

## **CHAPTER III**

### **RESEARCH METHOD**

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

Research design is the framework of research methods and techniques chosen by a researcher. Ary *et al.* (2010), defines that research design is the researcher's plan of how to proceed to gain and understand of some group or some phenomenon in its context. In this study, the researcher is using descriptive research to describe the object of study or research results.

Descriptive research or study is a research method that describes the characteristics of the population or phenomena studied by researchers. In contrast to other research methods, the focus of descriptive study is to explain the object of research to answer why an event or phenomenon occurs, which is what we call the object of research. The research results with this method describe the research object in detail. According to Nassaji (2015) descriptive research is a study conducted to determine the value of independent variables, either one or more (independent) variables, without making comparisons or connecting with other variables. This study only wants to know how the state of the variable itself is without any influence or relationship to other variables such as experimental study or correlation. The goal of descriptive research is to describe a phenomenon and its characteristics (Nassaji, 2015). According to Ary *et al.* (2010), they are two categories to conduct research; quantitative and qualitative research.

Qualitative research is a type of study whose results are not obtained through statistical procedures or other calculation forms but rather by understanding and interpreting the meaning of an event of human behavior interaction in certain situations according to the researcher's perspective. According to Sugiyono (2017), qualitative study is a method used to examine the condition of natural objects (as opposed to an experiment) where the researcher is the key instrument. The data collection technique uses triangulation (combined), the data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of generalizations. By using the qualitative design, the researcher wants to find out students' perception towards English Club.

#### **B. Population, Sample, and Sampling Technique**

The researcher chooses MA Al-Mujtahid as a site for research which is located in Parwasal Street, Siantan, Pontianak.

## **1. Population**

Population is the whole, totality, or generalization of the object or subject to be researched, which can be people, objects, institutions, events, and others that can provide research information (data). According to Hanson (2018), the population is the entire object of study consisting of humans, animals, objects, growth, events, symptoms, or test scores as data sources that have specific characteristics in study. The population element is the entire subject to be measured, a precise unit (Sugiyono, 2017). In this study, the population was students at grade ten, eleven, and twelve MA Al-Mujtahid Pontianak.

## **2. Sample and Sampling Technique**

Sample is part of the number and characteristics of the population. According to Ary *et al.* (2010), the sample is part or as a representative of the population to be studied. If the study is carried out by part of the population, it can be said that the study is a sample study. In this study, researcher used purposive sampling to select samples.

The type of sample in purposive sampling is taken from the entire population or the total population with specific objectives that have similarities. According to Sugiyono (2017), purposive sampling is a technique with specific considerations. The reason the researcher uses this purposive sampling technique is because it is suitable to be used for qualitative research.

Another expert state that, purposive sampling is not based on strata, random, or regions but on a goal (Winarno, 2013). According to Bernard (2002), Lewis and Sheppard (2006), purposive sampling, or sampling judgment, is a deliberate technique by researchers from an informant based on the quality of the informant. This non-random technique does not require a theory or a set that underlies the number of informants. The researcher applied purposive sampling as technique of sampling because the population in the English Club are various but have same similarities. The samples are 10 students who have participated actively in the English Club at MA Al-Mujtahid. For simplify the data collecting process, the researcher selected 2 English Club participant during the Teaching Assistance Program at MA Al-Mujtahid Pontianak.

## **C. Collaboration**

Research collaboration is a collaboration between several parties to conduct some product or program. Collaboration can be done between academics from the same or different scientific fields or data ownership that is different from one another. In this study, the collaborator is the Assistance Principle, Ma'am. M, who works together in developing English Club activities in MA Al-Mujtahid.

#### **D. Technique of Data Collection**

Data collection systematically gathers and analyzes specific information to proffer solutions to relevant questions and evaluate the results. We can do the data collection in various settings, various sources, and various ways (Sugiyono, 2017). The researcher himself collected this data from the first source or the place where the research object was carried out. The researcher will obtain the data through direct communication.

According to Creswell and Creswell (2018), direct contact is a method of data collection that involves interviewing a chosen subset of study participants or requesting pertinent paperwork. With this technique, the researcher plans to use open-ended interview. Indeed, this method is appropriate for students' perception of English Club in MA Al-Mujtahid. This technique was done by interview the students.

#### **E. Tool of Data Collection**

The researcher described the students' perception towards English Club in an interview. Before the interview, the researcher made observations at the English Club program to find out what and how the activities were carried out during the program. Then, the researcher compiled interview questions based on the results of the observations.

The interviewer and respondent conducted this interview verbally or in person. The goal of the interview activity is to gather information that the interviewer needs in order to learn enough about the topics being investigated (Ary *et al.*, 2010). The question items in the interview were categorized based on themes for the data analysis later. The indicator/themes of the interview questions are displayed in the table below.

<b>Indicator</b>	<b>Information</b>	<b>Question Item</b>
Opinion and	General opinion	1

Expectation	Opinion before and after join English Club	3
	Expectation when join English Club	4
System of Conduct	Preference on time and schedule	2
	Opinion on regulation	6
Teaching and Learning	Opinion on tutor	5
	Preference on material	7
	Media in use	8
	Students' participation	9
Impacts of English Club	Involvement after join	10
	English Affected in class	11
	Potential to be an extracurricular	12
<b>Total Item</b>		12

## F. The Technique of Data Analysis

The analysis used in this study is thematic analysis. According to Braun and Clarke (2006), Thematic Analysis (TA) is an accessible, flexible, and increasingly popular method of qualitative data analysis. Thematic analysis has been widely used in various research fields, one of which is education. In addition, thematic analysis is a flexible method because it does not depend on theory and epistemology to be applied to various theoretical and epistemological approaches.

The thematic analysis is carried out through six stages, namely (a) familiarizing with the data; (b) create initial codes; (c) constructing themes; (d) examine the generated themes; (e) define the themes; and (f) make a report.

### 1. Familiarizing

The first step is to get to know our data. Familiarization is familiarizing yourself with the data through reading and rereading interview transcripts. It is essential to get a comprehensive picture of all the data that the researcher collects before the researcher begins to analyze the data. This activity may involve transcribing audio, reading text and taking initial notes, and generally looking through the data to familiarize yourself with it (Caulfield, 2019).

## 2. Coding

According to Caulfield (2019), coding means highlighting a section of text and coming up with a label or abbreviated "code" to describe its content. These codes identified features of the data that the researcher considered pertinent to the research question. The coding table will make it easier for researchers to arrange data according to categories that have been prepared based on aspects of perception. The researcher will fill in the blank table according to the results of student interviews.

## 3. Generating Themes

Next, researcher look over the codes created, identify patterns among them, and start coming up with themes. Braun and Clarke (2006), the generation of themes helps researchers to visualize and consider link and relationships between themes. Themes are generally broader than codes. Most of the time, you will combine a view code into a single theme. At this stage, the researcher might choose that a few of the codes are as well unclear or not relevant enough (for example, since they do not show up exceptionally often within the information), so they can be discarded. Other codes might be gotten to be subjects in their possess right. In our case, the researcher chose that the code "uncertainty" made sense as a subject, with a few other codes joined. Again, what we desire will change according to what researchers attempt to discover. Researchers need to form potential topics that tell us something supportive around the information for our purposes (Caulfield, 2019).

## 4. Reviewing Themes

In this stage, the researcher must make beyond any doubt that our subjects are useful and exact representations of the information. Here, we return to the information set and compare our subjects against it. Are we lost anything? Are these themes really display within the information? What can we alter to create our subjects work better?

If we experience issues with our subjects, we might part them up, combine them, dispose of them, or make unused ones: anything makes them more valuable and accurate.

For case, we might choose upon looking through the information that "changing terminology" fits superior beneath the "uncertainty" topic than beneath "distrust of experts," since the information named with this code includes disarray, not essentially doubt.

## 5. Defining and Naming Themes

Characterizing subjects includes defining precisely what we are looking for by each subject and figuring out how it makes a difference in the data. Naming subjects includes coming up with a brief and effortlessly reasonable title for each theme.

## 6. Writing Up

Writing up a thematic analysis requires a presentation to set up our inquiry about address, points and approach. We ought to moreover incorporate a technique area, portraying how we collected the information (*e.g.*, through semi-structured interviews or open-ended study questions) and clarifying how we conducted the topical examination itself. The report or discoveries area ordinarily addresses each topic in turn. We depict how regularly the subjects come up and what they are about, counting cases from the information as evidence. Finally, our conclusion clarifies the most takeaways and appears how the investigation has replied our inquiry about question. In our illustration, we might contend that climate change is broad among more seasoned preservationist voters, point out the vulnerability with which numerous voters see the issue, and examine the part of deception in respondents' discernments.