerges from the written notes in the field.

Data reduction takes place continuously throughout the research. Data reduction is the process of selecting and simplifying rough data emerged from written notes in the field. This process continued throughout the research, even before the data is actually poised as can be seen this process continues throughout the study, even before the data is actually in equilibrium, as evidenced by the conceptual framework of the study, the problem of the study, and the approach to data collection chosen by the researcher. At this stage the researcher obtained data from interviews with teacher student. The results of the interview also show how the student's speaking performances after learning taking reservation. In this step, inappropriate data is reduced and needed accurate data.

## 2. Data Display

Data display is the process of organizing and presenting reduced data in a structured and visual format that facilitates understanding, interpretation, and analysis. It involves the use of tables, charts, diagrams, matrices, or other graphical representations to systematically arrange information, allowing researchers to identify

patterns, relationships, and key themes within the data. In qualitative research, data display serves as a bridge between data reduction and conclusion drawing.

By presenting the data in a clear and concise manner, it enables researchers to examine complex data sets more effectively, draw comparisons, and support the development of evidence based interpretations. A well constructed data display not only enhances clarity but also aids in communicating findings to others, making the results of the research more accessible and understand. Data display is a structured collection of information that gives the possibility of drawing conclusion and taking action.

Data display in the form of narrative text is converted into various types of metrics, graphics, networks and charts. Everything is design to combined information that is arranged in a coherent and easily accessible form so that researchers know what happened to draw conclusion. Data reduction is a part of analysis process. Data display refers to the structured presentation of information that allows researchers to systematically view and analyze the data, enabling them to draw conclusions and make informed decisions.

It involves organizing and arranging the data in visual or narrative formats such as tables, charts, graphs, matrices, or diagrams to enhance clarity and facilitate interpretation. The purpose of data display is not merely to present information but to create a framework

through which patterns, relationships, and significant findings can be identified. By structuring the data in an accessible and meaningful way, researchers are better equipped to understand complex datasets and to move toward analytical conclusions and actionable insights. In qualitative research, effective data display plays a crucial role in bridging the gap between data collection and conclusion drawing, supporting both the analytical process and the communication of findings.

### 3. Conclusion/Verification

Conclusion and verification refer to the final stages of qualitative data analysis in which researchers draw meaningful interpretations from the data and ensure the validity and reliability of those interpretations. Conclusion is the process of deriving insights, patterns, or theoretical understanding based on the data that has been reduced and displayed. It involves identifying what the data means in relation to the research questions or objectives, and constructing well-founded interpretations or findings.

Verification is the process of confirming the accuracy and credibility of the conclusions drawn. It includes checking for consistency across data sources, revisiting the data to validate emerging themes, and ensuring that the findings are supported by sufficient evidence. Verification may also involve triangulation,

member checking, or peer review to strengthen the trustworthiness of the results.

Together, conclusion and verification ensure that the outcomes of the research are both meaningful and credible, contributing to the overall rigor and quality of the study. The verification in this case is a review of field note. Brainstorm to the colleagues to develop an agreement. In the last step the researcher concluded the main points from all the data that has been collected, so that is will become clearly. The conclusion will be an answer the formulation of problem in the beginning.