

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used a qualitative research method. In accordance to John W. Creswell (2014) on his book, this research employs a qualitative case study design. This approach allows for an in-depth exploration of the experiences and perceptions of teachers and students regarding online and offline teaching methods. By using interviews, observations, and document analysis, this study aims to understand the contextual factors and nuanced differences between the two teaching modalities. Qualitative research helps the researcher get into the subject's mind. The researcher can interact with the teacher to find and confirm data.

Based on Mack, et. al. in their book (2005) Qualitative research contains complex textual descriptions of how people experience a given issue, and it catches the "human" side of the topic, very often representing contradictory behaviors, beliefs, opinions, emotions, and relationships. Especially appropriate for pointing out various, sometimes intangible, factors like social norms, socioeconomic status, gender roles, ethnicity, and religion that can be highly relevant to the research context.

B. Research Setting

The study on this research took place in MAN 2 Balangan, on the data gathered are those of the students who have experienced both online and offline learning and their respective teacher who had taught in those classes. The numbers of participating class are four classes for each tier, so all of the class from 1st to 3rd year could be represented. This totals in 4 classes from

their first year into their third year which also includes the English teachers of those classes.

C. Participant

The researcher used a purposive sampling for selecting and choose the participants. The subject of this research focuses on student data and teacher input from MAN 2 Balangan in Balangan Regency, South Kalimantan. The students are divided into four classes: IPA, IPS 1, IPS 2, and Agama, with a total of 97 students. The IPA class has 25 students, comprising 8 males and 17 females. The IPS 1 class also has 25 students, with 10 males and 15 females. The IPS 2 class has 21 students, including 7 males and 14 females. Lastly, the Agama class has 26 students, with 15 males and 11 females.

According to Lenaini (2021) in her journal, purposive sampling is a non-random sampling method in which the researcher ensures the citation of illustrations through the method of determining a special identity that matches the research objectives so that it is expected to respond to the research case. It is a purposive sampling that was targeting specific characteristics in a specific population of interest, which will enable the researchers to address the research questions. The sample to be studied here is not expected to represent the whole population.

D. Data

Data generally refers to information or knowledge that is represented or coded in forms suitable for use or processing. The data shall be collected, analyzed and, therefore, becomes information which can be used to make decisions. Data can be collected either directly from primary sources where the researcher is the first to obtain such data or from secondary sources through the use of data already collected by others, for example, data published in scientific journals (Ajayi, 2023).

In this research, the researcher only focused on the primary data. The primary data were derived from compiled student scores and interview notes sourced from the teachers, and extracted from the school's database of student scores. This set of data represented both the periods before and after the COVID-19 pandemic and represented online and offline learning systems. In addition, the teachers' experience in teaching both online and offline classrooms added as another source of data

E. Technique of Data Collection

According to Creswell (2009) in his book, data collection procedures in qualitative research involve the definition of the boundaries of the research, gathering information through planned observations and interviews, and establishment of protocols for recording data. The researcher has used, in this research, interviews and documentation to collect the data needed.

1. Interviews

The teacher that has experienced both online and offline teaching is interviewed; the questions allude to the methods, technique, and media used as well as obstacles and constraints that they have experienced.

An interview is a form of conversation, but conversation with a purpose. It is a special kind of interaction that is almost always pre-

arranged at a particular location. Moreover, there is almost always some sort of orientation of the interviewee, and sometimes even compensation, before the interaction begins. As opposed to everyday conversations, interviews are arranged around questions and answers, so they are considerably closer to institutional communication (Madill & Gough, 2008).

2. Documentation

Creswell stated that documentation may results in important notes on the issue encountered while also adding the accuracy in which the data is gathered (Creswell, 2014). It also assists the researcher to keep in track and anchors the finding into the main subjects, reducing the bloat and unnecessary data to be included in the main report. In this research, the researcher borrows the access of students' English score thru ought the online and offline learning phase to be used as variables in the comparison between the two. These scores are averaged first beforehand.

This part is mostly used in making sure that the data does not bleed into other topics that would derail the research into out of bounds area.

F. Data Analysis

In accordance to Cresswell (2014) on his book, Cross-Tabulation data analysis is solely used in this research to diagnose and compare between the two variables which are online and offline teaching as well as the input from the English teacher who has experienced both. It utilizes basic tabular format to draw inferences between collected data. The steps are as follow:

1. Data Sampling

Here the students' data of both online and offline learning are gathered and put into their respective table to be compared later on. Incidentally, the data from interview with the teacher will also be gathered here.

2. Data Comparing

The data that has been gathered and sorted is compared and weighted against one another. Both of students' online and offline learning score would be averaged beforehand while also be differentiated according to their class, from 1st year to 3rd year students. The teachers' input from the interview is also weighted according to its impression here, whether or not it favors the online or offline teaching. Aside from that, the inclusion of the interview would not encroach further into the conclusion because the focus of the research heavily resides in the numerical data collected.

3. Conclusion

After both comparison between students' score and teachers' input have been conducted, a decisive conclusion is drawn. Which one of the two yields the highest students' score with the most benefits while also the lowest constraints for the teacher.