

Chapter Three

Research Methodology

In this chapter, the researcher discusses the research methodology used to conduct the study. This part is divided into six points. The researcher discusses the research design, research setting, research participant, data collecting method, data collecting procedure and data analysis.

Research Design

This research aimed to investigate the influencing factors to do or not to do the English subject homework among Senior High School students. This study described the reasons for doing and not doing English subject homework, difficulties faced by students on doing homework, and the students' strategies to overcome English subject homework difficulties. Qualitative research was applied to this research. Kamberelis and Dimitriadis (2005) stated that qualitative method can be used to investigate and explore details information by interacts face to face with the participant (as cited in Onwuegbuzie, Dickinsin, Leech, & Zoran, 2009).

The researcher used descriptive qualitative descriptive as the design to get more detailed information. The reason why the researcher used descriptive qualitative design was that descriptive qualitative design provides a clear explanation of the influence factors in doing and not doing the homework. According to Merriam (1998), descriptive means that the end of the product is a rich "thick" description of the phenomenon under the study. The reason showed that the researcher allows

describing the people, place, idea, and perception based on the participant understanding of the study.

Research Setting

The researcher conducted this research at one of the Senior High Schools in Tegal. The researcher chose the Natural Science of twelve graders. The researcher had studied in this school for three years and the researcher had been doing English subject homework. The researcher knows about teachers' characteristic when giving the homework. The school had a lot of English subject homework to increase the students' ability in the academic side. The research setting of this study was the right place for conducting this research because this school has three different English teachers who give homework. The researcher was the students from this Senior High School. It can be accessible for the researcher to conduct the research at this Senior High School.

Research Participants

Teddlie and Yu (2007) stated that purposive sampling is used for some kinds of research which the purpose is to accomplish the representativeness, make the comparison, focus on particular, distinguish issues, or generate the theory from the different sources. Therefore, the researcher used purposive sampling since this research was to find out the deep information of the distinctive issues on students' difficulties on doing English subject homework and students' strategies to overcome English subject homework difficulties.

The researcher asked the English teacher to find out the participants who match the criteria of the participants. The researcher had set up some criteria in selecting the participants. First, the participants were Senior High School students in Tegal. Second, the participants were twelve graders students from natural science class. The researcher chose twelve graders because the students had already studied in this school for around three years. They faced kinds of assignment or homework than other graders.

Based on the criteria above, the researcher chose three participants of Senior High School in Tegal. The researcher expected that there are five participants but only three participants were available as the participants of this research. The researcher did not mention the students' name. The researcher used pseudonym to hide the participants' name and keep their privacy. The first participant was a female student named Mawar. The second participant was a female student named Melati and the last participant was a male student named Anggrek.

Data Collecting Method

The data were collected using interview technique. Cohen et al., (2011) explained that an interview is a technique to get the data from the participants which are their explanation or perspective about the topic. The researcher applied standardized open-ended interview in which the researcher provides an interview guideline (see Appendix 1). Cohen et al., (2011) also mentioned that standardized

open-ended interview is the interview consists of detail word and sequence of questions.

The researcher used follow-up questions. The first question related to the student's experience in students' English subject homework whether or not they are doing their homework. The researcher asked about students' reason for doing or not doing English subject homework. The second questions related to the difficulties faced by students in doing or not doing English subject homework. The researcher asked about the difficulties faced by students. The follow-up question is the causes the difficulties faced by students. The third question was related to strategies to solve the difficulties. The researcher asked about the strategies used by students to overcome the difficulties and the effect of the strategies to the student's difficulties.

When doing the interview, the researcher used several tools. The tools were an interview guideline, a recorder (a recorder from a smartphone), and a notebook. Interview guideline helped the researcher to organize the interview. The notebook had been used to write down the information from the participants' answer. The recorder had been used to record during the interview to be transcribed for data analysis. The interview was conducted using Indonesia language because it is the easiest way for the participants to bring up what they thought. The participants were interviewed one-by-one and they were recorded. The recording was interpreted by using English.

Data Collecting Procedure

The researcher had done several steps in the data collection. Firstly, the researcher prepared the interview guideline to gain deeper information. Secondly, the researcher identified the participants who would be involved in the interview through the teacher recommendation. Then, the researcher asked the participant whether they were able to participate or not. After the participants agreed, the researcher made an appointment with them about the time and place where the interview conducted. After the participants agreed with the schedule, the researcher conducted the interview. The researcher conducted the interviews with the participant one by one. The interview took around 5-10 minutes and recorded using a mobile phone. After the interview was done, the researcher thanked the participants and closes the interview.

Data Analysis

After conducting the interview, the last step was analyzing the data from the interview. The data analysis used the following steps such as transcribing the recorded interview into text, member checking, coding and reporting the result. The first step was transcribing. According to Creswell (2012) transcribing is a process of converting audio into text. The researcher converted the audio into text. After transcribing the data, the researcher did the member checking in order to get valid and correct the data. Member checking is a process in which the researcher asked one or more participants in the study to check the accuracy of the report (Creswell, 2012).

The researcher asked the participants' unclear statement and asked for participants' clarification of their statement. After doing the member checking, there was no change in the data from the participants.

The third step was coding. According to Cohen et al., (2011) coding is a process of breaking down a segmented text of data into a smaller unit. The researcher used three steps of coding such as open coding, analytical coding, and selective coding. The first coding was open coding. In process of the open coding, the researcher gave a new label to the statement related to the topic of "reasons on doing English subject homework", "reasons on not doing English subject homework", "difficulties in doing homework" and "strategies on overcoming the difficulties". Cohen et al., (2011) mentioned that open coding is marking text with a label.

The second coding is analytical coding. In the process of analytical coding, the researcher interpreted the statement into the point of the statement such as "students character, school grades demands and understand the homework contents". According to Cohen et al. (2011), the analytic coding does not only describe the data but also makes the data become more interpretive. The last is selective coding. In the process of selective coding, the researcher selected the points related to the aim of this research. Cohen et al., (2011) stated that selective coding identified the categories of the data into a theory.