

CHAPTER III

RESEARCH METHOD

Chapter III presents the research method of the study, involves: research design, research setting, participants/subjects, data, technique of data collection, and data analysis.

A. Research Design

The type of this research is a descriptive qualitative. According to Miles, Huberman, & Johnny, (2014), qualitative research is conducted through intensive and long-term contact with living conditions. These situations are usually normal and reflect the daily lives of individuals, groups, societies and organizations. This study focused on student attitudes towards English virtual learning under Covid-19.

In this research, the data was collected by conducting questionnaire and interview to pre-intermediate students. Then it was analysed based on Miles and Huberman analysis, they were data reduction, data display and conclusion and verification. The data was analysed and presented in form of description. While the results sometimes and always could be inferred that the teachers implement the strategy.

B. Research Setting

This research was conducted at English education department of UIN Antasari Banjarmasin. UIN Antasari Banjarmasin is located on Jl. Jend. A. Yani Km. 4.5 Banjarmasin, South Kalimantan. The reason the researcher conducted research at UIN Antasari was because the initial problem was derived from the statement of a UIN Antasari student who had difficulty with virtual learning.

Moreover, this research need three months started from December 2021 – February 2022.

C. Participants

The participants of this research were the 5th semester, class of 2019 students of the English education department at UIN Antasari Banjarmasin with 33 people responded to the survey.

D. Data

The data in this research was student's attitude toward English virtual learning under covid 19. Furthermore, the data was collected from questionnaire and interview.

E. Technique of Data Collection

1. Questionnaire

Questionnaire is data collection techniques that are carried out by giving a set of questions or written statements to respondents to be answered (Sugiono, 2014, p. 199). It consists of 30 questions about students' attitude towards English virtual learning under covid-19 and answered by 33 participants' responses about having options Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree.

2. Interview

The interview method was conducted to get more information from the participants. Interviews provide researchers with an opportunity to gain a deeper understanding of how participants interpret situations and phenomena (Sugiono, 2014, p. 320). Moreover, John (2013) classifies the interview into four types, they are (1) one-on-one interview, (2) focus group interview, (3)

telephone interview, (4) electronic E-mailinterview. The researcher prepared questions, interviewed the students through goggle form for the answers. It consists of 10 questions about students' attitude towards English virtual learning under covid-19 and answered by 33 participants.

F. Data Analysis

The analysis of this research used descriptive qualitative based on (Miles, Huberman, & Johnny, 2014) by data reduction, data display, drawing and verifying conclusions. Data analysis is conducted as follows:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials (Miles, Huberman, & Johnny, 2014). In data condensation, the researcher reduced information during the research activities if data was unimportant or did not support student's attitude toward English virtual learning under covid 19. The data of questionnaires was counted by using the pattern and arranged to make easy the data display. Moreover, the results of interview were transcribed in written form and summarized by separating main things relating to research problems.

2. Data Display

A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Johnny, 2014). In this step, the researcher organized and displayed the data of students' attitude

towards English virtual learning under covid-19 gathered using questionnaires and interview logically-systematically. Questionnaire data was presented in tabular form and explained in descriptive text. He also systematically explained the results of the interview in response to the survey questions. The survey and interview results were linked and linked to each other. As the second component of data analysis, we used this technique to organize information, explanations, or explanations to draw conclusions.

3. Conclusion and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involved stepping back to consider what the analysed data mean and to assess their implications for the questions at hand (Miles, Huberman, & Johnny, 2014). Essential reviews for drawing conclusions include reviewing the data as often as necessary to review or review the conclusions of these results. In this step, the researchers made conclusions and validations after the data was condensed and displayed. It began by including points related to the formulation of research topics, from data collection to data analysis. After drawing conclusions, the review returns to the field note, along with reasoning and review.