Chapter Three

Methodology

This chapter discusses the research methodology of the study. It is divided into five (5) sections. Those are research design, research participants, research setting, data collecting techniques, and data analysis.

Research design

The study functions to propose students` perceptions toward the THP implemented by MTMMY as their English speaking activity. The purpose is to investigate students` perception on the advantages of the program and to discover the problems faced in implementing the THP in the field. In accomplishing the research, the researcher has considered to do a research qualitatively. According to Creswell (2012) who argued that qualitative research is one of the methods in conducting the research by an observation or an interview. Therefore, the researcher considered that using qualitative method is appropriate design for this study in investigating and analysing students` perception by an interview section. In line with that, it is considered with developed explanation for further information.

Research Setting

The reseacher conducted the research at MTMMY. There were some reasons why the research conducted the research at MTMMY. First, MMMY is a school that implements the THP for their students to improve students` speaking skill. The second is the accessibility. According to Cohen (2001), the early factor that must be decided in the research is the accessibility. In fact, MMMY as an

Islamic education institution was accessible for the researcher because the researcher is one of the English teacher there. Third, the researcher was also as one of the supervisors in students` dormitory stays at the same dormitory with the students of second grade and third grade as the researchers` interviewee target. Thus, it will make the researcher easier in terms of the researcher`s mobility to obtain the data. In addition, the researcher conducted the interview section twice in MMMY on Friday morning exactly at 08.00 AM until 10.00 AM, September 23 and 30, 2016. The reason why the researcher conducted at that time is that MMMY held the weekend holiday on Fridays. So, both the participants and researcher had efficient time allocation to conduct the interview section in the dormitory of MMMY.

Table 1.1Time Setting of the Research

No	Agenda	2016															
		Sept				Oct				Nov				Des			
1	Proposal defence	■															
2	Proposal revision	■	■														
3	Data collection			■	■												
4	Data analisis					■	■	■									
5	Writting chapter4&5									■	■	■	■				
6	Thesis defense													■			
7	Thesis revision															■	■

Research Participants

In obtaining the data in the research, the researcher interviewed five students of MTMMY that comprised of eighth and ninth grade of MTMMY. The reason why the researcher took five participants was according to Cohen (2011) argued that in qualitative research, there are no rules about size of sample, meaning size is informed by "fitness for purpose". There were about 35 students from seven to nine grade of MTMMY who still actively joined the THP. Then, the researcher took five students that were choosen based on their attandance in the program. Moreover, those five students were recommended by their teacher or supervisor based on their active participation and ability to speak English in participating THP. Those students were three students from the eight grade and two students from the nine grade. The researcher did not interview the members from the seventh grade students bacause basically they were the beginner or new members who have not much experience in doing THP. Besides, they have just joined and implemented the program less than two semesters. Therefore, the researcher did not take them as the participants for this study.

In order to select the participants, the researcher used purposive sampling as the technique sampling. According to Fraenkel and Wallen (2006) argued that purposive sampling is the technique of sampling which is based on consideration and particular purpose. Therefore, the reason of choosing purposive sampling was in order to get variant anwers from the interviewees and to enrich the data. Cohen, Manion, and Morrison, (2011) said that for several kinds of research, purposive sampling is undertaken to achieve representativeness, to enable comparisons to be

made, to focus on specific, unique issues or cases, and to generate theory through the gradual accumulation of data from different sources.

From the good participation of the members of THP, the researcher was recommended to interview the students who have experienced the program or who have joined THP since at least two semesters. Futhermore, in terms of students English ability, the researcher did not only choose the students who have better ability to speak English. Nevertheles, the researcher chose the respondents from different level of English speaking ability that has been suggested by the teacher. Those participants have high English speaking ability, medium English ability, and low English speaking ability that have been categorised by their English teacher. The reason why the researcher interviewed those students who have different level of English ability was because the researcher wanted to get various answers from their perspectives. The researcher used pseudonyms to refer to the participants which functions to give chance to the participant to convey widely their opinions without fear of limited to convey their opinions.

Data Collection Techniques

The reseacher interviewed five representative students from eighth and ninth grades of MTMMY. In-depth interview was done in order to obtain further information for the research. The question of the interview focused on the students` experiences inimplementating THP and some advantages and problems that are commonly found by the students while they are implementing the program in the field. The researcher used purposive sampling to get the respondents. Then, to get the respondents who have good ability in English

speaking especially, the researcher contacted the teacher as the coach to help the researcher in choosing the appropriate participants. After five participants were choosen, the researcher made appropriate schedule with the participants to do the interview section.

The interview section was conducted in Muadz Bin Jabal dormitory of MMMY. The reseacher tried to obtain important information by using notes and audio recorder such as mobile phone recorder. Besides, in conducting the interview section the researcher used Indonesian language. Using Indonesian language in interviewing the students totally helped the students understand what the research was asking about. Therefore, there were not misunderstanding of what the researcher mean in each questions which should be answered by the students. Then, one by oneof the participants of THP gave detail explanation toward the implementation of the program and told about the advantages and problems that are commonly faced by them and their expectation about the program.

Data Analysis Techniques

To obtain the appropriate answers of the research problem in the problem formulation of this study, the researcher carried out three steps to analyze the interview result.

First steps, after interviewing all of the participants, was transcribing the recording of the interview. In this section, the researcher transformed the data interview into paragraph format. The next, after the transcriptions hadbeen

accomplished, the researcher did not forget to do member checking. The researcher showed the transcriptions to the interviewee to make sure that the transcription is strongly valid. The result of member cheking from the interviewees showed that the trascription was valid and accepted. So, there were no changes in the transcription. Then, the researcher used coding to conceptualize the data dealing with the literature review.

According to Strauss and Corbin (1998) there are three processes of data analysis: Open Coding, Axial Coding, and Selective Coding. These three kinds of coding must be simultanously done in a research in order that the theory developed based on the data is correctly analyzed. Therefore, at first the researcher did an Open Coding to break down, examine, compare, and conceptualize the data. Then, the second the researcher did the Axial Coding where the data collected back and put together in a new way after Open Coding, by making connections between the categories. The last, the researcher did the Selective Coding as the process of selecting the core category. In this step, the researcher tried to systematically relate the core category to other categories, validate those relationships, and fill in categories that needs further development. Then, after the coding process was done, the researcher classified and categorized the result of coding to obtain students' perception on the implementation of THP. Afterward, to make a comparison between the data and the literature, the researcher classified and categorized the result of the data interview. Then, the finding of the research has been described in line with the data and literature to

obtain the significant answers of the research questions. Finally, the researcher summarised or concluded the research.