

Chapter Three

Research Methodology

This chapter explains the method used in this study. Firstly, the researcher explains the research design of this research. Secondly, the researcher describes research setting and participants. Thirdly, the researcher discusses the instrument used in the study. Fourthly, the researcher describes the data collection method. The last, the researcher explains the data analysis used in this study.

Research Design

The purposes of this research are to investigate the strategies used by students in preparing national examination and to explore how the students implement the strategies. To achieve the goals of this research, the researcher adopted qualitative approach. Cohen, Manion, and Morrison (2011) stated that qualitative research is also used to find out trends in thought and opinions, and dive deeper into the problem. In accordance with the statements made by the experts above, the researcher was curious about the thoughts and opinions of students about the strategies they used in facing the national exam. Logically, when students are able to convey the strategy they are using, it can be concluded that the strategy has been implemented first. Then, to know these things, qualitative research can facilitate what the researcher wants to know. In short, this present study belongs to qualitative research.

To be more clear and detailed the researcher used descriptive qualitative as the research design. According to Ary (2002), qualitative descriptive is studies which are designed to obtain information concerning the current status phenomena especially to gain the honest and detail answers to questions relating to what are people's responses (e.g., thoughts, feelings, attitudes). In

addition, Lambert (2012) mentioned that the purpose of a qualitative descriptive study is a summary that is quite comprehensive, in everyday terms and usually is a more specific event or experience by individuals or groups of individuals, this is indicated by the receipt of quite a lot of information and the density that is usually obtained from the interview process. It means that the researcher tried to get much information from the participants. Besides that, the results of this study are full of words and descriptions rather than numbers, which is why descriptive qualitative was suitable to be applied in this study. The description of this study focused on the strategies used by students to face the national examination and how the students implemented the strategies.

Research Setting

The researcher conducted this research in one junior high school in Yogyakarta. The main reason why researcher chose the school was because during the last few years the school did not achieve a good passing score in the English exam. So, that researcher feels curious about what strategies are prepared by students to achieve passing scores on the next national exam. The researcher also was familiar with the situation there and it was quite easy to get connection to the intended participants. That is the main reason why researcher chose junior high school was because researcher could already get a lot of the information needed. Coincidentally, the researcher was an alumnus of the school chosen as a research setting, so the researcher understood the school environment.

Research Participants

The researcher also selected three students who would face the English national examination. The researcher chose those three students because they were able to provide much information about strategies to prepare for the national exam in English and they were also able to provide implementation of the strategies used. Coincidentally, an English teacher who taught the researcher was still an English teacher at the school. It became a good thing for the researcher, because the researcher knows the teacher well. After that, the researcher asked for advice about suitable students to be participants in this study. When the researcher asked for advice from teachers, the researcher already had three categories in determining the participants for this study. The categories are excellent, good, and poor student. The three students were chosen based on their report card grades.

To facilitate data processing and explanation of the participants in this study, the researcher used three pseudonyms for the three participants who have been suggested by the teacher. The pseudonyms were taken from the first letter of the participants' nickname. Those are Tulip, Mawar and Nona.

After determining the participants, the researcher asked the teacher about the characteristics of students needed by the researcher. After asking students' characters, some suitable characters to consider are obtained. Children classified as excellent students are given the name Tulip. She was diligent in class, very active, and she also obedient to instructions from the teacher. In addition, the score for English subjects obtained by Tulip is 85 and the last average report score obtained by Tulip is 88. The second participant in this study was Mawar who was classified as a good student. The teacher said that she was quite active in class, but sometimes she did not understand what the teacher explained. The grades obtained are quite good, but not as high as the grades of student mentioned first. In addition, Mawar's English score was 78 and the

average report score obtained was 78. The last participant was Nona. Her English score was the lowest among the three participants. Nona's English score was 75 and the average report score obtained was 75. From the score obtained by Nona, it can be seen that Nona only receives a passing grade standard.

From the students' score that has been given the label above, it is accordance with the triarchic theory said by Stenberg (1977). Stenberg (1977) mentioned that triarchical theory is general theory of human intelligence. Stenberg (1977) has used this theory to explain exceptional intelligence such as talent and retardation in children and also to criticize existing intelligence tests. Stenberg (1977) divides this level of intelligence into three parts, namely excellent, good and poor. All three levels are measured in terms of catching lessons, skill and the children behavior in the classroom.

Table of Students' Score			
Name	Category	English Subjects Score	Average Report Score
Tulip	Excellent	85	88
Mawar	Good	78	78
Nona	Poor	75	75

Category: Triarchic Theory (Robert Sternberg, 1977)

Table. 1

Data Collection Method

This research used interview as a data collection method. This research used in-depth interview, so the information were in detail and clear. Boyce and Neale (2006) mentioned that in-depth interviews are useful when researcher wants to get detail information about person

thoughts or want to explore new issues in depth. The researcher also used open-ended questions because there is no limitation in answering the question. The participants were free to answer questions. Interview was conducted in Indonesian, because Indonesian is the participants' and the researcher's first language. In addition, both the researcher and the participants were not confused in asking and answering every question. Using Indonesian language also allowed the researcher in understanding the information obtained and also facilitated the researcher in processing the data.

Instrument of the Study

Interview guidelines were designed based on literature reviews. In the process of the interview, the researcher used voice recorder to record the conversation. Voice recorder was also used as documentation and it helped the researcher to get clear information when she lost some information, because the researcher could replay the recording. In the interview process, a notebook and pen were also used because to take note of important words or keywords brought up by participants. These keywords helped the researcher to recall what the participants explained.

Data Collection Procedures

In this part, the researcher explains the step to get the information from the participants. This research used interview to collect the data. Before doing the interview, the researcher made interview guideline that provides some questions related to each research question. When going to do this research, researcher asked permission from the school in advance. The researcher asked for permission from the campus and then sent it to the school for follow up. Once permitted to conduct research, researcher directly contacted the English teacher at the school. After that, the researcher asked the teacher for advice regarding students who could be interviewed in this study. The researcher interviewed the participants directly. Thus, the

researcher contacted the participants through message to make an appointment and it was also to make sure whether they were able to be the participant or not. The researcher let the participants choose the place for the interview in order to make them comfortable in doing the interview. After making the appointment with all participants, the researcher met the participant one by one to do the interview.

At the time of the interview, all three participants were more flexible in determining the place for the interview. All three participants were more likely to ask the researcher where the interview could be conducted. Eventually, all three participants felt more comfortable doing interviews at school.

In conducting the interview, the researcher asked all questions in friendly way so that the participants did not feel under pressure. The researcher used Indonesian language so that the participants were not confused in answering every question. Using Indonesian language also allowed the researcher in understanding the information obtained and also facilitated the researcher in processing the data. The researcher also recorded the interview using the audio recorder to keep the data. The time allocation for the interview was around 15 minute or even more.

Data Analysis

After the data was collected, the next step done by the researcher was analyzing the data. The first step done by the researcher was changing the audio results from interview to word data or it was called as transcribing the data. Thus, the researcher wrote down all the participants' words and it was also used to check whether all the questions were asked and answered or not. The researcher put all things mentioned by the participants during the transcribing process. The

researcher gave the initial name when the researcher put the data into coding and the name of participants mention with the pseudonym in finding and discussion. According to Hancock, Windridge, and Elizabeth (2007), transcribing is a procedure for producing a written version of an interview or conversation.

After the transcribing of the data, the researcher did member checking. According to Cohen, Manion, and Morrison (2011), member checking is a process of giving one or more questions to confirm the response of participants in answering the questions given. In the process of member checking, the researcher also confirmed about the interpretation of the researcher whether or not it was in accordance with the response of participants. When there is incorrect information or information added, the researcher immediately inputs the information in the data to be processed to confirm the findings. After the researcher did member checking apparently there was no change at all. All interview results were confirmed to the participant and all participants stated that the results were correct. There are some additions that the researcher got from confirming the results of the interview, one of the additions obtained is Mawar said that “sometimes when I want to sleep, I read a little exam material”. Besides that Nona also added something when the researcher did the member checking, “I always wrote about new vocabulary in my note book”. Researcher also wrote all the results of member checking that has been included in the findings as the additional results and reinforce the opinions of participants who have been interviewed.

When the data was fully transcribed, the researcher did the next phase. The researcher did the coding to analyze the data. Coding is a process of decreasing the amount of raw data which is relevant to the research question, breaking the data into manageable sections, which allow the researcher to transform raw data to higher-level insights or abstractions as the

development of theme (Vaismoradi, Jones, & Turunen, 2016). Coding helps the researcher to classify general information into specific information. Before the researcher started coding, the researcher gave pseudonym for the three selected participants. The participants' names were presented as Tulip, Mawar and Nona. In doing coding, the researcher did 4 steps. The steps were open coding, analytical coding, axial coding, and selective coding.

In open coding, the researcher generated the categories. The researcher made the categories based on what kind of information was needed. Categories which were created by the researcher were like "students' implementation of the strategies to prepare for the English national examination". An open coding is simply a new label that the researcher attaches to the piece of the text to categorize a piece of text (Strauss and Corbin, 1990). The code or the label name might derive from the researcher's own creation or it may derive from the word used in the text that has been transcribed. According to Cohen, Manion, and Morrison (2011), for the open coding, it can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-paragraph or unit-of-text-by-unit-of-text basis. The researcher used sentence-by-sentence and paragraph-by-paragraph to ease the researcher in analyzing the transcripts data. Open coding is usually the earliest step and the initial form of coding undertaken by the researcher.

The next step was analytical coding. In doing analytical coding, the researcher gave more explanation about the data and analytic meaning to a group of descriptive codes. According to Cohen, Manion, and Morrison (2011), analytic coding might derive from the theme or topic of the research. The researcher broke down the information into smaller points or units. The researcher listed the data or the text that was transcribed to the same categories that the researcher made in open coding. Then, the researcher put frequencies in which items were mentioned.

The next step was axial coding. The researcher did little bit similar thing like in analytic coding. Based on Strauss and Corbin (1990), axial coding is that set of procedures that the researcher follows, where by the data that were originally segmented into a small unit of fractions of a whole text were recombined in new ways following open coding. The researcher identified the similarities of the idea. After the researcher found the similarities, the researcher moved to the next step that was selective coding. Selective coding and axial coding have little bit similarities. Both of them identify the similarities of the idea which has been analyzed in open and analytical coding, but the differences are that at the level of abstraction is greater than the axial coding and also the selective coding integrates the idea to form a theory or equate the existing theory in the review literature. Therefore, selective coding requires a deep understanding. According to Cohen, Manion, and Morrison (2011), selective coding identifies the core categories of test data and integrates them to form a theory. In selective coding, the researcher found the result of the research. After doing coding process, the researcher then explained the results of this study in chapter four.