

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

According to Wahyuni (2015,p.2) as cited in Holloway (1997, p.2) in the qualitatif research was a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world which they live. A number of different approaches exist whithin the wider fremework of this type of research, but most of these had the same aim: to understand the social reality of individuals, groups, and cultures. Researcher used qualitative approaches to explore the behavior, perspectives and experiences of the people they studied. The basis of qualitative research was in the interpretative approach to social reality.

Wahyuni (2015, p.2) stated that qualitative reserach, also called naturalistic inquiry, developed whithin the social and human sciences and refers to theories on interpretation (hermenutics) and human experience (phenomenology). They included various starategies for systematic collection, organization and interpretation of textual material obtained while talking with people through observation. The aimed of such research was to investigate the

meaning of social phenomena as experiences by the people themselves. (Maltreud, 2001, p.398).

Wahyuni (2015, p.2) stated that qualitative research could provide further understanding of a subject and its contextual setting; provide explanation of reasons and associations; evaluate effectiveness; and aid the development of theories or strategies.

In this research, the researcher used descriptive qualitative research because the researcher intended to know the real factors that make students got in using google classroom in writing to develop their critical thinking based on the Cottrell's theory. Through qualitative research model the writer might be able to collect the data to answer the problem above because qualitative model could facilitate to analyze the using of Google Classroom in the class.

This study would be aimed to describe the tenth Accountant 1 and 2 students of SMKS Bina Banua Banjarmasin.

## **B. Research Setting**

This research took place at SMKS Bina Banua Banjarmasin. Especially in tenth class of Accountant 1 and 2.

Table 1

<b>Class/Major</b>	<b>X</b>	<b>XI</b>	<b>XII</b>	<b>Total</b>
Accountant	2	2	2	6
Marketing	1	1	1	3

TKJ	2	2	2	6
UPW	1	1	1	3
Graphic Design	1	1	1	3
Broadcasting	1	1	1	3
Total	8	8	8	24

### C. Participants

#### 1. Population

The population of the study was SMKS Bina Banua Banjarmasin. It had 6 majors such as; Akuntansi, Design Grafis, Broadcaster, Usaha Perjalanan Wisata, Teknik Komputer Jaringan, and Pemasaran, thus, there were 676 students.

Table 2

Class/Major	Grade 10			Grade 11			Grade 12			TOTAL		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
<b>Accountant 1</b>	9	25	34	7	25	32	5	30	35	21	80	101
<b>Accountant 2</b>	9	24	33	9	25	34	7	29	36	25	78	103
<b>Accountant</b>	18	49	67	16	50	66	12	59	71	46	158	204
<b>Marketing</b>	18	19	37	13	22	35	15	14	29	46	55	101
<b>TKJ 1</b>	29	8	37	29	3	32	25	9	34	83	20	103
<b>TKJ 2</b>	29	8	37	27	5	32	27	9	36	83	22	105
<b>TKJ</b>	58	16	74	56	8	64	52	18	70	166	42	208
<b>UPW</b>	10	13	23	16	16	32	10	8	18	36	37	73
<b>Graphic Design</b>	8	1	9	17	7	24	4	7	11	29	15	44
<b>Broadcasting</b>	4	5	9	14	9	23	10	4	14	28	18	46
<b>Total</b>	116	103	219	132	112	244	103	110	213	351	325	676

## 2. Sample

The sample of the study was Tenth grades of Accountant 1 and 2 students. In Tenth Accountant 1 there are 43 students and in Tenth Accountant 2 there are 33 students. Arikunto (2006) stated that purposive sampling was the technique of taking samples not based on random, regional or stratum, but based on the existence of considerations that focus on specific objectives. Tonco (p.155) stated that Purposive sampling is a practical and efficient tool when used properly, and can be just as effective as, and even more efficient than, random sampling.

Purposive sampling was used in this study because only X Accountant 1 and 2 use Google Classroom. Tonco (p.151) stated that steps in purposive sampling:

1. Decided on the research problem.
2. Determined the type of information needed.
  - a. Information from every individual in the community was potentially valuable then using random sampling. Time and resources were too limited for random sampling then using purposive sampling with caution.

- b. Information was held by only certain members of the community then using purposive sampling. Information needed a high degree of interpretation regarding cultural significance then using key informants.
3. Defined the qualities the informant(s) should or should not have.
4. Found informants based on defined qualities. First, researched about the area and community. Second, asked for help before going to the site and upon arrival at the site. Third, realized finding informants may be a trial and error process.
5. Kept in mind the importance of reliability and competency in assessing potential informants.
6. Used appropriate data gathering techniques.
7. In analyzing data and interpreting results.

In accordance, what was already in explain, this research would describe about the using of Google Classroom in Accountant class. The researcher would observe how the Accountant students' critical thinking ability in writing of using Google Classroom based on Cottrel's theory. In addition to thus activity also aimed to assess the success of a teacher with learning material in writing especially in writing of the Accountant students.

## **D. Data**

Rahmadi (2011, p.63), Arikunto stated that data was all facts and numbers which could be used as a tool to arrange an information. In this research, the data was students of SMKS Bina Banua grade tenth Accountant 1 and 2 predominantly in writing. Source of data was Senior High School students grade tenth Accountant 1 and 2 of SMKS Bina Banua Banjarmasin and English Teacher, Mrs. Istiqomah, S.Pd.

In addition source of the data got to how was Google Classroom as a media to develop students' critical thinking. It was included students' answers by using Google Classroom to develop critical thinking in writing based on Cottrell's theory and teacher's opinion about using Google Classroom to develop critical thinking.

## **E. Technique Data Collection**

### **1. Observation**

The first method was observation. It was a method of observation directly to the object of research. Researcher used this method to record directly related the process of learning and teaching in the Accountant class especially in writing by using Google Classroom. In accordance with the plan of study that systematically carried out very precisely, so researcher used this method.

In this study, researcher would come to the class and observe what had happened during teaching and learning process while using Google Classroom, especially in writing. The point about researcher's observation is about class' writing session by using Google Classroom to develop students critical thinking based on Cottrell's theory. The researcher took a note to write the activity in Accountant 1 and 2 of SMKS Bina Banua Banjarmasin.

The researcher also joined the media, Google Classroom to observe students' writing during teaching and learning process when using the media. The resercher's indicator of observing Google Classroom was in the chapter II or based on Cotrell's theory.

At least, based on the involvement of the researcher in interaction with the object of her research, there were two types of observations. Those were, the observation and participant observation non-participant. In this study researcher used this type of observation non-participants, researcher did the research in a way directly involved in the interaction with the object of her research.

## **2. Interview**

According to Wahyuni (2015, p.25) interviewing involves asking questions and getting answers from participants in a study. Interviewing had a variety of forms including: individual, face-to-face interviews and face-to-face group interviewing. The asking and answering of questions could be

mediated by the telephone or other electronic devices. In interview, it was assumed that there was a questioner and one more interviewees. The purpose of the interview was to probe the ideas of the interviewees about the phenomenon of interest.

The researcher interviewed by giving sheet of paper and each paper has some questions which students have to answer by writing it and researcher would interview 10 students in Accountant 1 and 10 students in Accountant 2 about using learning media system (LMS) for developing thier critical thinking in writing based on the Cottrell's theory. There were 8 points of characteristics in writing: A sense of audience, clarity, analysis, selection, sequence, best order, group similar points, and signposting. The researcher would interview 10 students for each class based on 8 points above.

The researcher interviewed the teacher about her perception of the activity in teaching learning process by using Google Classroom including by the students based on the theory. The intend of the interview was to gain a deeper understanding from the teacher of students' ability in writing to develop their critical thinking.

The instrument data used the list of questions to interview subject's English teacher and students.

## **F. Data Analysis**



Afrizal (2015,p.178) stated that the obtained data were analyzed by using techniques suggested by Miles and Huberman (1992), which comprised three aspects: data reduction, data presentation/display, conclusion/ verification.

### **1. Data Reduction.**

The method to do for researcher to rewrite the field notes her make. The interview was recorded, then transcribed and rewritten neatly, then the researcher read the entire field notes and sorted out important information, for example writing vocabulary discarding irrelevant data and so on.

For detail it could follow as, after getting the result of the data by observing and interviewing students and teacher, the researcher wrote the situation in the class during teaching and learning process in writing Google Classroom if the students had developed their critical thinking by writing. The researcher would deduct the data such as students who did not have a characteristic of critical thinking in writing based on the theory will not be written at the findings and discussions.

### **2. Data Presentation / Display.**

Drawing conclusion from the mass of data, Miles and Huberman suggested that a good display of data, in the form of tables, charts, networks and other graphical formats was essential. This was a continual

process, rather than just one to be carried out at the end of the data collection. For detail it can follow as:

- a. Transcribing data from audio while interviewing the teacher by using phone to the written data.
- b. Transcribing data from interviewing students by writing on the paper to the findings and discussions.
- c. Interpreting data based on the Cottrel's theory to the research question.

### **3. Conclusion / Verification.**

The conclusion or verification stage was a further stage which at this stage the researcher drew conclusions from the data findings. After the phase three was done, the researcher had research findings based on data analysis which had been carried out on an interview result in SMKS Bina Banua Banjarmasin grade tenth Accountant 1 and 2. The analysis should allow to begin to develop conclusion regarding the study, which developed students' critical thinking in writing. The conclusion of the data should be students' what points that fit in and not to the critical thinking in writing based on 8 points of Cotrell's theory and the teacher's perception about using Learning Management System (LMS) written in Chapter 2.