Chapter Three

Methodology

This chapter presents the description of the methodology of this study. It consists of five parts namely design of the study, research setting and participants, data collection method, and analysis of data.

Design of the study

This research investigated the students' perception on the implementation of English extracurricular activities. The researcher expected to find out the answers to the research question: (a) how is the English extracurricular activity administered at SMA Muhammadiyah 5 Yogyakarta? (b) What are the problems in the implementation of the English extracurricular at SMA Muhammadiyah 5 Yogyakarta? According to Creswell (2012), the characteristic of qualitative data collection is to classify the categories of data that will be addressed in the researcher's research questions. It makes the researcher challenged to conduct the research using qualitative research. Therefore, the use of qualitative research design could give detailed information related to this research.

Specifically, this study employed descriptive qualitative as the design of this research because the result repot about opinion of people that was not countable. Hence, this research was suitable to use descriptive qualitative research. According to Lambert and Lambert (2012) "a qualitative descriptive study focuses on discovering the nature of the specific events under study. Data collection also may include

observations and examination of record, reports, photographs, and documents"
(p.256).

Research Setting

This study was conducted at SMA Muhammadiyah 5 Yogyakarta on April 2016. The researcher chose SMA Muhammadiyah 5 Yogyakarta as the research setting of this study because of some reasons. First, SMA Muhammadiyah 5 Yogyakarta facilitated the students with English learning at extracurricular activities. Second, the researcher had experienced in the internship program in SMA 5 Muhammadiyah Yogyakarta, and the researcher had already known some teachers in SMA Muhammadiyah 5 Yogyakarta. Therefore, it made the researcher easier to gather the data and it was accessible. The third, based on the observation and the researcher's experience when doing practicum there, the researcher found out that there were only few students who participated in English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta. Therefore, the researcher was curious to find out the students' perception on the implementation of English extracurricular activities at SMA Muhammadiyah 5 Yogyakarta.

Shortly, the researcher wanted to know how the English extracurricular activities were administered at SMA Muhammadiyah 5 Yogyakarta and what the problems that were faced in the implementation of English learning. By having some problems on the implementation of English learning in the school, there might be suggestions for solutions to overcome those problems.

Participant of the Research

From two hundred and thirty students at SMA Muhammadiyah 5 Yogyakarta, there were fifteen students who participated in the English extracurricular activities. The participants of this study consisted of four students. The four participants were from Grade X. According Mason (2012) as cited in Bond (2013), "It is still better to have a smaller number of interviews that are creatively and interpretively analyzed, than to increase the sample size where the researcher may run the risk of running out of time and fail to analyze content properly" (p.2).

To select the participants, the researcher used purposive sampling. Creswell (2012) defined that purposive sampling is selecting people who are able to help and to understand the researcher's happening and also to increase a complete understanding. The reason on choosing participant used purposive sampling because the researcher wanted to know some information and problems from the interviewees. Besides, there were some benefits of using purposive sampling. Creswell (2012) further showeds purposeful sampling supplies beneficial information, support people learn about the phenomenon, and provide opinion to quieted people.

There were two criteria in choosing the participants namely, first students with the highest attendance. The reason of choosing this criteria is because the researcher believed that students who were always attending in this activities knew the whole activities, and they could explain the implementation of English activities that they participated in every meeting completely because of their comprehension

about this activities. This could be seen from their attendance. Second, the participant are those who had the highest scores in English extracurricular activities. The reason why the researcher chose the most active participants was because they were assumed to be able to give explanation in answering the interview questions. Therefore, they could answer the researcher question clearly and gave detail information. This could be seen from teacher suggestion. These criteria prevailed for some participants that were interviewed.

Data Collection Method

In this qualitative research, the researcher used semi structure interview to collect the data. Bernard (2006) "a semi structured interview is open ended, but follows a general script and covers a list of topics". (P.210). In addition he stated that "In situations where you won't get more than one chance to interview someone, Semi structured interviewing is best. Semi structured interviewing is based on the use of an interview guide. This is a written list of questions and topics that need to be covered in a particular order. (p 212).

The interview questions administered to the four students of SMA Muhammadiyah 5 Yogyakarta. Data was gathered by doing in depth interview to gain understandable information from the participants of SMA Muhammadiyah 5 Yogyakarta. The interview was recorded by the application on the cell phone. Creswell (2012) said, "Equally popular to observee in qualitative research is interviewing. A qualitative interview occurs when researchers ask one or more participants generally use open-ended questions and record their answers" (p.217).

There were two questions in the interview exploring students' perception in the implementation of joining English extracurricular. There were some categories in the first question namely, participation, activities, and implementation. It categories were selected because it reflects the implementation and could answer the research question. The interview used Indonesia language in order to ease the participants to give clear detailed information from their answers.

Analysis of Data

After the data was gathered, the researcher transcribed the data from the recorder into written text. Craswell (2012) pointed out that transcription is the process of transforming audiotape recordings or field notes into text data. Craswell (2012) further states "during qualitative data collection, you will collect text or words through interviewing participants or by writing field notes during observations" (p.239). He further explained this necessitates a need to convert these words to a computer document for analysis. Alternatively, you might listen to the tapes or read your field notes to begin the process of analysis. After that, the researcher conducted member checking to the interviewees to fix the data and to keep it valid. According to Craswell (2012),

> Member checking is a process in which the researcher asks one or more
> participants in the study to check the accuracy of the account. This check
> involves taking the findings back to participants and asking them (in writing
> or in an interview) about the accuracy of the report. You ask participants
> about many aspects of the study, such as whether the description is complete

and realistic, if the themes are accurate to include, and if the interpretations

are fair and representative. (p.259).

To analyze the data, the researcher used coding analysis. Craswell (2012),

coding is the process of segmenting and grouping text to form descriptions into

written text data. The object of the coding process is to make sense out of text data,

divide it into text or image segments, label the segments with codes, examine codes

for overlap and redundancy, and collapse these codes into broad themes.

There were three steps of coding. First, the researcher did open coding. Open

coding is transcribed the result of the interview from the recorder into written text.

Second, the researcher used axial coding. Axial coding is a procedure for

interconnecting the categories. Third, the researcher selected the data by using

selective coding. Selective coding is a procedure for building a story that connected

with categories producing a discursive set of the theoretical propositions.