

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a rationale for the method of research and analysis. The student describes the method of research and analysis, outlines the procedure in gathering and analyzing the data, and reveals the research's boundaries. Chapter III comprises the following sections.

A. Research Method

In carrying out this study, the researcher chose to use this approach of descriptive qualitative research. The researcher will collect the data and information from participants to explore their motivation in joining English club. Thus, the researcher engaged in an active English club of an Islamic university state to have an interview with the participants and do observation in the field. Also, through the result of interview, the researcher tried to illustrate what makes students intend to join English clubs, and what kind of supporting factors and obstacles that they deal with during joining English club activities, especially how could students' motivation affect the English club program.

This research is a phenomenological research. Descriptive phenomenology or usually stated as transcendental phenomenology was popularized by Husserlian. All experiences, according to philosophy, have one universal commonality or proper interpretation.⁸⁰ One identifier of qualitative research is the social phenomenon being studied from the participant's point of view. Numerous types of qualitative research designs are utilized to frame the study plan. As a consequence, the diverse techniques have a big impact on the research methodology that is explored. While, According to Manen, phenomenology is the study of what emerges in consciousness, or the unique meaning of what shows up or gives itself in lived experience, or the study of how things (phenomena and events) give value to the person, or the search for fundamental understandings and insights into the phenomenality of human experiences.⁸¹ In short, phenomenology study is the way the researcher collects the data from the participant who experience the

⁸⁰ Emma Farrell, "Researching Lived Experience in Education: Misunderstood or Missed Opportunity?," *International Journal of Qualitative Methods* 19 (2020): 1–8, <https://doi.org/10.1177/1609406920942066>.

⁸¹ Max Van Manen, "But Is It Phenomenology?," *SAGE Qualitative Health Research* 27, no. 6 (2017): 775–79, <https://doi.org/10.1177/1049732317699570>.

phenomenon which included perspective, thought, willingness, and motivation.

According to Leedy & Ormrod, the aim of this phenomenology study is “to understand an experience from the participant's point of view”.⁸² The focus is on the participants’ perceptions of the event or situation and the study tries to answer the question of the experience. To understand and analyze a participant's perception of the meaning of an event, data is collected through long (1-2 hour) interviews.⁸³ Creswell suggested the procedural format is writing the research questions that explore the meaning of the experience, conducting the interviews, analyzing the data to find the clusters of meanings, and ending with a report that furthers the reader's understanding of the essential structure of the experience.⁸⁴ The study collects data that leads to identifying common themes in peoples’ perceptions of their experiences. Along with the approach of phenomenological that people are naturally disposed to experience their world as meaningful,⁸⁵ also experience being a beginning point and the closing point of a phenomenological study.⁸⁶

The purpose of phenomenology research, in general, is to identify and explore the phenomena of experience in the subject's real life. Moreover, it is used to pile the information thoroughly from subjects’ perceptions through the inductive and qualitative methods. The phenomenology research has a sampling model which only uses several samples that are included in the criteria and differences both of their experiences to offer new sight that is worth to be studied. However, the phenomenon that has been studied is not for measurement or even determinant of the way to accept reality. So, phenomenology research is only about understanding the experience comprehensively and perceiving certain information between several phenomena. In this case, a phenomenology study is suitable to use to figure out what motivation makes students initiate to start English learning by identifying their experience when deciding to join an

⁸² Paul D Leedy, *Practical Research Planning And Design* (Colorado: Pearson Education, Inc, 2010).

⁸³ Carrie Williams, “Research Methods,” *Journal of Business & Economic Research* 5, no. 3 (2007): 65–72, <https://doi.org/10.1017/9781108656184.003>.

⁸⁴ Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Sage Publications, Inc.

⁸⁵ A Wilson, “A Guide to Phenomenological,” *Art & Science Research Series*: 8 29, no. 34 (2015): 2015.

⁸⁶ Van Manen, Max (1990). *Researching Lived Experience: Human Science for an Action Sensitive Pedagogy*. Suny Press.

English club. This should be noted, Redondo and Martin identified that the existence of the variation of descriptions presents the difficulty in illustrating motivation and its role in the process of learning a language.⁸⁷

B. Research Setting

1. Setting of Place

This research conducted at an English Club of Islamic Institute State of Kudus on Jawa Tengah.

2. Setting of Time

This research started on 26th April 2022 until 26th June 2022.

C. Research Participant

The participants selected in this research are the students of Islamic Institute State Kudus who already joined the English Club. The participants consist of 7 students. The researcher interviewed the participant separately using convenience sampling identified as non-probability sampling, which is frequently employed in clinical and qualitative research. Clinical cases or participants are frequently chosen from a place (such as a school), a community, an Internet site, or a customer-membership list using this sampling technique. The motivation of persons who participate in qualitative research is a factor in convenience sampling. Motivation bias is introduced into the study as a result of this. Participation may be motivated by an interest in the research issue, a desire to voice a disgruntled point of view, or a desire to support one's unique viewpoints.⁸⁸

D. Instrument

The instrument is a toolkit for the researcher are each of the types has a specialty. In this case, Qualitative approaches are more adaptable than quantitative methods, allowing for more spontaneity and modification of the researcher-student relationship. Qualitative methods, for example, ask a lot of "open-ended" questions that are not always phrased the same way with each participant. Participants are free to react in their own words when asked open-ended

Rocío Espinar Redondo, José Luis, and Ortega Martín, "Motivation : The Road to Successful Learning" 17, no. 2 (2015): 125–36.

⁸⁸ Samuel J. Stratton, "Population Research: Convenience Sampling Strategies," *Prehospital and Disaster Medicine* 36, no. 4 (2021): 373–74, <https://doi.org/10.1017/S1049023X21000649>.

questions, and their responses are usually more complex than "yes" or "no".⁸⁹ Therefore, to conduct this research, the researcher will use;

1. Interview

Interviews are not a simple process. The interview is typically compared to two individuals having a conversation, but a good researcher understands that they are more than that: they need to orchestrate guide, and control to varying degrees. Interviews entail "a set of assumptions and understandings about the circumstance that are not generally connected with a casual discussion"⁹⁰ in this study, the researcher tends to use a semi-structured model interview, and the interviewer directs the interview more closely. More questions are predetermined than with the unstructured interview, though there is sufficient flexibility to allow the interviewee an opportunity to shape the flow of information. The interviewer directs the interview more closely. More questions are predetermined than with the unstructured interview, though there is sufficient flexibility to allow the interviewee an opportunity to shape the flow of information.

2. Observation

In this case, observation is a very useful tool for researchers. It can help researchers learn a lot more about what happens in complex real-world situations than they could learn merely by asking probing questions of persons who have experienced them and relying solely on what is said about them in the interviews section. This could be because interviewees respondents are sometimes hesitant to share what they know, possibly because they believe it would be inappropriate or disrespectful, or because they believe some information is inconsequential or irrelevant.⁹¹ In this study, the researcher will use selection observation to distinguish the real condition of the student while attending English club in the regular program, while, according to Sugiyono, selection observation is an activity with purpose to observe and find out the characteristic,

⁸⁹ Gay, L. R, Geoffrey E. Mills and Peter W. Airasian. 2012. *Educational Research: Competencies for Analysis and Applications*. Boston: Pearson

⁹⁰Wilkinson, David, and Peter Birmingham. 2003. *Using research instruments: a guide for researchers*. London: Routledge Falmer

⁹¹ Wilkinson, David, and Peter Birmingham. 2003. *Using Research Instrument: a guide for researcher*. London: Routledge Falmer

contrast, and resemblance of each category.⁹² so the finding from the explanation of the participant when interview can be re-check on the observation section.

3. Documentation

According to the Sugiyono, documentation is a recording of something happened in the past. And it could be shaped as text, picture or even monumental artwork.⁹³ Documentation chosen in this study to complement the information from interview and observation. The researcher may capture the moment during the observation so that the finding data could be credible.

E. Data Collection Technique

Based on the description above the researcher used the process of data analysis by Nazir (2016) the data was analyzed through four data-collection strategies were used; formal semi-structured interview with participant, field visit; participant journal; and collection of relevant document and artefact.⁹⁴

1. Formal semi-structured interview

Each participant was interviewed once utilizing two different semi-structured, open-ended interviews. Interviews lasted one to two hours and were conducted at the start and end of the data collection period. These interviews were designed to allow participants to relate their previous lived experiences, including recollections and insights, concerning the nature of the English Club and how it emerges in their work.

2. Field visit

During his or her instructional sessions with visiting groups of students, each participant was shadowed three times in between the two primary interviews. Brief field notes were utilized to document the most important aspects of each instructional session observed. These notes were written out immediately after these sessions to generate full accounts of each field visit. This information was frequently augmented by

⁹² Sugiyono. 2008 *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)*. Bandung: Alfabeta

⁹³ Sugiyono. 2008 *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)*. Bandung: Alfabeta

⁹⁴ Joanne Nazir, "Using Phenomenology to Conduct Environmental Education Research: Experience and Issues," *Journal of Environmental Education* 47, no. 3 (2016): 179–90, <https://doi.org/10.1080/00958964.2015.1063473>.

brief post-session interviews with participants, which were aimed to elicit their self-described impressions of the sessions.

3. Participant journal

Each participant was given a personal notebook at the end of their first semi-structured interview. They were asked to record their views, memories, and insights regarding their understanding and experiences with environmental education in it. In terms of keeping the journals, no strict format was followed. Participants were instructed to write at their leisure and discretion.

4. Collection of the relevant document and artifact

Polkinghorne and van Manen both claim that experiences of events are frequently contained in indirect sources such as records, photographs, and literary accounts.⁹⁵

F. Research Data Validity

According to Sugiyono, in qualitative research, the result of data gathering will be valid if there is no difference between what the researcher found out in the field and what happened during the observation.⁹⁶ This research was Qualitative research which was more of a description of the data. To ensure the data is valid and reliable. The researcher attempts:

1. Credibility

Credibility is about how the researcher consider the finding truly and accurately. To get the answer the research did main collecting data technique in phenomenological study that is interview. The interview was done once to the participant until the researcher able to build a theme from all the description that had been collected from the transcription.⁹⁷ To find the credibility of the data, the triangulation was done through the following types:

a. Method

This study gather data by two techniques there are interview and observation. By interviewing the students and the manager of the club researcher then will make sure that the data were valid by getting the same data from the observation to complete the data which confirms the

⁹⁵ Manen, "But Is It Phenomenology ?"

⁹⁶ Sugiyono. 2008 *Metode Penelitian Pendidikan: (Pendekatan Kuantitatif, Kualitatif Dan R & D)*. Bandung: Alfabeta

⁹⁷ Jane Sutton and Zubin Austin, "Qualitative Research : Data Collection , Analysis , and Management" 68, no. 3 (2015): 226–31.

gained data.

b. Source

The researcher digs up this study conducted some of the resources of data by documentation and artefact while doing visit field in the English Club Basecamp.

2. Dependability

The researcher explains that the number of participants, key informant, data collection methods used, data collection session, and time over which the data was collected will all be presented in this study.⁹⁸ For application, the finding will be completed by the documentation and artefact.

3. Confirmability

The researcher documented all data procedures by recording, photocopying, and attaching data to the study report. As a result, all data procedures will be double-checked against the research data numerous times, and the data processor will be built using genuine data obtained from the research.

G. Data Analysis Technique

After collecting the data by various techniques, in this section, the researcher would describe the procedures that were used to analyze the data from the research. The method used to analyze the data depend on the research design, research design, research questions methods of data collection, and type of data collected.⁹⁹ There are important procedures in carrying out phenomenological studies, as a result of the adaptation of the thinking Stevick, Colaizzi, and Keen (Creswell, Moustakas) as follows:

1. Define the scope of the phenomenon to be studied: The researcher seeks to understand the philosophical perspective behind the approach used, especially the concept of the study of how people experience a phenomenon. Researchers determine the phenomenon to be studied through the informants.
2. Compile a list of questions: Researchers write research questions that reveal the meaning of experiences for individuals, and ask them to describe important experiences every day.

⁹⁸ G U Y Spielmann and Mary L Radnofsky, "Learning Language under Tension : New Directions from a Qualitative Study," 2001.

⁹⁹ Pelin Yüksel, "Theoretical Frameworks, Methods, and Procedures for Conducting Phenomenological Studies in Educational Settings," *Turkish Online Journal of Qualitative Inquiry* 6, no. January (2015): 1–20.

3. Data collection: Researchers collect data from individuals who experience the phenomenon under study. Data was obtained through long and in-depth interviews with about 5-25 people. This amount is not a standard size. It could be that the research subject is only 1 person. Other data collection techniques that can be used: are observation (direct and participant), and document search.
4. A cluster of Meaning Stage: Next, the researcher classifies the statements into themes or units of meaning, and excludes overlapping or repeated statements. At this stage, carried out: (a) Textural description (textural description): The researcher wrote down what was experienced, namely a description of what the individual experiences; (b) Structural description: The author Write down individuals' experience of the phenomenon. Researchers are also looking for all the meanings that may be based on the researcher's reflection, in the form of opinions, judgments, feelings, and hopes of the research subject about the phenomena they experience.
5. Essence description stage: the researcher constructs (constructs) a thorough description of the meaning and essence of the experiences of the subjects.
6. Researchers report the results of their research. This report provides a better understanding for the reader of how someone experiences a phenomenon. Research reports show the existence of a single meaning unity of experience, where the whole experience has a "structure" that important

H. Research Ethical Consideration

This section describe step taken to ensure ethical research practice that shows how this research may affect participant. This section consisted the explanatory statement of the study and consent form paper.