

CHAPTER III RESEARCH METHOD

A. Research Method

This study employs a qualitative research design. Qualitative research is a method for investigating and comprehending the significance that individuals or groups ascribe to a social or human problem.¹ It is a collection of interpretive and material practices that make the world visible. These practices have a positive impact on the world. They turn the world into a series of representations, such as field notes, interviews, conversations, photographs, recordings, and self-memos.² The type of this study is case study. L. R. Gay, et al stated that case study research is a qualitative research method for conducting research on a unit of study or bounded system (for example, an individual teacher, a classroom, or a school can be considered a case).³ In addition, Fraenkel also stated that a case study is a detailed examination of one or (at most) a few people or social units, such as a classroom, a school, or a neighborhood. It can also be a study of a specific event, activity, or ongoing process.⁴ From the definition above can be concluded that the goal of case study is for gaining in-depth analysis of one individual or group.

B. Research Setting

This research was carried out at BI English Course. The research was conducted online on Google meet and Zoom. The topic selected in November 2022 and research problem set in February 2023. This research was conducted in two month

¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014).

² Marguerite G. Lodico, Dean T. Spaulding, and Katherine H. Voegtle, *Methods in Educational Research: From Theory to Practice*, 2nd ed, Research Methods for the Social Sciences (San Francisco, CA: Jossey-Bass, 2010), 33-34.

³ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (Boston: Pearson, 2012), 14.

⁴ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012), 440.

from April up to Mei 2023. This course was selected based on the following criteria; considering BI English Course has many programs, especially an online English learning program for Speaking for Kids students. As study focuses on analyzing the impact of students' educational background and interpersonal skill towards speaking skills in online speaking class at BI English Course.

C. Research Subject

1. Population

In other words, the population is the group of interest to the researcher, the group to whom the researcher wishes to generalise the study's findings.⁵ So, the generalization is based on the population. This means that the population is a generalized region made up of objects and subjects. These objects have certain qualities and properties that are determine by the studies they learn and the conclusions drawn.

The population of the research is all students of Speaking for Kids students of BI English Course. The total classes are six classes and the number of the students are 47 students, they are from online speaking class.

2. Sample

A sample is a small group that is observed. A sample is a subset of a population.⁶ A good sample is representative of the population from which it was drawn, and it is extremely unlikely that one randomly drawn students is representative of an entire population.⁷ In this study, purposive sampling was used, which means a purposive selection denotes the method of selecting a number of groups of units in such a way that selected groups together yield as nearly as possible the same

⁵ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012), 92.

⁶ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 148.

⁷ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (Boston: Pearson, 2012), 136.

average or propotionas as the totality with respect of those characteristics which already a matter of statistical knowledge.⁸ This sample of this study is students of Speaking for Kids 6 and Speaking for Kids 8 at BI English Course which contained 3 students boys and girls.

D. Instruments and Data Collection Technique

Qualitative data can be obtained through observations, interviews, questionnaires, phone calls, personal and official documents, photographs, recordings, drawings, journals, email messages and responses, and informal conversations⁹ The most widely used tools in qualitative research are interviews, document analysis, and observation.¹⁰ There are two basic data-gathering techniques in survey research: interviews and questionnaires.¹¹ The researcher uses observations and interviews to collect the required data research.

An interview is created to collect and compare responses. To determine students' educational background and interpersonal skill in joining online speaking class, this study applies semi-structured interviews to data collection. The overall goal of using semi-structured interviews to collect data is to collect information from key informants who have personal experiences, attitudes, perceptions and beliefs related to the topic of interest.¹² All questions ask based on the theoretical research of the literature review are their educational background and their interpersonal skill in joining speaking class of the use of online learning media in term of learning English. Apart from the interview, students' opinions

⁸ S.R.Myneni, *Legal Research Methodology*, Reprint 3rd edn, Allahabad Law Agency, Haryana 2007, 125.

⁹ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (Boston: Pearson, 2012), 381.

¹⁰ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 220.

¹¹ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 379

¹² Melissa DeJonckheere and Lisa M Vaughn, "Semistructured Interviewing in Primary Care Research: A Balance of Relationship and Rigour," *Family Medicine and Community Health* 7, no. 2 (March 2019): 2, e000057, <https://doi.org/10.1136/fmch-2018-000057>.

on joining speaking class in online learning media are also considered to determine the results of the study.

In this study, the researcher uses three techniques; observation, interviews, and documentation.

1. Observation

Observation is a basic method for gathering data in qualitative research that entails more than just "hanging out".¹³ Providing a record of behavior is actually occurring that is the most obvious advantage of systematic observation. Even in in-depth interview studies, observation is important because the researcher notes the interview partner's body language and affect, tone of voice, and other paralinguistic messages, in addition to words.¹⁴ There are several advantages and disadvantages to using observation for data collection. Observation may allow the researcher to determine whether what is said corresponds to actions or may reveal subtleties that are outside the person's consciousness or that the person cannot articulate.¹⁵

In this study, researcher observes how students experience the process of teaching and learning English in joining online speaking class. Especially, the impact of students' educational backgrounds and interpersonal skills of online learning media towards speaking skills and describe its implementation. Researcher observes English teaching and learning activities through multiple online learning media such as Google Meet and Zoom.

2. Interview

An interview is an important way for a researcher to use to verify or refute the impressions gained through observation. The goal of conducting interviews is to discover what is on people's minds, what they believe or

¹³ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 431.

¹⁴ Catherine Marshall and Gretchen B. Rossman, *Designing Qualitative Research*, Sixth edition (Los Angeles, California: SAGE, 2016), 143.

¹⁵ Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 43

how they feel about something.¹⁶ There are four types of interviews: structured, semi-structured, informal, and retrospective. In this study, the researcher uses semi-structured interview to collect data from both tutors and students. Not only students but also the researcher interviews the students' parents and the tutor. The semi-structured interview is essentially a casual conversation that allows the qualitative researchers to inquire into something that has presented itself as an opportunity to learn about something at the research setting.¹⁷ Researcher has a set a various of questions ready to ask participants to guide the conversation about who, what, where, when, why, and how to discuss. It means, researcher has no shortage of questions that may enhance their understanding of what happening in the research setting.

3. Documentation

A document is an artefact which has as its central feature an inscribe text.¹⁸ Documents contain text (words) and images that have been recorded without a researchers's intervention.¹⁹ From the definitions above, can be concluded that documentaion is one of the techniques used to obtain data from the document and written materials. In this study, researcher collects students names, tutor names, WhatsApp group screenshot, Zoom, E-book, course's visions and missions.

¹⁶Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012), 450-451.

¹⁷ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (Boston: Pearson, 2012), 386

¹⁸ John Scott, *A Matter of Record: Documentary Sources in Social Research* (Cambridge, UK : Cambridge, MA, USA: Polity Press ; B. Blackwell, 1990).

¹⁹ Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (August 3, 2009): 27, <https://doi.org/10.3316/QRJ0902027>.

E. Research Data Validity

Data in qualitative study can be classified as good data if it is valid. One of the strengths of qualitative research is its ability to determine whether the findings are correct from the perspective of the research, the participant, or the readers of an account.²⁰ According to Creswell, there are eight primary strategies to classify the validity of data, those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use a rich, thick description to convey the findings.
4. Clarify the bias the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

The researcher employs triangulation in this study. Louis Cohen, et al defined triangulation as the use of two or more data collection methods in the study of some aspect of human behaviour.²¹ The purpose of triangulation is to collect, analyze, and merge results to better understand a research problem.²² Researcher compares interviews with students, an English tutor, and the owner of the course. In addition, Louis Cohen, et al stated that there are six types of triangulation and their characteristics²³, stated as follows:

²⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014).

²¹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed (London ; New York: Routledge, 2007).

²² Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 562

²³ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed (London ; New York: Routledge, 2007).

1. Time triangulation: this type attempts to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs.
2. Space triangulation: this type attempts to overcome the parochialism of studies conducted in the same country or within the same subculture by making use of cross-cultural techniques.
3. Combined levels of triangulation: this type uses more than one level of analysis from the three principal levels used in the social sciences, namely, the individual level, the interactive level (groups), and the level of collectivities (organizational, cultural or societal).
4. Theoretical triangulation: this type draws upon alternative or competing theories in preference to utilizing one viewpoint only.
5. Investigator triangulation: this type engages more than one observer, data are discovered independently by more than one observer.
6. Methodological triangulation: this type uses either the same method on different occasions, or different methods on the same object of study.

Based on the explanation above, the researcher uses methodological triangulation. It is well-known in the qualitative research community that researcher does not focus on a single source of evidence, such as interviews, assessments, or research instruments.

F. Data Analysis Technique

The researcher uses qualitative study. After collecting data, the field research is over and the researcher should focus solely on the task of data analysis. To analyze the data, researcher uses qualitative descriptive data to analyze. Researcher starts with large datasets that represent many things and then try to narrow them down to smaller, more important groups of data that are important. One approach to analysis is to repeat three iterative steps: reading/memoing, describing

what is going on in the setting, and classifying research data.²⁴
The data procedures are described bellow:

1. Reading/Memoing

To get a sense of data, the first step in analysis is to read and write memos about all field notes, transcripts, and observer comments. To begin, find a quiet place and plan to read through the data for a few hours at a time.

2. Describing

The next step is to describe, which entails developing thorough and comprehensive descriptions of the participants, the setting, and the phenomenon being studied to convey the rich complexity of the research. The descriptions are based on the observations, interview data, field notes, and artefacts you gathered. The goal of this step is to provide a narrative picture of the setting and events that occur in it so that you can understand the context in which you are studying.

3. Classifying

The process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form is known as qualitative data analysis. Typically, qualitative data is broken down through the process of classifying or coding; the data is then categorised. A category is a classification of ideas or concepts; categorization, on the other hand, is process of grouping data into themes. Categories are formed when concepts in the data are examined and compared to one another and connections are made.

G. Research Ethical Considerations

Ethical concerns are present in all types of research. The research process creates conflict between the goals of research, which are to make generalisations for benefits of others, and the rights of participants to privacy.²⁵ Ethical

²⁴ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (Boston: Pearson, 2012), 467.

²⁵ Angelica Orb, Laurel Eisenhauer, and Dianne Wynaden, "Ethics in Qualitative Research," *Journal of Nursing Scholarship* 33, no. 1 (March 2001): 93, <https://doi.org/10.1111/j.1547-5069.2001.00093.x>.

considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Perhaps the most fundamental and important ethical issues in research concern participants' protections, which requires that research participants not be harmed in any way (physically, mentally, or socially) and that they participate only if they freely agree to do.²⁶

Every researcher has a fundamental responsibility of to do everything in his or her power to protect research participants from physical or psychological harm, discomfort, or danger that may arise as a result of research procedures. This is possibly the most crucial decision of all.²⁷

Firstly, all participants in the online speaking class will be provided with comprehensive information about the research objectives, data collection methods, and data usage. Informed consent will be sought voluntarily, and participants will be given the option to withdraw without negative consequences. Secondly, participants' personal data, including identities, will be securely stored and accessed only by authorized research team members. The use of codes or anonymous identification will be implemented to protect participant privacy.

Thirdly, if there are groups of participants considered vulnerable, such as students with special needs, their participation will be approached with full respect, and additional support will be provided if needed. Fourthly, steps will be taken to minimize potential biases in the design and data analysis, and to avoid interpretations that may disadvantage or disparage specific groups. Fifthly, research integrity will be maintained by committing to honest and accurate research methods. Sixthly, this research will comply with all regulations and policies applicable at BI English Course and related institutions. Seventhly, data management

²⁶ L. R. Gay, Geoffrey E. Mills, and Peter W. Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (Boston: Pearson, 2012), 19.

²⁷ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2012), 63

will be conducted carefully, and options for data deletion will be provided for participants who request it after the research is completed. Finally, post-research, participants will be informed about the research findings and their impact on their learning, as well as given the opportunity to ask questions or voice concerns.

