

Chapter III

RESEARCH METHODOLOGY

This chapter deals with some important aspects related to the research methodology and procedures in conducting the research. The research methodology comprises research design, data and data source, time and place of the study, and instruments of the study. Then the data collection and the data analysis procedure are based on the qualitative research design.

3.1 Research design

This study focused on describing the program of English Extracurricular in SMK Dinamika Pembangunan 1 & 2 Jakarta, activities held, topics and material used, and teaching techniques in delivering the topics and material. Furthermore, this study was conducted by using a case study, Creswell (2008: 73) defines case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. For example, several programs (a multi-site study) or a single program (a within-site study) may be selected

for study. Freebody (2004:81) also gives explanation about case study that it focus on one particular instance of educational experience and attempt to gain theoretical and professional insights from a full documentation of that instance. The type of case study design is an intrinsic case study in which the focus is on the case itself (e.g., evaluating a program or studying a student having difficulty) because the case presents an unusual or unique situation.

According to the purposes of this study, a descriptive case study was used to overcome the problem. Descriptive cases required that the investigator begin with a descriptive theory or face a possibility that problems would occur during the project (Freebody, 2004 : 82). It means that descriptive case study is suitable for this study's case which is English extracurricular as one of the extracurricular program in the schools to support learning achievement in regular class.

3.2 Data and Data source

The data of this study were the teaching and learning process of English extracurricular and the annual working program.

The data sources of this study were the members (students) of English Club extracurricular, majoring in accounting, office administration, marketing, computer networking and automotive, one English teacher as the coach of the club and the writer as the researcher.

The writer was also as a participant observer, who took part in activities in the setting she observed. Actually she was also the coach of English extracurricular in the school with her partner, since she conducted this study, she played her role as the observer and allowed her partner to guide the club.

3.3 Time and Place

This study was conducted in January until June 2017. It was taken place in SMK Dinamika Pembangunan 1&2 Jakarta specifically in English Club extracurricular class. These schools focus on two program, engineering and business management. SMK Dinamika Pembangunan 1 Jakarta has five majors in engineering; *Teknik Otomotif Kendaraan Ringan (TKR)*, *Teknik Pemesinan (TP)*, *Teknik Audio Video (TAV)*, *Teknik Instalasi Tenaga Listrik (TITL)* and *Teknik Komputer dan Jaringan (TKJ)*. Meanwhile SMK Dinamika Pembangunan 2 Jakarta has three majors in business and management; *Akuntansi (AK)*, *Administrasi Perkantoran (AP)* and *Pemasaran (PM)*.

3.4 Data Collecting procedures

This section describes the procedure of data collection regarding the three instrument of collecting data, namely document analysis, observation and interview. The data were collected in January until June 2017 in a private vocational high school in East Jakarta. At the first step the writer

asked permission to the principles to conduct the study at the schools and chose purposely the English Club extracurricular as the object of the study. Then the writer met with the coach of the club, in which there were two coaches, the first coach was English teacher from SMK Dinamika Pembangunan 1 Jakarta and the second one was English teacher from SMK Dinamika Pembangunan 2 Jakarta. The second coach was the writer herself as the observer of this study. Having met with the coach, the writer asked the document about English Club and she got the annual program which was used as guideline to do the program. The second step was to arrange the schedule to conduct observation in English Club extracurricular class. The writer who was also as the participant observer, involved in every meeting of English extracurricular program. However, for this study the writer only took five last meetings in 2016-2017 academic year for the observation. The final step was interview. The writer scheduled for an interview session by consulting the English teacher or the coach of the club. In this session, the writer confirmed some questions about the English extracurricular program to get a deeper knowledge and understanding of it.

3.4.1 Data Collection procedures for Document

Document was included in the instrument of the study in order to support the information of English extracurricular program in the study. The document used here was an annual working program which arranged by the English extracurricular coaches at the schools. It is referring to

Creswell (2012) explained that documents consist of public and private record that qualitative researchers obtain about a site of participants in a study, and they can include newspaper, minutes of meetings, personal journals and letters. These kinds of document are essential for helping the writer understand central phenomena in the study. This annual working program was used as a framework how the English extracurricular program applied in the schools. It was directed to find out information about the model of English extracurricular program.

3.4.2 Data Collection procedures for Observation

The observation was employed in this study to get information of English extracurricular program applied in the classroom naturally, in detail and accurately. In accordance with the focus of the study which is about the program of English extracurricular. The program covered some aspects, there were topics and material used, teaching and learning techniques and learning activities. The observation of English extracurricular class had already begun since the first semester of academic year 2016-2017, here the writer played role as a participant observer. But for the recorded observation, the writer took the last five meetings in the academic year. The writer truly learnt about the situation of the study since she involved in participating the program. The English extracurricular program was held on Sunday morning, started from 8 am to 10 am, or it could be more than scheduled, sometimes it ended at 11 am. The

observation was done through recording the learning activities in the classroom and or outside classroom by using audio-video camera on the cellphone and a digital camera. Then the recorded learning activities were transcribed to catch what happened in the class in detail.

The first recorded observation was on Sunday, 16 April 2017, in the classroom. The following observations continued until the fifth observation on Sunday, 21 May 2017. Whereas, on the fifth observation, the writer didn't do complete recording since the program held outside the school. The club carried out an 'Outing Class', they had a trip to visit Kota Tua Jakarta. During the observation, the writer observed the topics and material used by the teacher and teaching techniques in delivering the material.

3.4.3 Data Collection Procedures for Interview

In the interview part, the English teacher who was also the coach was interviewed to support the data from the document and observation. The interview was directed to find out the information of the English extracurricular program in the schools. The writer conducted an interview with open-ended questions and open-ended responses. She recorded the interviewee's answer and then transcribed it and typed the data onto a computer file to be analyzed.

3.4 Data Analysis Procedure

In case study research, data analysis was an iterative process that begins when the first data was collected and continued as emergent insights and tentative hypotheses direct subsequent phases of data collection (Haas in Iorio, 2004). It is because the cycle of the data that keeps repeating. The method of data analysis procedure in this study employed qualitative data analysis by Miles and Huberman (1994) who defined the three major components of qualitative data analysis; data reduction, data display and conclusion drawing/verification.

3.5.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. The data of this study consisted of document, recording learning activities and teacher interview. The document was analyzed by comparing it with the PIT model to get the model of program applied in the schools. The recording of learning activities was transcribed to catch the detail activities occurred. The transcriptions of learning activities were typed by concerning to the studying education interaction proposed by Freebody (2003) which focusing on institutional interaction happened in the classroom. Then the interaction between teacher and students was selected based on the interaction which indicated

teaching techniques. The teacher opinion in the interview was also reduced based on the characteristics of English extracurricular program for the need of the study.

3.5.2 Data Display

After reducing the data, the next step is displaying the data to make easy to analyze. All the data collected was analyzed and displayed to answer the research questions in this study. The procedure to analyze and display the data was as follow:

- a. The first step, the document was analyzed into PIT model. The activities stated on the annual program were identified onto four categories. It was displayed on table 1 (see appendices).
- b. Then, the recordings learning activities were transcribed. The activities which indicated teaching techniques were categorized and it was displayed on table 2 (see appendices).
- c. The teacher interview was analyzed based on the characterizations of English extracurricular program. The result was displayed in the form of descriptive report to support the result of the study.

3.5.3 Conclusion Drawing / Verification

This step requires the writer to begin to decide what the data mean. It notes regularities, patterns, explanations, possible

configurations, causal flows and propositions. The conclusions can be held lightly but final conclusion may not appear until the data collection is over (Miles and Huberman, 1994). In this study, the conclusion was taken after analyzing the document and the result of observation. By analyzing the observation and taking consideration towards the teacher interview's responses, the writer could draw the model of English extracurricular program implemented, topics and material used as well as teaching techniques applied. The conclusion in detail was explained in the form of descriptive qualitative report based on the need of the study in the next chapter.