

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a descriptive qualitative research approach. According to Hollis (1994) in Cropley (2019) “the qualitative approach seeks to understand phenomena, whereas the quantitative approach seeks to explain them”. This means that the goal of qualitative research is to describe and analyze the world as it is experienced, interpreted, and understood by people in the course of their everyday lives. It is frequently micro-analytic. It is often (although not always) focused on a specific problem in a specific situation.

The use of descriptive qualitative research because this research aims to know English learning expectations and experiences for junior high school in remote learning during the COVID-19 outbreak.

B. Research Setting

This research was conducted in SMPN 1 Rantau. It was located at Brigjend. H. Hasan Basri street, Rantau Kiwa Village, North Tapin District, Tapin Regency, South Kalimantan Province. The determination of SMPN 1 Rantau is based on the

consideration that the school has students with very diverse backgrounds, from economic to social. Students of SMPN 1 Rantau come from urban areas, suburbs, and from villages that are quite far from SMPN 1 Rantau. The researcher did the research from June 1st 2021 to June 16th 2021.

C. Research Subject

The subject of the study is 8th-grade students in SMPN 1 Rantau. By what is already explained, this study describes English learning expectations and experiences of junior high in remote learning during the COVID-19 outbreak. The consideration of grade 8 as the research subject, because grade 8 students already know the culture and customs that occur at SMPN 1 Rantau. Also, 8th grade students have learned and through remote learning at SMPN 1 Rantau before.

D. Data and Source of Data

1. Data

The data of this research was the the expectations and experiences of 8th-grade students of SMPN 1 Rantau in remote learning during COVID-19 outbreak. This data is collected by interview.

2. Source of Data

The 8th-grade students of SMPN 1 Rantau were the source of data for this research. The students observed while learning to find out their expectations and experiences of learning English toward remote learning. The students had been

interviewed to find out a deeper understanding of their expectations and experiences toward remote learning. The teacher also had been interviewed about her expectations during teaching, the strategies used and the problems he faced during online teaching. The answer from the students and the teacher will be used to strengthen the research finding from the cases. The researcher also uses several books and journals related to this research that will support it.

E. Technique of Data Collection

Data collection is most important because the main goal of research is to get data. Without knowing the data collection techniques, the researcher could get data and its specified standard. According to Creswell (2012), there are some types of qualitative data collections, namely observation, interview, documentation and Audio-visual. In this research, the collections are using observation and interview. The detail processes of collecting the data are as follow:

1. Observation

The researcher decided to use this method to get all the information related to the process of English remote learning in SMPN 1 Rantau. However, observation is needed to study and understand people within their natural environment. The researcher was using digital technology and join the application that teaching and learning English happened.

2. Interview

The researcher choosed the interview as one of the data collection procedures was to explore the views and experiences and to identify emotions, feelings, and opinions of English teachers and students at SMPN 1 Rantau. By the subject of the study, interviews conducted with students' samples and teacher who teach.

This method was useful to the researcher because the researcher believes it can provide a 'deeper' understanding of students' expectations and experiences in remote learning.

F. Data Analysis

In the previous discussion, it has been mentioned that this is qualitative research. Qualitative researchers use content analysis to understand the meanings that circulate in texts. Content analysis is a method for systematically investigating texts. The content analysis had been used to analyze the data from this research which was gathered from personal interviews and observation. According to Krippendorff (2004) and Altheide, (1996) Qualitative content analysis flows from a humanistic, not a positivistic, tradition. It is inductive in which research questions guide data gathering and analysis but potential themes and other questions may arise from a careful reading of data. It aims to capture the meanings, emphasis, and themes of messages and to understand the

organization and process of how they are presented and search for multiple interpretations by considering diverse voices (readers), alternative perspectives (from different ideological positions), oppositional readings (critiques), or varied uses of the texts examined (by different groups). (White & Marsh, 2006).

According to Krippendorff & Bock (2008), The main advantage of content analysis is that it helps in data collected being reduced and simplified. Moreover, the content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives. (Langkos, 2014).