

CHAPTER III RESEARCH METHODOLOGY

A. Research Method

The approach of this research is descriptive qualitative approach. Qualitative studies are a distinctive form of education and social science study that can provide vivid, richly illustrated accounts of human experience.¹ The goal is a holistic image and depth of interpretation rather than a numerical analysis of the results.² So, this study focuses on the students' perspectives about various learning media used by them and its obstacles. Creswell believes that qualitative research is a media to explore which means of every individual or organism that has associated with issues associated with the society.³ The interviewer is the best tool used for data collection in qualitative research which focuses on the measurement of variables such as weights, tests, interpretation checklists, and questionnaires.⁴ In addition, descriptive analysis relies on a systematic and precise explanation based on the details of a given object.⁵

Regarding the explanation above, there is five purposes of qualitative research:⁶

1. Understanding the meaning of the participants in the research of the events, situations, and actions involved with and the accounts of their life.

1 David A. WALKER DONALD ARY, LUCY CHESER JACOBS, Christine K. SORENSEN, *Introduction to Research in Education*, 0 ed. (USA: Wadsworth Cengage Learning, 2014).

2 DONALD ARY, LUCY CHESER JACOBS, Christine K. SORENSEN.

3 Jogn W. Creswell, *Research Design*, 3rd ed. (California: SAGE Publications, Inc, 2009).

4 DONALD ARY, LUCY CHESER JACOBS, Christine K. SORENSEN, *Introduction to Research in Education*.

5 Suryana, *Metodologi Penelitian Model Praktis Penelitian Kuantitatif Dan Kualitatif* (Universitas Pendidikan Indonesia, 2010).

6 Joseph A Maxwell, "Qualitative Research Design : An Interactive Approach," 2016.

2. Understanding the particular context within which the participants' act and the influence that this context has on their actions.⁷
3. Identifying unpredictable phenomena and influences, and creating new grounded theories.⁸
4. Understanding the process by which events and actions take place.⁹
5. Developing causal explanations.¹⁰

B. Research Setting

The research was conducted at the MAN 2 Kudus in academic year 2019/2020. It's located at Mijen Street, Mijen, Prambatan Kidul, Kaliwungu district, Kudus City, Central Java. This school was chosen based on consideration that MAN 2 Kudus used various media in the English online learning tool during pandemic COVID-19. Moreover, since the researcher will observe students' perspectives, the age of the students in this school is the period a person encounters puberty and starts to dare to speak his mind, the students in this school have high accomplishments, which this school conducts very strict recruitment. Not just that, but the students of this school join Kennedy-Lugar Youth Exchange Students (KL-YES) in the United States.¹¹ Some students also join student exchange held by Bina Antarbudaya Pusat at US Enterprise High School.¹²

For this study, the researcher works with Assistant Principal of Academic Affairs and Curriculum, English

7 Maxwell.

8 Maxwell.

9 Maxwell.

10 Maxwell.

11 JFC, "MAN 2 KUDUS BERKUNJUNG KE NEGERI PAMAN SAM," 2017, <https://web.man2kudus.sch.id/2017/07/31/man-2-kudus-berkunjung-ke-negeri-paman-sam/>.

12 UGIK WEPE, "Pengalam15an Hafizh Khasyi, Siswa MAN 2 Kudus Ikuti Pertukaran Pelajar Sempat Rasakan Berpuasa Di Amerika," 2018, <https://radarkudus.jawapos.com/read/2018/06/21/82011/pengalaman-hafizh-khasyi-siswa-man-2-kudus-ikuti-pertukaran-pelajar>.

teacher, and choose student randomly. The research was conducted online on Google Meet and offline at school but follow safety guideline.

C. Research Participants / Subjects

1. Population

According to L.R. Gay, the population is a category of interest to the researcher, the group to which he or she would want the findings of the analysis to be generalized.¹³ The students of MAN 2 Kudus will be the object of research; it means that the result on the findings of the research will only apply to the students of MAN 2 Kudus. The target population of the research is students of MAN 2 Kudus in the academic year 2020/2021. In addition, the researcher works with Assistant Principal of Academic Affairs and Curriculum, and an English teacher.

2. Sample

A good sample is one that is representative of the general population from which it was selected, and the selection of a representative sample is not a random process.¹⁴ Several techniques for selecting a sample are relevant, and selection depends on the situation, as the techniques do not all provide the same level of assurance as concerning representativeness. For this study, researcher involves 2 students from language class because they have more class for English.

D. Instruments and Data Collection Technique

Qualitative researchers usually collect various data forms, such as interviews, findings, and records,

13 Peter Airasian L.R. Gay, Geoffrey E. Mills, *Educational Research*, 10th ed. (Pearson, 2012).

14 L.R. Gay, Geoffrey E. Mills.

rather than focus on a single data source.¹⁵ Two techniques were used to gather the data required for this research; observations and interviews. A semi-structured interview was performed to explain some of the questionnaire details. Two students engaged in the interviews. The interviewer made sure that the interview included accurate information on students' attitudes.

An interview was created using for collecting and comparing responses. All the questions are asked on the basis of the theoretical research in literature review that is their experience of the use of various online learning media in terms of learning English. Apart from the interview, students' comments on various posts in various online learning media were also taken into consideration for finding the result of the research. At times, while using it, they shared their problems and posted those problems on the stream (timeline) of online media. Those problems were also noted carefully and used as the instruments of the research.

In this research, the researcher's using three techniques, observation, interview, and documentation.

1. Observation

Observation is the systematic description of the events, behaviors, and artifacts of a social setting.¹⁶ Observation is a foundational and very important method for all qualitative investigations. It is used to discover complex interactions in natural social contexts. Observation plays an important role even in studies using in-depth interviews, as the researcher notes the body language and impact of the interview

15 Nancy Arsnault Gary Anderson, *Fundamentals of Education Research, Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis*, 2nd ed., vol. 53 (Pennsylvania: Falmer Press, 2015), <http://publications.lib.chalmers.se/records/fulltext/245180/245180.pdf>
<https://hdl.handle.net/20.500.12380/245180>
<http://dx.doi.org/10.1016/j.jsames.2011.03.003>
<https://doi.org/10.1016/j.gr.2017.08.001>
<http://dx.doi.org/10.1016/j.precamres.2014.12.0>

16 Gretchen B. Rossman Catherine Marshall, *Designing Qualitative Research*, 6th ed. (California: SAGE Publications, Inc, 2016).

partner, voice tone, and other paralinguistic messages, in addition to words.¹⁷

The main purpose of observation are:

- a. Collection of data and knowledge on a phenomenon, either in the form of events or behavior, whether actual or artificial.¹⁸
- b. Measure the behavior of the classroom (teacher and learner behavior), the relationship between learners and instructors, and the variables that may be noticed by others, in particular social skills.¹⁹

In this research, the researcher observes students to know the English teaching and learning process amid pandemic COVID-19, especially students' perceptions towards online learning media and describe its implementation. The researcher observes the English teaching and learning activities in several online learning media such as E-learning from Ministry of Religious Affairs (Kemenag), Google Meet, WhatsApp, and YouTube.

2. Interview

The interview is a particular method of acquiring sample results. Rather than have respondents read questionnaires and enter their own answers, researchers have interviewers ask the questions verbally and report the responses.²⁰ The researcher conduct a semi-structured interview. A semi-structured interview is structured around common questions and topics that have been pre-declared.²¹ While the inclusion and order of the questions and subjects discussed are at the

17 Catherine Marshall.

18 Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: PT. Remaja Rosda Karya, 2011).

19 Arifin.

20 Lance W. Roberts Earl Babbie, *Fundamentals Of Social Research*, 4th ed. (Toronto: Wadsworth, Cengage Learning, 2018).

21 Earl Babbie.

interviewer's discretion, semi-structured interviews usually discuss much of the same topics in roughly identical ways across cases. They are seven stages in a complete interviewing process:²²

- a. Thematising: clarifying the intent of the interviews and the topics to be discussed.
- b. Designing: laying out the steps you'll take to achieve your goal, with a consideration of the ethical aspect.
- c. Interviewing: conducting the real interviews.
- d. Transcribing: giving a written transcript of the interviews.
- e. Analyzing: trying to determine the meaning of gathered materials in relation to the study's aim.
- f. Verifying: testing the materials' dependability and validity.
- g. Reporting: telling others what you've learned.

3. Documentation

Documentation can be a reliable source of insight in qualitative analysis. Sugiyono indicated that the documents and the image should be written by someone who could be used to collect evidence.²³ Based on definition above, it can be stated that documentation is one of the techniques used to obtain the data from the document and written materials. In this research, researcher takes documents related to the students names, interviewed school's academic community, lesson plans (RPP), WhatsApp group screenshot, Google meeting class, E-learning from Ministry of Religious Affairs (Kemenag), Schools' visions and missions, organizational structure.

²² Earl Babbie.

²³ Sugiyono, *Memahami Penelitian Kualitatif* (CV Alfa Beta, 2005).

E. Research Data Validity

According to Sutopo, there are four types of triangulation techniques²⁴:

1. Data triangulation, which includes determining the reality of knowledge using a variety of data collection methods and sources.
2. A triangulation investigator collects and analyzes data with the help of several people.
3. Methodological triangulation, which entails comparing data or knowledge in various ways.
4. Theoretical triangulation: A formulation of knowledge or a thesis argument is the end product of qualitative analysis. The data is then compared to the related theory's viewpoint in order to avoid individual researcher bias in the results or conclusions reached.

In this research, the researcher used methodological triangulation. It is commonly understood in qualitative research circles that researchers do not focus on any single source of evidence, whether it is an interview, evaluation or survey instrument. For this purpose, the importance of qualitative analysis lies in its multi-instrument methodology, or triangulation. Triangulation is the process of using various approaches, data collection techniques and data sources to get use a more full view of the subject under analysis and to cross-check details.²⁵ Triangulation also helps to eliminate bias and can help detect errors or anomalies in researcher's discovery.²⁶ The researcher compared interviews from students, English teacher, and Assistant Principle of Academic Affairs and Curriculum.

F. Data Analysis Technique

The qualitative researcher starts the interpretation of the data from the initial interaction with the participants and continues the interaction and analysis throughout the

24 H.B. Sutopo, *Metodologi Penelitian Kualitatif (Dasar Teori Dan Terapannya Dalam Penelitian)* (Surakarta: Sebelas Maret Press, 2006).

25 L.R. Gay, Goeffrey E. Mills, *Educational Research*.

26 Gary Anderson, *Fundamentals of Education Research*.

whole study. Once the data has been compiled, the romance of fieldwork is done and the researcher focus entirely on the task of data processing. The researcher thoroughly analyze each piece of information to strive to make sense of the data as a whole, drawing on the observations and insights obtained through data collection.

According to L.R. Gay et,al.,²⁷ there are some data analysis procedures; they are:

1. Reading or memoing

The first step in the research is to read and write memos on all field observations, transcripts, and observational notes in order to get an initial understanding of the results. To begin with, find a quiet place and prepare to spend a few hours reading through the details.

2. Describing

The next step, describing, includes developing a detailed and concise overview of the participants, the environment and the phenomena investigated in order to express the rich complexity of the study. The explanations are focused on your impressions, interview details, field notes and objects. The purpose of this phase is to provide a narrative image of the environment and events that take place in it so that you can appreciate the context in which the research is taking place. Attention to the context of re-search is a common and important concept in qualitative study since the context affects the behavior and interpretation of the participants.

3. Classifying

Qualitative data processing is a method by which data is broken down into smaller units, their import is defined and the related units are grouped together in a more

27 L.R. Gay, Goeffrey E. Mills, *Educational Research*.

general, empirical form. Qualitative data is usually broken down by the classification or coding process; the data is then classified. A category is the classification of ideas or concepts; the categorization, then, is the sorting of details into themes. When concepts in the data are analyzed and compared and links are identified, categories are created.

G. Research Ethical Considerations

Ethical issues are essential in all areas of study, concerns are becoming more relevant in qualitative research, especially with regard to the involvement of vulnerable groups of participants. It is the duty of the qualitative researcher to ensure that participants have the right of choice to participate in the research, to protect the privacy of participants in the recruiting and dissemination process, and to encourage clear and truthful reporting of findings without deceiving readers.²⁸

Careful assurance from the researcher that there is still a lurking risk of harm to the researchers in a naturalistic field study.²⁹ Anonymity will never be ensured, if only because it is not completely in the jurisdiction of the researcher. Once students fill out the Consent Form, whatever is in the Form has the ability to become public and is correctly or incorrectly assigned to each student. The researcher, however, wishes to alert our readers that ethical questions are never easy. Careful foresight in preparation and vigilant watchfulness in practice was responsible for the decision to conduct qualitative study.³⁰

28 Siti Roshaidai and Mohd Arifin, "Ethical Considerations in Qualitative Study," no. August (2018).

29 Lawrence F Locke, Waneen Wyrick. Spirduso, and Stephen J Silverman, *The Art of Case Study Research [Soundtrack]*, 2007, <http://www.amazon.com/The-Art-Case-Study-Research>

30 Locke, Spirduso, and Silverman.