

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a descriptive qualitative research approach. Research use descriptive qualitative to describe about what efforts do the teacher do in character building in online classes. Creswell (2014) stated that is a way for examining and analyzing the meaning that individuals or organizations place on a social or human issue. Emerging topics and procedures, as well as data collecting in the participants' surroundings, inductive data processing (moving from particular to broad themes), and interpretations of the data's importance, are all part of the research process.

Creswell (2014) stated that The goal of descriptive qualitative research is to investigate the central phenomena in detail. This study is qualitative descriptive, which was method of data analysis that determines, interprets, and classifies data or information about implementation of character building in the english teaching and learning process in the online class.

B. Research Setting

This research was conducted in 10th grade of MAN 1 Banajrmasin. It is was located at Kampung melayu Darat Street No. 31 Banjarmasin.

C. Subject / Participant

The subject or participant in this research are an english teacher who is teaching in the 10th grade at MAN 1 Banjarmasin.

D. Data and Souch of Data

1. Data

The researcher needs all of the data about what efforts do the teacher do in character building in online classes. The researcher will get the data from observation, interview, and documentation.

2. Source of Data

An English teacher who is teaching in 10th grade students at MAN 1 Banjarmasin will be the source of data for this research. The researcher used the several books and journal related ti this research that will support it.

E. Technique of Data Collection

This is a qualitative data includes the data abaout implementation of caharacter building in the english teaching and learning process in the online class. The researcher will gather the data from observation, interview, and documentation. The research instrument used by researcher are field notes, interview guideline, and document.

1. Obsevation

Researchers observed the activities of teachers and students during the teaching and learning process. Researchers used field notes as research instruments. It collects information on how teachers integrate literature with digital literacy in teaching English in high schools. Researchers also use digital technology and join applications that teachers use when teaching English.

During two months of observed the learning of the WhatsApp group, the researcher got some research data from the group.

2. Interview

Arifin (2012) gave example of interview guideline that contained research problem, research objectives, questions, and question forms. This interview guideline contained a grid of questions to be asked to the teacher. It was an open ended question. Syamsuddin and Damaianti (2009) stated that open ended questions are participant answers the questions deeply.

Then, Arifin (2012) also gave example of interview guideline format that contained aspects interviewed, answers summary, and notes. The researcher interviewed the teacher about what efforts were made by teachers in implementing character building during online class and what were the obstacles faced by teachers when implementing it. This interview guide format contained the teacher's answers to the questions asked by researcher.

3. Documentation

Besides observation and interview, researcher also gathered the data from documentation. Sugiyono (2017) stated that document is a complement to the data collection observations and interviews. In this research, researcher took pictures or screenshot when researcher observing teaching and learning activity with digital technology or learning application. According to Wahyuni (2012), recording the interview process can make data collection more accurate than just write it in note book. So, researcher also recorded the conversation with participant when interviewing them so

that no important information is forgotten or even lost. Then, researcher write down them in result of interview.

F. Data Analysis

1. Data Reduction

According to Rijali (2019) data reduction includes selecting, briefly describing, and categorizing the data collected. Researcher selects important information from the ongoing data collection process until the data is actually collected. Then, researcher describes it one by one and categorizes it based on the object of research. It is about what efforts do the teacher do in character building in online classes and the obstacles faced by teachers when teaching character building in online class in MAN 1 Banjarmasin.

2. Data Display

Researcher presents the data after going through the reduction step so that the researcher can draw conclusion from it. Rijali (2019) states data display can be narrative text, graphic, chart, and matrix. Researcher is going to present the data in the form of narrative text about implementation of character building in the English teaching and learning process in the online class and what efforts do the teacher do in character building in online classes in MAN 1 Banjarmasin.

3. Conclusion

According to Arifin (2012), there are two steps in drawing conclusion on data, making provisional conclusion and final conclusion. First, take provisional conclusion when the data collection process is still ongoing, if the data increases, it is necessary to verify the data, namely by reviewing it and

asking about it for consideration from parties related to this research, such as teacher and students. Second, draw a final conclusion by comparing the respondents' statements and the problems in this study, namely implementation of character building in the english teaching and learning process in the online class and what efforts do the teacher do in character building in online classes in MAN 1 Banjarmasin.