

## **CHAPTER 3**

### **METHODOLOGY**

The purpose of this chapter is to present the Research Methods used in this study. This chapter starts with Research setting and Participants. Next, a review of the methods used to collect and analyze the data follows. The last part of this chapter provides the descriptions of the data collection and analysis of this study with specific frameworks.

#### **3.1 Research Design**

In this study, the researcher was conducted by using descriptive qualitative method. The qualitative method served descriptive data. Descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present (Nazir, 2005). Sugiyono (2012) said says that qualitative method is used to understand the deep meaning which cannot be described in quantitative method.

Qualitative methods of analysis have been helpful in understanding the learning potential of Summer School in perspective of EFL students. It tries to answer the research question: What learning potential brings EFL students through Program Inha Summer camp 2017? Therefore, researcher employed a qualitative research methodology to explore the interaction pattern of participants.

However, in qualitative researcher, the researcher must be analyzing the data in the form of words without counting. It contains sentences and description of the objects. It also refers to the meanings, concepts, context, definitions,

characteristics, metaphors, symbols, action and description of things. The results of the research emphasized more toward the data interpretation found in the field. The results are not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words to the results and it is presented in narrative. The researcher uses descriptive qualitative in order to fully process the information.

### 3.2 Informants

There are 3 EFL students took part in this study. There are from Korea, Indonesia and China. All of them are from countries use English as foreign language. The researcher chooses participants as EFL students to do observation and interview.

Name	Age	Gender	Nationality	Major	University
Imelda	22	Female	Indonesia	Communication	Atma Jaya University, Yogyakarta
Henny	22	Female	Korea	International Trade Department	Inha University
Chen Zi Jin	20	Male	China	Transportation	Shanghai Maritime University

### 3.3 Research Instrument

Most qualitative research in education involves extended observation of some form. One important dimension along which observations vary is the role of the observer in the setting. More commonly an observer is known to be an observer. Whenever the observer interacts with the people being observed, this is

called participant observation.

The intent of participant observation is to generate data through watching and listening to what people naturally do and say, but also to add the dimension of personal experiencing by sharing the same everyday life as those under study. The researcher's own attitudinal changes, fears and anxieties, and social meanings when engaging with the people in the field, all form part of the data. Thus researchers who become participant observers have to develop certain personal qualities: the primary one is to maintain the balance between "insider" and "outsider" status; to identify with the people under study and get close to them, while maintaining a professional distance which permits adequate observation and data collection (Brewer, 2000). Wolcott (1988) distinguished among different participant-observer styles as active participant, privileged observer, and limited observer. As an active participant, the observer assumes the role of a participant.

Interviews depend on face-to-face questioning of participants and eliciting data from them (Siedman, 1991). Through elicitation and personal interaction, the investigator is better able to obtain data addressing the questions asked in the study. However, the information obtained through interviews can be supplemented by corroborating the information from other forms of data collection, including observations.

### **3.4 Research Procedure**

Researcher applied and joined in program Inha Summer School during 3 weeks as a participant of the program from 15 July until 4 August 2017. She lives in the dormitory with EFL students to observe them in daily life: their

conversation, their acting and their behaviors. She also joined in all activities of the program such as: orientation, classes, fields trips to observe in every activity during summer school. Researcher observed every action of participants because they will show in regularly.

Researchers do not always observe them purposefully. They have very natural conversations. They talk about everyday stories, participate in their own activities and share the program. Researchers have individual outings with each subject to understand more about the ability and the level and personality of the subject.

Researchers and participants attend camp for 3 weeks. After having had a natural conversation about the camp or the ability to study at the camp, at the end of the summer school, the researcher had a formal interview with each subject. The interview lasted from 15-20 minutes for each subject.

Otherwise, the researcher also took some notes, pictures during summer school to be an evidence of the research. Notes are transcription, description and inscription of observation and interviews.

### **3.5 Data Analysis**

Data analysis was important in order to conclude the results of the research. Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study (Wiersma, 2000). In short, data analysis is systematically process to analyze data which have been collected. Miles ad Huberman (1994:10) stated that qualitative data analysis consisting of

three concurrent flows of activity: data reduction, data display, and drawing conclusion.

The data of the study were analyzed using the techniques of descriptive analysis. The purpose of descriptive analysis is to present the obtained findings to the reader in an organized and interpreted way. Firstly, the data that are obtained with this purpose are described in a logical and comprehensible way. Then, these descriptions are interpreted, causality relationships are examined, and a set of results is reached.

### **3.5.1 Data Reduction**

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher will get much data. The researcher must select valuable information data for research and analysis the data.

Data reduction was first come from the observation through observing activities. And it comes from a script of interview students, committees and lecturers. And the researcher has to manage information and create a framework from the research questions to summarize and interpret the data according to the themes.

### **3.5.2 Data Display**

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In

displaying data, the researcher describes data that have been reduced into sentence form. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand.

The researcher would analyze the collected data from observation and interview. First, the researcher described the results of observation. Next, the researcher analyzed the data from the interview. The researcher resumed information based on the interviews. After eliminating the useless data and organizing the data according to the formed framework, all data were organized with the direct quotations to support them and were presented by researcher.

### **3.5.3 Drawing Conclusions**

For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

The first step of the descriptive analysis procedure was creating a framework from the research questions to summarize and interpret the data according to the themes. After eliminating the useless data and organizing the data according to the formed framework, all data were organized with the direct quotations to support them and were presented to two experts' views. All these were represented under the findings title (Yıldırım & Şimşek, 2016). In the findings and interpretations section, in order to determine which quotation

belongs to which participant, codes have been given to the participants.