

## **CHAPTER III**

### **RESEARCH METHOD**

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

According to (Creswell & Poth, 2018) states as follows: Qualitative research is a loosely defined category of research design or models, all of which elicit verbal, visual, tactile, olfactory, and gustatory data in the form of descriptive like field notes, recordings, or other transcriptions from audio and video tapes and other written records and picture or films.

The researcher uses a qualitative method because the variable of research is only one by the subject of the teacher's experience when teaching during a pandemic, especially for English teachers who teach in 3 SMPNs that have been studied. Qualitative research is those in which the description of observation is not ordinarily expressed in the quantitative term. It is not suggested that numerical measures are never used, but that other means of description are emphasized.

This research will used descriptive study. Because, by interviewing the teacher about their experience and observing how they teach their students through online is the most suitable way to get the field data and presenting it in the research. The results of the data found in the field will be described from the results of data exposure so that the results of these findings are found to be the basis for this research.

In this research, the researcher uses three types of instruments. The first is observation, in observation the researcher observes the students and the teacher and how the teacher implements the step of contextual teaching and learning in the class. The researcher could also see the actual condition of the class. The second is interview, after doing the observation the researcher will give some questions about how is the teacher's experience about teaching and teaching-learning process during pandemic.

After finishing all of the types of the instrument and collect the data, the researcher analyzed the data. It can be defined as the process of analyzing the data required from the result of the research. Qualitative data was required from the result of the research.

## **B. Research Setting**

The location of the research is in SMPN 2 and SMPN 18 Banjarmasin which examine the experience of teacher in teaching English during pandemic of COVID-19. It is based on the teacher's experience during COVID-19.

This research was done in one month from June to July 2021. To get other information, the researcher also communicate with the teachers outside of the date through social media.

### **C. Participants / Subject**

The subjects of this research are the English teachers from SMPN 2 and SMPN 18 Banjarmasin. The researcher chooses three English teachers which picked purposively as subjects to fulfilled this research. The object of the research will be the experience of teacher in teaching English through online.

### **D. Data**

Data is the result of a research record in number and fact (Arikunto, 2010), it means that data is a number of facts are found by the researcher. Data in this study only uses primary data. (Ari, 1985) stated that primary data is data that is collected directly from the sample.

(Arikunto, 2010) stated that sources of data are subjects where data comes from. In this, the researcher identified the study by the experiences of the teacher during online teaching-learning process.

The data of this research is collected from the result of observation and interview. The observation guidelines and the questions of interview were adapted from Shulman's theories. As for the source of the data was taken from the result of observing the teacher in teaching online and interviewing the teacher about their experience.

## **E. Technique of Data Collection**

According to (Arikunto, 2010) Instrument is the tool when the researcher uses a method so that an instrument is needed to get the data. There are three ways of collecting data in this research. Those are observation, interview, and documentation (Arikunto, 2010).

The interview is about the experience of teacher in teaching english during online.

### **1. Observation**

Observation aims to observe the subject and object of research so that researchers can understand the actual conditions. Observations are non-participatory, i.e. researchers are outside the observed system. The observation is about the the experience of teacher in teaching English using online strategy to give understanding to the students during teaching-learning process.

The researcher observes the teaching-learning process in online class via Whatsapp, Google Meet, or other apps. This observation done in two weeks in class the teachers teaching on.

## 2. Interview

Sugiyono (2014), defines an interview as a meeting of two or more people to exchange information and ideas through question and answer, so that meaning can be constructed in a topic. With interviews, the researcher will know things that are more in-depth about informants in interpreting situations and phenomena that occur, where this cannot be found through observation. In conducting interviews, the researcher prepares the research instrument in the form of written questions to be submitted and records what was said by the informant, therefore the type of interview used by the researcher belongs to the type of unstructured interview.

In this interview, the researcher interviewed 2 teachers from SMPN 18 Banjarmasin and 1 teacher from SMPN 2 Banjarmasin. This interview done in one meeting in two weeks. The researcher will interview the teachers about their experience when teaching through online during this pandemic.

## 3. Documentation

A document is a record of past events. Documents can be in the form of writing, images, or monumental works of someone (Sugiyono, 2014). Observations were carried out during the research process using

observation sheets. This observation was carried out for 2 weeks for each teacher who had taught based on Google Classroom teaching to students.

The results of research from observations or interviews will be more credible if supported by the relevant documents. This relates to data about the profile of school and teachers in SMPN 2 and 18 Banjarmasin.

According to the data could be classified that in matric of data

Table 3.1 matric of data

No	Data	Source	Data of sources
1.	<p>Content knowledge included</p> <ul style="list-style-type: none"> <li>a. Creation of a relaxed and enjoyable atmosphere in the classroom</li> <li>b. Retention of control in the classroom</li> <li>c. Presentation of work in a way that interests and motivates</li> <li>d. Providing conditions so that pupils understand the work</li> <li>e. Making clear what pupils are to do and achieve</li> <li>f. Judging what can be expected of a pupil</li> <li>g. Helping pupils with difficulties</li> <li>h. Encouraging pupils to raise expectations of themselves</li> <li>i. Development of pupils' personal maturity</li> </ul>	Teacher and students	Interview and observation

	<ul style="list-style-type: none"> <li>j. Teachers' personal talents.</li> <li>k. Considering how planning interacts with the management of classes and lessons</li> <li>l. The management of lesson introductions</li> <li>m. Managing question and answer sessions.</li> <li>n. Building the confidence and trust of pupils</li> </ul>		
2.	<p>General pedagogical knowledge eg classroom control, using group work included that</p> <ul style="list-style-type: none"> <li>a. teachers need to possess relevant CK in order to make appropriate decisions when choosing software.</li> <li>b. Teachers teach across the whole range of subjects and implications for the teacher in this context are considerable.</li> <li>c. They need to continually add to their subject knowledge to keep upto-date with changes in a subject area</li> </ul>	Teacher and students	Interview and observation
3.	<p>Pedagogical content knowledge included that</p> <ul style="list-style-type: none"> <li>a. Distinctive bodies of knowledge for teaching.</li> </ul>	Teacher and students	Interview and observation

	<ul style="list-style-type: none"> <li>b. Represents the blending of content and pedagogy into an understanding of how particular topics,</li> <li>c. Problems or issues are organised, represented,</li> <li>d. Adapted to the diverse interests and abilities of learners, and presented for instruction</li> </ul>		
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## **F. Data Analysis**

Data analysis is an effort that is done by the researcher to embrace the data accurately (Hitchcock & Hughes, 1995). After collecting the data, the researcher analyzed the data. It can be defined as the process of analyzing the data required from the result of the research. Qualitative data was required from the result of the research. Qualitative data was gained from field notes, observation, interview, that is analyzed by data triangulation.

In this research, the writer uses a qualitative approach data analysis technique. The qualitative data of this research is analyzed by using the phenomena of the situation in order to find out the condition of the field research. (Miles & Huberman, 1987) “the activities in data analysis are data reduction, data display, and conclusion drawing/ verification.

1. Data Reduction, the researcher sorts the data to find the related data which can be used for the research. This method is done to find out the results of interviews and observations that have been made and then take data relating to this research related to the problem of the teacher's experience.
2. Data Display, the researcher described the data found. This method is carried out in order to select data that is in accordance with the research so as to raise problems about the practice of teachers when teaching during the pandemic. The data obtained will be given an analysis to match the results of the field findings.
3. Conclusion drawing/ verification preliminary conclusions presented are still tentative and will change if found evidence for supporting the next phase of data collection. The process to obtain this evidence is referred to as verification data. The results of the data obtained will be concluded and discussed then given the final conclusion from the results of research on the experience of teaching teachers during the pandemic and find the field findings that have been obtained from the results of interviews and observations that have been made during the study at SMPN in English Teaching.