

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents: (1) research design, (2) operational definitions, (3) the research site and participants, (4) data collection, (5) data analysis, and (6) establishment of trustworthiness.

3.1 Research Design

This research used qualitative research as a design of the study. Fraenkel, Wallen, and Hyun (2011) qualitative research is a study to examine the quality of connections, situations, activities, or material. To provide more detailed understanding of the study, there were several approaches in conducting a qualitative research, one of the approaches was case study approach that was used in this research. Case study is a strategy in a research to investigate carefully by collecting information carefully using various data collection procedures (Creswell, 2013). Case study was included in the descriptive analysis research method which only focused on certain case or phenomena that would be completely observed and analyzed as a problem-solving procedure that showed the fact based on the situation of a subject or object. This study aim to invetigate students' perceptions on the use of EMI in Cambridge class. Therefore, qualitative reserach with case study approach was chosen in this study to identify students' perceptions on the use of EMI in Cambridge class:a case study at MAN 3 Palembang that would be focused on understanding social events and human perspectives.

3.2 Operational Definition

The research title is Students' perceptions on the use English as Medium of Instruction in Cambridge class: a case study at MAN 3 Palembang. In this study, there were three conceptual terms that would be the main subject of discussion and it required the explanation in order to avoid the possibility of misinterpretation for the readers.

3.2.1. Students' perceptions

In this research study, students' perceptions refer to students' point of view to the object seen in the learning activity, especially in teaching-learning process for English subject

3.2.2. The use of English as Medium of Instruction

EMI is used by English teacher in the teaching process as the language of instruction in the classroom and in this study the use of EMI is devoted to language in English subject

3.2.3. Cambridge class

In MAN 3, There are 3 Cambridge classes in this school which are only implemented in each grade. In this study, the researcher only focused on the 10th grade students who were still in a transition period from junior high school and they had to face to use EMI in teaching and learning activity

3.3 Research site and participants

MAN 3 Palembang was a site of this study. It is located at Jl. Inspektur Marzuki No.1, Siring Agung, Kec. Ilir Bar. I, Kota Palembang, Sumatera Selatan 30151. The population was all students of 10th, 11th, and 12th grade in Cambridge class who used English in teaching-learning activities and they had taken a placement test before. The researcher selected the 10th grade as the participants in this research. The reason is that they were in the transition period from junior high school to senior high school, they might have many perspectives in using EMI while in Cambridge class. This study used purposeful sampling to select the participants. It is a sampling technique to determine the research sample with specific considerations and obtain more representative data (Sugiyono, 2013). Meanwhile, there were three purposeful sampling strategies: maximum variation sampling, homogeneous sampling, and typical case sampling (Patton, 2005). Then the researcher applied maximum variation sampling in this study. In addition, maximum variation was a method of purposeful sampling technique that was used to find perspectives that attracted the attention of researchers to gain broader insight into the phenomenon by looking at various points of view. Therefore, three students in X IPA 6 Cambridge who had high, medium, and low enthusiasm in teaching-learning process were chosen as the sample of this research.

3.4 Data Collection

A data collection technique in the qualitative study used in this research are observation checklist and semi-structured interview. The researcher used

this data collection to answer the research problem to identify students' perceptions on the use of EMI in Cambridge class for English subjects. The researcher observed first and then interviewed the participants.

3.4.1 Observation

Observation was observing how people do things and how things happen to learn more about what is being studied. During observation activity, the researcher took some notes. According to Creswell (2013) observation is an attempt to obtain data information by observing how the behavior and activities of individuals at the research site.

3.4.1 Interview

The interview was a data collection technique that used the way of interviewing selected individuals as a participant. According to Fraenkel, et al. (2011), interview is asking questions that have been compiled and relevant to check accuracy in a study. There were some questions to find out what students' perceptions on the use of English as a Medium of Instruction in English subject is.

3.5 Data Analysis

Since this study used qualitative and the data collected through observation and interview. The researcher used thematic analysis. Braun and Clarke (2006) revealed that thematic analysis is one way to identify patterns or find themes through data that the researcher had collected. In general, thematic research aimed to understand the phenomena or by focusing a complete picture of the phenomenon being studied rather than breaking it

down into interrelated variables and carried out systematically. Thematic analysis is recognized the most suitable for any study that seek to detect using interpretations (Alhojailan, 2012). There were several steps to analyze data by using thematic analysis. In analyzing data, the researcher applied six steps of thematic analysis based on Creswell (2012). Firstly, the researcher collected and organized the data from observation (e.g., observation checklist and fieldnotes) and interview (e.g., transcriptions and type notes). Secondly, the researcher put the data into computer file. Thirdly, the researcher explored the data and then coded them which involved reading thoroughly the data and employing the steps in coding process. These were done to classify the text segments and to put code labels. Next, the codes were then used in creating the description of the phenomenon. After that, codes were then grouped in broader themes. Finally, the researcher represented the data in the finding section in the form of tables (Creswell, 2012).

3.5.1 Analyzing of students' perceptions on the use of English as Medium of Instructuon

In analyzing students' perceptions on the use of EMI by their English teacher in Cambridge class. The observation checklist, notes, and interviews were used to collect the data. In the observation checklist and note, the researcher made the points regarding the use of English by English teacher in Cambridge class and students' difficulty in using EMI. First of all, the researcher needed to prepare and analyze the obtained data from the observation checklist by observing teaching-learning activities includes

teacher and students. After observing, the researcher interviewed the students to ensure the use of EMI by their English teacher. Second, the researcher read thoroughly the data in computer file. Then, the researcher did the coding process. It was a process of putting segments and text into the various category. After that, the researcher did label them with the right specific terms. Fourth, the researcher created descriptions of the setting and categories for the analysis, and the next was the researcher named them and provided the qualitative interpretations. Lastly, the researcher made interpretation data as the final summary and validated them to see the accuracy of data. After these all, the data analysis was done and ready to elaborate the conclusion as well as results of the study.

3.6 Establishment of Trustworthiness

In this study, trustworthiness of data is needed to check the trust of the data. It was important to discuss how researchers established the findings of a research study. In consequence, there are six techniques of triangulation such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation (Cohen et al., 2007). The researcher used methodological triangulation to enhance the validity of the data regarding the use of EMI by English teacher in teaching-learning activities based on students' perceptions. According to Creswell (2012), methodological triangulation involves using more than one method gather data, such as, observation, interview and documentation. As the result, the researcher rechecked the information that

has been found by comparing the data from observation and interview and vice versa.