

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discuss the methodology adopted by study. These include statement of the problem, method of research, respondents, research location, data collection, data analysis and validity issues.

3.1 Statement of the Problem

The study was intended to identify the effects of an English Club program on students' academic self-efficacy quality in English learning. In accordance with the study, there were some formulated problems, which needed to be proposed. Those are:

1. What is students' academic self-efficacy quality in English learning before and after participating the English Club program?
2. What kind of contribution does the English club program learning environment affect the junior high school students' academic self-efficacy in English learning?

3.2 Methodology

3.2.1 Method of Research

This study employed a qualitative research design. Since, Miles & Huberman (1994) states that qualitative research is carried out in natural setting. However, this

study represents a qualitative research design because it wants to describe the situations or events in natural setting.

Bogdan and Biklen as cited at Sugiyono (2005) notes the characteristics of the qualitative research, those are: (1) qualitative research has the natural setting as the direct source of data and researcher is the key instrument, (2) qualitative research is descriptive. The data collected is in the form of words or pictures rather than number, (3) qualitative researches are concerned with process rather than simply with outcomes or products, (4) qualitative research tends to analyze their data inductively, and (5) “meaning” is essential to the qualitative approach.

By this study, the researcher wanted to obtain the factual and deep data about the effects of the English Club program and to examine the English Club program learning environment’s contributions in affecting students’ academic self-efficacy quality in English learning.

3.2.2 Respondent

The respondents were taken from the members of the English Club program of SMPN 7 Bandung. There were 12 respondents in the study; they were from different background in terms of gender, school grade and the level of skills in English. There were three boy and nine girl respondent. From the 12 respondents, four of them were in grade 8 and eight of them were still in grade 7.

3.2.3 Research Location

The study was conducted in SMPN 7 Bandung located at Jl. Ambon no.23 Bandung. Meanwhile, the school's target for this year is becoming an International School Standard.

The researcher has chosen this school for her research location of at least two reasons. First, she has had become an Instructor in English Club program there since last semester so that she could find the data for her research easily. Second, hopefully that the implication of her conduct of study can provide improvement of the English teaching at the research site.

3.2.4 Data Collection

Descriptive data are usually collected by administering questionnaires, interviewing subjects, observing events, or analyzing documentary sources (Van Dalen, 1978). Moreover, in the study, the writer collected the data by using the following instruments namely (a) Observation, (b) Questionnaires and (c) Interview.

3.2.4.1 Observation

The observation was meant to see how the approach was working which in the end would add the information needed. In observational studies researchers collect data on the current status of entities by watching them and listening to them rather than asking questions about them (Van Dalen, 1978).

To obtain the data about the English club program contributions in affecting students' academic self-efficacy, the program observed for ten times during the semester. During the observation, the researcher played the role as participant-observer.

3.2.4.2 Questionnaires

Questionnaires are one of the most common instruments used. From this instrument, the researcher got the data through distributing set of written questions to the respondents. After that, they were analyzed and organized through a table or graph.

The questionnaires consisted of sets of questions and statements which should be completed by respondents in order to get representative data. The questionnaires itself using an open-ended question, which is in every item of questions, the respondent should write their reason of why she/he chooses one of the answers.

The questionnaires implicated in pre and post questionnaires. The pre-questionnaires were given to the respondents in the early of the observation of the English club program. The pre-questionnaires consist of 20 items which have 3 optional answers; agree, not sure and disagree. In each item the respondents were asked to write their opinion. Meanwhile, the post questionnaires were given in the end of the observation, in order to find the effects of English Club program on students' academic self-efficacy after they participate in the English club program. The post-questionnaire has two sections. The first section consists of 20 items, as the

same with the pre-questionnaire. The second section consist of six questions regards with the English club contribution in affecting students' academic self-efficacy in English learning. Self-efficacy indicators become the basic aspects of conducting the statements in the questionnaire. The statements of academic self-efficacy questionnaires were adapted from Satriyani as cited at Nurdiani (2004), and for the learning environment questionnaires were adapted from Husni, Maarof, and D'Cruz (2000) (see appendices).

3.2.4.3 Interview

Interview was employed in this study as another source of data to get information not gained from the questionnaires and to get in-depth information derived from questionnaire responses. According to Cohen & Manion (1989), interview can be used as a means of evaluating or assessing a person in some respect; interview can be a valuable way of gaining a description of actions and events.

Kerlinger (1970) as cited at Cohen & Manion (1989), suggest that interview might be used to follow up unexpected results or to validate other methods, or to go deeper into motivations of respondents and their reasons for responding as they do. Alwasilah (2002) argues that by conducting the interview, any misunderstanding which may exist in the interpretation of the questions can be clarified immediately.

3.2.5 Data Analysis

As already mentioned previously, the data were derived from observation, questionnaires and interviews. The data from those sources were transcribed, classified, analyzed and finally interpreted.

The steps of data analysis are proposed by Huberman and Miles (1994), who state that in qualitative analysis several simultaneous activities engage the attention of the researcher: collecting information from the field, sorting the information into categories, formatting the information into a story or picture, and actually writing the qualitative text.

The data from observations were analyzed to examine teaching- learning activities or what the teacher did and what the students did. Data from the English Club program observations were also used to examine the learning environment to reveal the contribution of the English Club program in affecting students' academic self-efficacy quality. Interview data were analyzed to identify the effects of the English Club program on students' academic self-efficacy and what are the contributions of the English Club Program in SMPN 7 Bandung in affecting students' academic self-efficacy quality. The questionnaires data were analyzed to find out the students' academic self-efficacy quality before and after participating the English Club program.

3.2.6 Validity Issues

Validity of the research was ensured by triangulation, member checks and describing the data as clearly as the writer could. As stated by Cohen & Manion (1989), triangulation can be defined as the use of two or three methods of data collection in the study of some aspect of human behaviour.

Member checks which is the process of re-checking data from the respondents are applied by taking data and interpretation back to the people from whom the data were derived and asking the respondent if the results are plausible (Alwasilah, 2002). This strategy was applied in this study by asking the respondents who have been interviewed to check the transcription of the interview if the results were acceptable.

The writer tried to describe the data as clearly as the writer could. Alwasilah (2002) states that rich and thick data refer to complete, detailed and various data that reveal what really happened. One way is by describing data from interview.