

CHAPTER III

RESEARCH METHODOLOGY

This chapter explores about the procedures for conducting the study. It consists of research design, research subjects, data collection technique and instrument, and data analysis procedure.

A. Research Design

In order to answer research question stated in the first chapter, it is proper for this study to be included as a type of qualitative research. As stated by Nunan related about qualitative research, the answer of the question research will be depend on the context and object. ¹ The way and effort in answering research question also similar with the characteristic of qualitative research as Cresswell stated, such as occurs in natural setting using interactive and humanistic multiple methods, having emergent design, interpretive and holistically. ² Therefore, the researcher define, wrote a note, analyzed and interpret the conditions obviously based on the process of learning at SHTC at the time of conducting regular meeting of the club. By those situations the researcher could explore about exposure, system and experience at SHTC.

¹ David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), 325

² Creswell – W. John . “*Qualitative Inquiry and Research Design: Choosing Among Five Approaches (2nd ed)*” (Thousand Oaks: Sage Publication),117

Then, among five kind of qualitative research; narrative-biographical study, phenomenological study, grounded theory study, ethnography study, case study, this study is characteristically included in the case study research. A qualitative case study concentrates on single unit, such as individual, one group, one organization or one program.³ Case study has aims to explore the conceptualized contemporary phenomenon with specialized subjects.⁴ Hence, this research belongs to qualitative-case study because it focused on one of English club named SHTC which is a branch of international club which investigate the phenomenon about exposure got by the members, existing learning system the community used to provide the exposure and the members' experience in learning at SHTC.

B. Data and Source of Data

1. Types of Data

a. Primary Data

The primary data of this study is the data about exposure to English that the members get at SHTC, the learning system at SHTC and the members 'experience at SHTC.

³ Donald Ary. et.al. *Introduction to Research in Education*. (Canada: Wadsworth Cengage Learning,2010), 455

⁴ J. Amos Hatch. *Doing Qualitative Research in Education Settings*. (Albany: State University of NewYork Press, 2002), 30

b. Secondary Data

The secondary data is the supporting data which are taken from SHTC which are the agenda of meeting, the evaluation sheet, the manual book of Competent Communicator and Competent Leadership which are provided to the members of SHTC.

2. Source of Data

The Primary data mostly taken from the result of interview 5 members of SHTC, who have been more than 3 years join SHTC and have many experiences related to the experiences that the researcher need and conducting observation at SHTC.

The secondary data were obtained from the agenda given to all members in each regular meeting, of SHTC. Then, the researcher also asked the manual book of Competent Communicator and Competent Leadership.

C. Data Setting and Participant

This study was conducted at the basecamp where the members of SHTC exist. Exactly on Jl. Pemuda 15 (Balai Pemuda Surabaya) at “Rumah Bahasa”. The researcher did the study on that place because all activities happened on that area. But in interviewing some of the members, the researcher did it by phone as the members of SHTC were coming from variety background, such as banker, English teacher, chef, employee, and others. Most of them are workers, they are so busy therefore it’s hard to find the spare time to do an interview

directly. In this case, the writer use purposive sampling, in getting the sample of the research and choosing the club. Qualitative research select purposive sampling to be sufficient to provide maximum insight and understanding about the topic and setting.⁵ Hence, as the researcher aims to get relevant information about the topic and setting, the researcher pick 5 legitimate members of SHTC who two committees in division and three committees in club since they are active members, have been joining more than 3 years at SHTC, have experiencing such positions that can be the representative of the club to explore the enough information about the researcher's need. From the participants that the researcher choose, the researcher can get clear understanding about the necessary topic about exposure, learning system or even learning experience at SHTC. While for the setting, the researcher elect SHTC than other clubs as SHTC is the only club which is supported by the Mayor of Surabaya, located in the area which is popular in Surabaya where most events hold there, the members' are mostly twenties and thirties, therefore they still have strong attention in learning on that club.

⁵ Donald Ary – Lucy Cheser Jacobs – Chris Sorensen, *Introduction to Research in Education 8th Edition* (Canada: WADSWORTH CENGAGE Learning, 2010), 429

D. Data Collection Technique

Patton suggests that the most common sources of qualitative data include interviews, observations, and documents.⁶ In this study, the data were collected by techniques of conducting interview, doing observation and documentation. First the researcher included in classroom observation. At the following, the researcher interviewed the members of SHTC then the researcher collect the documents of the member.

1. Interview

Interview give more understanding about something as long as it disclose and tell further about everything being asked about. In conducting qualitative research, interview is the technique that is used to understand the experience of other.⁷ From that statement, the method of collecting the data is appropriate and become the successful case study research with phenomenon as this kind of research accentuate on participants' experience.

The interview was set to be kind of semi structured. It has the meaning that the questions was created to be open-answered and allow more questions to be added based on the respondent response. Related to the topic, of the research, the guideline of interview is divided into four subtopics such as language exposure, learning system and members' learning experience. By those, the researcher could know the image in

⁶ M.Q. Patton, *Qualitative Research and Evaluation Methods 3rd edition* (Thousand Oaks: Sage, 2002), 278

⁷ I. Seidman, *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences.*(New York: Teachers College Press, 1998), 124

classifying the information before making analysis about the topic of the study.

The interview was done for about three weeks, as some of the members are busy. Hence, the researcher make an appointment before conducting the interview. Some of them were interviewed after regular meeting finished, some others were interviewed by phone as their spare time only at the particular time and only agreed to have an interview by phone. The method of collecting information by the telephone can be gained to the respondents who cannot be contacted for one reason or other.⁸ By that way, the researcher could get the information faster, record the reply without causing embarrassment to the respondents, recall when the researcher want to have adding information. But it also had a weaknesses such as spend more cost, might have bias of the interviewer and might have time limitation.⁹

2. Observation

Observation is appropriate to gather with interview. It can carry the idea, belief and understanding which the participant possesses based on the interview. This study conducted an observation twice. For the first observation as a pre-research observation was conducted to see and clarify how the phenomenon happened in the area where the research is held. This part is important as the continuity of the study to ensure such topic. Then, the second observation was the real observation about the phenomenon that

⁸ C. R. Kothari, *Research methodology methods and techniques second revised edition new age* (international publisher, 2004), 174

⁹ *Ibid*;180

occurred related to exposure to English and learning system at SHTC. During the observation, field note were taken to explain the exposure, learning system and learning experience in the meeting or the events occurred.

E. Research Instrument

In term of collecting the data of the research. It completely need the instrument. Hence, the researcher constructed the instrument for exploring research question which are interview and observation.

1. Observation Checklist

The researcher observed the classroom phenomenon as participant observer. In this part, an observer's role is not only observing whatever happened in the field, but also taking a part in the activity and sometimes when needed. In this observation, the researcher aim to identify exposure to English which and the system occurred at SHTC. Checklist technique was used as clear observation guide.

2. Field Note

According to Bogdan and Biklen field note is written record of what is heard, seen, experienced and thoughts that has a purpose to collect data and reflect that data in qualitative research.¹⁰ This instrument was important since the researcher was participant observer, the researcher need to take a note of what is heard, seen and experienced during the

¹⁰ Bogdan, Robert C. & Sari Knopp Biklen, *Qualitative Research for Education: An. Introduction to Theory and /methods*, Boston: Allyn and Bacon, Inc, 1982, p. 74

observation. This field note was taken to make the data valid and reliable as this field note was created directly on observation spot.

3. Interview Guide

This interview was conducted in term of in depth interview. The researcher need to investigate the how the members explore their experience completely and the value they got from their experiences in learning at SHTC. The interview also conducted to complete the information related to the exposure to English and learning system at SHTC. Since, there are some exposure to English that the members get which cannot be observed in the classroom, then for the learning system, the researcher need to clarify the members' statement in order to strengthen the data.

F. Data Analysis Technique

In Analyzing data for qualitative research was before, during and after the field research. Qualitative data analysis is the connected to the process of organizing, accounting for and explaining the data. It can be concluded that making sense of data in the forms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.¹¹

In analyzing the data, the researcher implemented Interactive Model of Analysis Miles and Huberman. Those steps were data collection, data reduction, data display, and conclusion drawing

¹¹ Donald Ary, *Introduction to Research in Education.*(Canada: Wadsworth Cengage Learning, 2010), 422

1) Data Collection

Data collection related to the process of collecting data in the field. The data was collected by observation in one meeting and it's added by the field note to deeply understand the activities in a meeting, amount of English that the members get in a meeting and the learning process connected with the learning system at SHTC. Then, at the following step the researcher interview 5 members to get validation of the data.

2) Data Reduction

Included the process of selecting, transcribing, and translating the raw data obtained in the data collection. In selecting the data, the researcher sorted the raw data. Only the relevant data was taken; whilst the irrelevant data were discarded. The relevant data were the data about the community-member interaction and the activities that the club held until the researcher found the exposure, learning system and members' learning experience.

3) Data Display

In qualitative method, Miles and Huberman stated that good display of data is in the form of tables, charts, networks and other graphical formats.¹² Thus, the researcher was expected to enhance more understanding with the data display which have been well categorized and arranged. The data display was explained completely below:

¹² Matthew B Miles - A. Michael Huberman, *An Expanded Sourcebook: Qualitative Data Analysis* (Thousand Oaks:California Sage Publication, 1994), 90

a. Exposure to English

1. Firstly, the researcher displayed Krashen's theory, related to formal exposure
2. Secondly, the researcher display the data of exposure to English by using the percentage.
3. Finally the researcher displayed the percentages of the exposure to English that the members get in descriptive text

b. The system to provide Exposure to English

1. Firstly, the researcher displayed Kizilk theory related to learning system requirements.
2. Secondly, the researcher displayed the data in descriptive text

c. The members Learning Experience

1. Firstly, the researcher used data tabulation of members' learning experience
2. Secondly, in helping the researcher displaying the data of members' learning experience the researcher used the table of the experience and the value from the experience.
3. Finally the researcher displayed the data in descriptive text.

d. Conclusion drawing

Conclusion drawing was the last process of analyzing the research data. In this stage, the researcher made conclusion based on the findings and the discussion of the findings. The conclusion drawing was the answer of the research question that had been formulated in the beginning of the research.

G. Checking Validity

To make the data of the research valid and reliable, the researcher expanded the research period to ensure the validity of data, continued by the triangulation of data. Triangulation is a method of confirming findings. It is “the combination of at least two or more theoretical perspectives, methodological approaches, data sources, investigators, or data analysis methods to decrease, negate, or counterbalance the deficiency of a single strategy, thereby increasing the ability to interpret the findings”.¹³ Denzin provides four ways to keep the accuracy of the data by this triangulation process covering data sources triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.¹⁴ For this research, methodological triangulation in the form of observation was done to see kind of language exposure, learning system and members’ learning experience in actual phenomenon in the field. The observation was done twice at SHTC to see the similarity and differently about the topic, then the observation was conducted

¹³ Thurmond – A. Veronica, “The Point of Triangulation”. *Journal of Nursing Scholarship. Sigma Theta Tau International*, 2001,59

¹⁴ N. K. Denzin, *Sociological Methods: A Source Book 2nded* (New York: McGraw-Hill,1978),182

while the class more or less similar situation. The researcher also took video record in classroom observation to attain the validation of findings in classroom observation.

H. Research Stages

This research is conducted paternally as the following stages:

1) Preliminary Research

As the aim to clear up the exposure to English related to this research, the researcher started this study by conducting preliminary research since March 25th – Apr 17th. This preliminary research gave the information to the researcher about Amount of English that the members' get in the process of learning at SHTC. By this step, the researcher could also make sure and understand the real phenomenon about Exposure to English at SHTCf.

2) Designing Investigation

In this designing investigation, the researcher identify exposure to English in the form of observation checklist and supported by the field note. In investigating learning system applied at SHTC, the researcher designed in the type of interview and observation adapted from the theories. Hence realizing the learning system was finished by using interview guide.

3) Implementing Investigation

In this stage, the researcher started to observe language exposure through observation checklist and field note. And the, the researcher observed learning system through observation checklist and interview. In the end, the researcher did an interview to the members by using interview guide to explore members' learning experience.

4) Analyzing data

The following step is analyzing the data. After getting the data from some instruments, the researcher precisely analyzed the data in order to get the answer of research questions as stated above

5) Concluding data

In order to get result of the research, the researcher concluded the findings. The conclusion of this study become the final result of this study.