

CHAPTER III

RESEARCH METHOD

This chapter discusses the following topics: (1) method of research; (2) operational definition; (3) subject of the study; (4) data collection; (5) data analysis; and (6) establishment of trustworthiness.

3.1. Method of Research

I conducted this study by using qualitative method with phenomenological study. This method is one of qualitative method that is used to describe the collected data Creswell (2009) said that qualitative research is the study of research problems inquiring into the meaning individuals or groups refer to a social or human problem. Creswell (2012) defines that phenomenological study involved describes the meaning for several individuals or their lived experiences of a concept or a phenomenon. This approach assumed describing what all participants have in common as they experience a phenomenon. Therefore, in this study, I analyzed the use of English as a medium of instruction in the classroom. This means that I explored the process of learning physics and mathematics on the use of English as a medium instruction deeply. In addition, I also investigated the perceptions of students and teachers.

The data of this research was taken by using observation and interview. Creswell (2009) states that qualitative researcher collectsthe data through examining documents, observing behavior, and interviewing participants. In conclusion, the data of qualitative research were collected by using interviews and observations. Because of that, I used observation and interview as the procedure of collecting data.

3.2. Operational Definition

The title of this thesis is “Students’ Perception on the Use of English as a Medium of Instruction at SMP Paramount Palembang”. To avoid the possibility of misunderstanding about some terms in this research, especially those used in the title, the definitions are provided.

English as a Medium of Instruction is to integrate the conventional instruction of content area subjects with English instead of mother tongue, English used as a tool for instruction in Mathematics and Physics subjects.

Students’ perception on the use of English as a medium of instruction is a policy that implemented in some countries where there is a tradition of using English in daily life or otherwise include in Indonesia.

3.3. Subject of the Study

Subject of the study is the participant of the study. In this research, the participants were the eighth grade students at SMP Paramount Palembang in the academic year of 2018-2019 with the total number of 12 students. These 12 students were representative participants that considered by willingness (disposed or inclined toward), active (tending to become more severe or wider in scope) and the eighth grade students. In addition, I used purposeful sampling method in gathering the data. Barreiro & Albandoz (2001) state that purposeful sampling method is a method which selecting the person as sample to be representative and depending on his or her opinion or purpose, thus being the representation subjective.

3.4. Data Collection

In this study, the data was collected from classroom observation and interview.

3.4.1 Classroom Observation

The first instrument I used in order to gain the data is classroom observation. I used non participant observation by observing the classroom without participating or taking any active part in the situation. Creswell (2012) defines that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. I conducted classroom observation in the eight grade class that used English in the learning activities. I observed Mathematics and Sciences classroom activity in which students and teachers conducted teaching and learning process by using English. Therefore, the observation instrument included the language used by the teacher, the students, and textbooks, or even students' motivation and enjoyment and students' understanding.

The observation included the language used in textbooks. The observation instrument consisted of field notes in each area which was assessed. I made a note or comment in what included in classroom activity. I prepared the points of observation as the guideline in conducting class observation.

Finally, the process of observing was following some steps. First of all, I prepared my observation protocol detailed description of respondents' activities, behaviors and actions be recorded in observation. Then, I observed twelve students of eight grade in mathematics and sciences subjects and the classroom for observing. This observation was conducted for four meetings for each subjects which consist of 90 minutes. Next, I determined my role as an observer while sitting in the back. Doing my observation, I recorded all of teaching and learning process activities while measuring the observation protocol. In addition, I considered

whether the observation answers the research problems or not. After observing, I thanked to the participants.

3.4.2. Interview

The second instrument I used in order to complete the data was interview. Creswell (2012) affirms that a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. Hence, the purpose of conducting this interview is to gain the information that could not be revealed in classroom observation, such as mind, thought, and feeling of the participants. In addition, it also aims to avoid misunderstanding and to confirm some unclear results of classroom observation in an attempt to complete the data. The interview was conducted in this study in semi-structured form with open-ended questions. The interview was used to gain to deeper information from the students'. The interview focused on the students' perception on the use of English as a medium of instruction.

The process of conducting interview was following into several steps. First, I prepared the interview protocol and a camera for recording the interview process. Then, there were twelve students of eight grade in Mathematics and Sciences subjects and the classroom for interviewing. The interview was conducted for 45 minutes for each subjects. There were four aspects in the interview protocol are being asked to twelve students, namely: (1) students' perception on the language used in class; (2) students' perception on the effect of using English as a medium of instruction; (3) students' interest and participation on the use of English as a medium of instruction; (4) students' competence on the use of English as a medium of instruction; students' difficulties on the use of English as a medium of instruction

and suggestions with respect to EMI. Hence, the interview questions were being asked in English and *Bahasa* Indonesia. In addition, I was asked their personal information and some questions based on my interview protocol. While the interviewees were answering my questions, I was taken brief notes during the interview if the interviewees are not stick with the questions.

3.5. Data Analysis

After collecting the data through classroom observation and interview, those data was being analyzed by using thematic data analysis.

3.5.1 Analyzing the implementation of English as a medium of instruction

3.5.1.1 Classroom Observation

The data from classroom observation in this study were observation checklist and field notes. There were several steps being employed in this study to analyze that data in order to answer the research questions. It could be described as follows. First step, reading the whole transcription field notes for several times to see and get sense of the information about how the teachers face the challenges in teaching large classes. Creswell (2012) states that reading the data should be done after having the transcription process to obtain a general sense of data.

After reading the whole transcription of the data, they were being coded into some categories. This process was called by coding. Creswell (2012) explains that coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins. It will involve taking text data gathered during data collection, segmenting sentences (or paragraphs) into categories, and labeling those

categories with a term. After coding the data, the next step was analyzing and classifying the data into categories on the observation checklist.

The next step was using the codes to build description and themes for analysis. Creswell (2012) tells that describing and developing themes from the data consists of answering the major research problems and forming an in-depth understanding of the phenomenon. In this part of data analysis, I wrote the description that involves detailed information about people, place, or events in a setting.

3.5.2. Analyzing the students' perception on the use of English as a medium of Instruction

3.5.2.1. Interview

The data from interview in this study was video transcription. There were several steps will be employed in this study to analyze the video in order to answer the research questions. It could be described as follows. First step, the record of interview was being replayed for several times so that I can translate and transcribe into transcription. The interview transcription is being analyzed by using thematic analysis and classified it into some themes and codes of students' perception on the use of English as a medium of instruction checklist. Then, the last step was presenting the result of the data analysis into description.

3.6. Establishment of Trustworthiness

Trustworthiness was used for evaluating qualitative data analysis to make sure that the findings were accurate and credible. Additionally, a methodological triangulation was used as the strategy to validate the accuracy or credibility of the findings. Creswell (2012) states that *methodological triangulation* involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents. Hence, classroom observation and

interview data were used in this methodological triangulation as combining and comparing data. If the data of classroom observation and interview agreed, the findings were judged to be accurate and credible.