

CHAPTER 3

RESEARCH METHOD

This chapter presents about the research design, research focus, population and sample, and research instrument, validity of research, technique of data analysis, and procedure of the research.

3.1 Research Design

In this research, the writer used a qualitative descriptive design and aimed to analyze students' perceptions on English Online Learning. Qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed.

Walidin et al (2015:76) stated that qualitative research is research that aims to gain a deep understanding of human and social problems, not describing the surface part of reality as quantitative research with positivistme. A qualitative description design is particularly relevant where information is required directly from those experiencing the phenomenon under investigation and where time and resources are limited.

3.2 Research focus

The main problem that examined in the focus of this research was students' perceptions of online learning at Eleventh grade students of SMA N 1 Bangsri. The focus of this research consisted of 2 parts, 1) What are students' perceptions toward English Online Learning during Covid-19 pandemic. 2) What are the strength and weakness of English Online Learning during Covid-19 pandemic.

3.3 Population and Sample

Helaluddin and Wijaya (2019: 60) explained that the population is defined as a generalization area consisting of objects or subjects that have certain qualities and characteristics. The population of this research were the eleventh grades students of SMA N 1 Bangsri which consists of 136 students.

Sample is a smaller set of data that a researcher chooses or that are selected from a larger population by using a pre-defined selection method. Furthermore, Taherdoost (2016:20) stated that sampling in research can be used to make conclusions about a population or to make generalizations in relation to existing theories. In general, sampling techniques can be divided into two types as follows:

a. Probability or random sampling

Probability sampling means that each item in the population has an equal chance of being included in the sample.

- 1) Simple random sampling, means that each population case in the study has the same probability of inclusion in the sample.
- 2) Systematic sampling, sampling where each nth case after a random start is chosen.
- 3) Stratified random sampling, when the population is divided into strata or into subgroups and random samples are taken from each subgroup.
- 4) Cluster sampling, where the entire population is divided into groups.
- 5) Multi-stage sampling, the process of moving from a broad sample to a narrow sample, using a step-by-step process.

b. Non probability Sampling

Non probability sampling in a study is often associated with case study research designs and qualitative research.

- 1) Quota sampling, non-random sampling technique where in the study participants are selected based on characteristics that have been determined by the researcher so that the total sample will have the same distribution of characteristics with a wider population.
- 2) Snowball sampling, non-random sampling method in research that uses several cases to help encourage other cases to take part in this study, thereby increasing sample size.
- 3) Convenience sampling, in research the researcher choose participants because they are often available and easily available.
- 4) Purposive or judgmental sampling, a strategy whereby certain participants or regulatory events are deliberately chosen to provide important information that cannot be obtained from other options.

In this research, the researcher used systematic sampling because it is popular with researcher and simplicity. Within systematic sampling, as with other sampling methods, a target population must be selected prior to selecting participants. Population can be identified based on any number of desired characteristics that suit the purpose of the study being conducted. Some selection criteria may include age, gender, race, order, location, education level and proffession. In this research, researcher used the number of absence. The researcher took 30% of the total number of students in social class.

Eleventh Social Class	Population	Sample
Social Class 1	34	10
Social Class 2	34	10
Social Class 3	34	10
Social Class 4	34	10
Jumlah	136	40

The sample of this research were 40 students from 4 class of social class who selected by systematics random sampling technique. In the sampling technique, the researcher conducted sampling by selecting students randomly based on the number of absence. Social class consisted of 4 classes and each class consisted of 30 students. So, to get 40 students the researcher had to take 10 students each class. The researcher took students by the number of absences which included in multiple of 3. And obtained the result of multiplying 3 with the absent number including 3,6,9,12,15,18,21,24,27,30. Based on the result of calculations, researcher got data from the sample as follow:

Number	Initial of Students	Class
1	AA	XI IPS 1
2	FRA	XI IPS 1
3	MR	XI IPS 1
4	DPA	XI IPS 1
5	APA	XI IPS 1
6	SDR	XI IPS 1
7	VE	XI IPS 1
8	WI	XI IPS 1
9	RA	XI IPS 1
10	ZN	XI IPS 1
11	DM	XI IPS 2
12	A	XI IPS 2
13	FM	XI IPS 2
14	HK	XI IPS 2

15	FDU	XI IPS 2
16	RAP	XI IPS 2
17	RNA	XI IPS 2
18	SJRA	XI IPS 2
19	SAA	XI IPS 2
20	WW	XI IPS 2
21	GW	XI IPS 3
22	IN	XI IPS 3
23	AK	XI IPS 3
24	LES	XI IPS 3
25	MIS	XI IPS 3
26	MSW	XI IPS 3
27	NS	XI IPS 3
28	SYNL	XI IPS 3
29	ASG	XI IPS 3
30	APM	XI IPS 3
31	BWSP	XI IPS 4
32	CAW	XI IPS 4
33	DRRS	XI IPS 4
34	LHM	XI IPS 4
35	MM	XI IPS 4
36	NLC	XI IPS 4
37	RAZP	XI IPS 4
38	SN	XI IPS 4
39	SAA	XI IPS 4
40	YP	XI IPS 4

3.4 Technique of Data Collection and Research Instrument

The instrument of this research were observation sheet, questionnaires sheet with closed question and interview sheet.

Observation is a systematic observation and recording of the phenomena being investigated. Observations that will be carried out in this research are direct activities to the place / location of the research in order to obtain data about the research subject. In this research, researcher used observation sheet that have been used in the

classroom when the teacher was teaching students by online. There are several aspects that observed by researcher including :

1. Curriculum
2. Syllabus
3. Lesson Plan
4. Learning Process includes material presentation, method, media, time, language, skills, questioning, and evaluation.

Questionnaire is an investigation carried out by sending a questionnaire to respondents who have been determined and after being filled out the questionnaire is returned to the researcher. Cohen et al. (2007:321) explained that there are types of questionnaire items, as follows:

a. Closed questions

In a closed question, the researcher determines the range of responses that the respondent can choose from. Closed questions are structured and useful because they can produce frequency responses that can be received by treatment and statistical analysis.

b. Open-ended questions

Open-ended questions are useful if the possible answers are unknown or the questionnaire is exploratory. This questions allow participants to write using their own terms, explain and fulfill the response requirements and avoid predetermined categories of responses.

The researcher used closed question of questionnaire. Because it could make students easy to answer by rate the questions. Based on

researcher's experience when conducted the Teaching Practice in the last semester, researcher found that students could answer question by speaking. But when researcher asked them to write their opinion, they confused and did not know how to express their opinion through writing. There are several procedures performed by researchers during the research. The procedures are:

1. The researcher prepared the instruments to collect the data.
2. The researcher made the questionnaire. The questions in a questionnaire were about students' perception toward English Online Learning.
3. After that, the questionnaire needed to get the validity from the expert of this research
4. The researcher shared the questionnaire to the participants.
5. After researcher were getting the data, the researcher analyzed the data and explained it descriptively with made the conclusion as the result of the research.

Interview in qualitative research is a conversation where questions are asked to elicit information. The interviewer is considered a part of the measurement instrument and has to be well trained in how to respond to any contingency. In this research, researcher used semi-structured interview as an interview method. The researcher choosed this type of interview because the questions could be developed by the participants based on their opinion. Interview conducted by researcher to get informations from the teacher and also students. In this research, the researcher asked the teacher about Online Learning and for students interview questions were taken from the questionnaire, with additional questions to support the data obtained.

Interview guidelines can be seen in the appendix. The technique used were recording, rewriting, summarizing, and analyzing data. In conducting interviews, Indonesian was used to facilitate tenth-grade students answering questions. After that, the researcher translated the results of the interview in English. There were twelve students and a teacher interviewed who participated in this research.

3.5 Validity of Research Data

In this research, the researcher used methodological triangulation. Triangulation is essentially a multimethod that had been conducted by researchers when researcher were conducting research, data collection, and analysis.

Sutopo (2006) as quoted in Walidin et al. (2015:142) explained that there are four kinds of triangulation techniques, as follows:

1. Data triangulation, exploring the truth of information certain through various methods and sources of data acquisition.
2. Triangulation investigator, done by using more than one person in data collection and analysis.
3. Methodological triangulation, done by comparing information or data in different ways.
4. Theoretical triangulation, the final result of qualitative research is a formulation of information or a thesis statement. The information is then compared with the perspective of the theory that is relevant to avoid the individual researcher bias over the findings or conclusions produced.

In triangulation, through various perspectives or views, it is expected to get results that are close to the truth. In this research, from the four types of triangulation

techniques above the researcher validated the data used the first technique, which explored the truth of certain information through various methods and sources of data acquisition. The researcher compared the data that has been collected from observation, questionnaires and interviews.

3.6 Data Analysis Technique

Data analysis is an attempt to break down a problem or focus of study into parts so that the structure and order of the form of something decomposed appear clearly visible and easily digested or captured in meaning.

Walidin (2015:46) explained how to process/analyze data, as follows:

1. Descriptive analysis, which is the data that has been obtained by the researcher is then translated into sentences by describing the actual situation.
2. Comparative analysis, which is the data translated by the researcher into sentences by comparing one data with other data that is related.
3. Predictive analysis, which is the data translated by the researcher into sentences to estimate what will happen in the future based on existing data.
4. Causal analysis, which is the data translated by the researcher into sentences to explain the causal relationship.

In this research the researcher used descriptive analysis of qualitative. And the stages/ techniques in analyzing data, as follows:

a. Data reduction

The data reduction stage was the stage of reducing or simplifying the data so that it could fit the needs and of course it was easy to obtain information. In this research data obtained from interviews, questionnaire, direct observations in the field

certainly have a complex form. All data that has been obtained were grouped into very important, less important, and unimportant data.

Data that was included in the unimportant data group was safe to be discarded or not being used. Researchers discard data which less important, then only leaved data which important.

b. Data display

As the name implies, at this stage the researcher presented data that has been reduced or simplified in the previous stage. The form of data presentation was presented in various forms in the form of graphs, charts, pictograms, and other forms. So that the data could be more easily conveyed to others. It also contained clear information and readers could easily got information.

c. Conclusion

Data that has been compiled and grouped was presented with a technique or pattern and drawn the conclusions.

This conclusion became the information presented in the research report and was placed in the closing section. Namely in the conclusion section, so that the readers of the research report could find these conclusions. The process of drawing conclusions could only be done when all the varied data had simplified, compiled or displayed with certain media, then it could be understood easily.

3.7 Procedure of Qualitative Research

a. Identify the problem

A problem is a condition that causes a person to wonder, think, and try to find the truth. The phenomenon of this problem occurs because something that is

expected, thought about, and feels is not the same as reality, resulting in challenging questions to find answers. On the basis of the principle of the problem, in identifying the problem can arise questions related to whether, why, and how. In this research, researcher identified problems by revealing all problems related to the field to be studied.

b. Restricting the problem

In qualitative research it is often called the focus of research. A number of identified problems were studied and considered whether they needed to be reduced or not. The considerations, among others, are based on the breadth of the study scope. Limiting the problem is an important step in determining research activities. Limiting the problem in this research was done by asking a number of questions, including:

- √ Can the problem be developed for research?
- √ Is there any data or information that can be collected to find answers to selected problems?
- √ Are the problems and solutions useful?
- √ Is the problem new and current?
- √ Has anyone solved the problem?
- √ Is the problem worth researching by looking at the researcher's ability, access to information, and the availability of funds and time?

c. Determination of research focus

Establishing focus means limiting research. By setting the focus of the problem, it means that the researcher has limited the field of research, which means

limiting the field of findings. Establishing focus means establishing criteria for research data. Researchers can reduce data that is not relevant to the research focus. It should be noted that in qualitative research, it is possible to determine the focus of new research conducted and confirmed when the researcher is in the field. This can happen if the focus of the problem has been well formulated, but once it is in the field it is impossible to conduct research so that it is changed, replaced, refined or diverted. Researchers have the opportunity to refine, change, or increase the focus of the research. The focus of this research consisted of 2 parts, 1) What are students' perceptions toward English Online Learning during Covid-19 pandemic. 2) How are students' motivations toward English Online Learning during Covid-19 pandemic.

d. Collecting of Data

At this stage what needs to be fulfilled are the research design or scenario, selecting and setting research settings, administering permits, selecting and assigning informants (data sources), determining data collection strategies and techniques, and preparing research facilities and infrastructure. Data collection was done by meeting the data source. Things that need to be considered when collecting data is creating a good relationship between the researcher and the data source. In this research, researcher collected data by observation, interviews and questionnaires.

e. Processing and meaning of data

Qualitative data analysis, which included processing and interpreting data, begins when the researcher entered the field. Furthermore, the same thing was done continuously at the time of collection until the end of data collection activities repeatedly until the data was saturated (no new information is obtained). In this

research, the results of data analysis and interpretation developed, changed and shifted according to developments and changed in data found in the field.

f. Emerging theory

The role of theory in qualitative research differs from that of quantitative research. In qualitative research, theory is not used to build a frame of mind in formulating hypotheses. Qualitative research worked inductively in order to find hypotheses. Theory serves as a tool and serves as an objective function. Theory as a tool means that with existing theories the researcher could complement and provided information about the phenomena that they encountered. Theory as a goal implied that research findings could be used as a new theory.

g. Reporting of research results

The research report is a form of the responsibility of the researcher after the research data collection activities are declared complete. So, after the researcher got the complete data, the researcher reported the result correctly and could be justified.