CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher used a qualitative approach. Creswell (2007) explained that qualitative research is a method for investigating and understanding the significance of people or bunches attribute to a social or human issue. The procedure of research includes developing questions and methods, information ordinarily gathered in the member's setting, information investigation inductively working from specifics to general topics, and the specialist making translations of the importance of the information. The last composed report has an adaptable structure. The individuals who take part right now request bolster a perspective on that praises an inductive style, an emphasis on singular significance, and the significance of rendering the intricacy of a circumstance. This study aimed to describe the attempts toward MALL that have been taken by English teachers in helping their students in learning in the English Department. Description of research results presented in the description of words and did not give priority to statistics.

The type of this research is descriptive research because this research aimed to draw or describe an event. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has

happened. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007).

B. Research Setting

This research takes place in SMK Telkom Banjarbaru, located on Pangeran Suriansyah street No.4, Loktabat Utara, Banjar Baru Utara, Kota Banjar Baru Banjarbaru, Kalimantan Selatan. SMK Telkom is one of the "A" accredited high schools in banjarbaru, it has 4 majors in Information Technology (IT), Network Access (NA), Multimedia (MM) and Software Engineering. In 2015 the Telkom Education Foundation and the Sandhykara Putra Telkom Foundation (YSPT) were merged into one foundation to become the Telkom Foundation with the General Chairman, Mr. Jhoni Girsang, M.Sc. With this new foundation, SMK Telkom Sandhy Putra Banjarbaru also changed its name to Telkom School or SMK Telkom Banjarbaru.

C. Participant

Creswell (2014, p. 37) stated that the goal of the research is to rely as much as possible on the participants' views of the situation being studied. The questions become broad and general so that the participants can construct the meaning of a situation. In this research, the research subjects that were used as research informants were those who were directly involved in the learning process activities.

The main subject in this research was the English teacher that use MALL in their class because the teacher was the main character that giving the learning in the class to the students. To choose the informants in this study used purposive sampling. In this study are only English teachers were selected.

D. Data and Source Data

In this research, the data will be extracted from the English teacher at the vocational high school (SMK Telkom Banjarbaru) who attempted MALL in the class and also the teacher lesson plan. The researcher needs to analyze the teacher and the lesson plan to find out the purpose of the teacher attempted MALL in the class by using some instruments, they are observation, interview, and documentation.

The source data for collecting the data above are from the English teacher who attempted MALL in the class and the teacher's lesson plan for 3rd grade students which is contain the information about the teacher attempting MALL in the class.

E. Instrument and Technique of Data Collection

The researcher used some instruments to collect the data. Those are observation, interview, and documentation.

1. Observation

Fraenkel, Wallen, and Hyun (2012, p. 445) state that certain kinds of research questions can best be answered by observing how people act or how things look. Based on Hancock (2009, p. 19), observation can also produce data for verifying or nullifying information provided in face to face encounters. The researcher enactive the data when she does an observation. Whether the data which have the same theme suitable with the previous observation.

According to Neville (2007, p. 19), a technique for collecting data through observation can be described in some forms, like written observation, video recording, and artifacts. The researcher observed the teacher's teaching listening in front of the class. The researcher wrote all of the situations or conditions in the classroom.

In this research, the researcher conducted observation only for 3 days, the researcher only observed in a short time because the teacher has business outside the city. The researcher observed 3 classes of 3rd-graders students in 7, 9, and 15 January 2020.

Table 3.1

List of Observations Schedule

No.	Day/Date	Class	Observation Components
1.	Tuesday, January 7th, 2020	3-B	1) The teacher arrived on time and then greet the students. 2) The teacher starts the class with some games (quiz) which means to evaluate their knowledge of the last semester material and to

			compete with each other through MALL application. 3) The teacher preparing her laptop and open the application Kahoot from the official website. 4) The teacher guides the student to join the evaluation session and at the same time use it to check the student's attendance. 5) Several students had problems in connection, it takes time for them to join the session. 6) The teacher starts the evaluation by giving them 10 questions about grammar and they will answer it through their phone. 7) The teacher gives the students an explanation after they answered each question. 8) At the end of the session, the teacher showed the results of which students have the highest score. 9) The teacher makes sure the student understands the evaluation material.
2.	Thursday, January 9th, 2020	3-C	1) The teacher arrived on time and then greet the students. 2) The teacher starts the class with some games (quiz) which means to evaluate their knowledge of the last semester material and to compete with each other through MALL application. 3) The teacher preparing her laptop. 4) The teacher opens the

			application Kahoot from the official website. 5) The teacher guides the student to join the evaluation session and at the same time use it to check the student's attendance. 6) Several students had problems in connection, it takes time for them to join the session. 7) One of the students forgot to bring their phone and their laptop for replacement. 8) The teacher starts the evaluation by giving them 10 questions about grammar and they will answer it through their phone. 9) In the middle of the evaluation, the teacher leaving the class for a moment because she has a guest in her office. 10) The teacher gives the students an explanation after they answered each question. 11) After that, the teacher comes back to the class to continues the activity. 12) At the end of the session, the teacher showed the results of which students have the highest score. 13) The teacher makes sure the student understands the evaluation material.
3.	Wednesday, January 15th, 2020	3-G	1) The teacher arrived on time and then greet the students. 2) The teacher starts the class with some games (quiz)

			which means to evaluate their knowledge of the last semester material and to compete with each other through MALL application. 3) The teacher preparing her laptop. 4) The teacher opens the application Kahoot from the official website. 5) The teacher guides the student to join the evaluation session and at the same time use it to check the student's attendance. 6) Several students had problems in connection, it takes time for them to join the session. 7) The teacher starts the evaluation by giving them 10 questions about grammar and they will answer it through their phone. 8) Several students haven't turned off their laptops during the evaluation session. But they still participated in the evaluation by using their smartphone. 9) One of the students got bullied by several students making them not paying enough attention. 10) The teacher gives the students an explanation after they answered each question. 11) After that, the teacher comes back to the class to continues the activity. 12) At the end of the session, the teacher showed the

			results of which students have the highest score. 13) The teacher makes sure the student understands the evaluation material.

2. Interview

Based on Fraenkel, Wallen, and Hyun (2012, p. 450) interviewing is an important way for a researcher to check the accuracy of verifying or refute-the impressions he or she has gained through observation. After the researcher finishes the observation, the researcher will ask the subjects in this research to collect the data. It is one of the ways to know the accuracy of the result of the observation.

Thomas (2003, p. 63) states that interviews usually involve a researcher orally asking questions for individuals to answer orally. The interview is a conversation between the informant and the interrogator. In this research, the interview will be conducted to collect information from informants. They are the teacher who attempts MALL in the class as the subjects.

The type of interview that is used in this research is a semi-structured interview. Conducted conversationally with one respondent at a time, the SSI employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions. The dialogue can meander around the topics on the agenda—rather than adhering slavishly to verbatim questions as in a standardized

survey—and may delve into totally unforeseen issues. (Hatry, Wholey, Newcomer, 2004). In this type of interview, that classify in the depth interview category, the implementation of this type is free than a structured interview. The purpose of this type is to find out the new ideas from an informant. In this type of interview, the researcher prepares what the question is before the interview is being conducted and the question may be developed during the interview and new questions may emerge depending on the progress of interviews and situations. It is possible to add new questions out of the question list if the researcher gets new information out of the question that had been arranged. This type aims to get detailed information from the interviewer.

In this research, the researcher conducted interviews to a single English teacher who teaches in the 3rd grades, the goal is to describe the purpose of the teacher attempting MALL and to describe the procedure of using the MALL application. The researcher plans to conduct interviews with open-ended questions at specific times in the teacher's office, depending on the situation and time available. For the language use, the researcher decides to use both Indonesian and English language to make it more professional and easier to understand.

3. Documentation

The technique of data collection through depth study this documentation was the type/technique most widely used in research. Documents were recorded of past events (Sugiyono, 2013, p. 329).

Documents were in the form of writing, drawing, or working of someone. The results of the interview or observation were more reliable if supported by personal history, autobiography, as well as photographs or papers and arts.

So, in this research, the documents that the researcher use is the teacher's lesson plan to find the activities that include MALL and took place during the observation that supported the research data about the attempt towards MALL that had been taken by teachers in vocational high school.

F. Data Analysis

In analyzing the data, the researcher uses descriptive qualitative research. Using the technique, the researcher collects data, arranges data then presents data. The qualitative method is a kind of research without using any calculation or statistic procedure.

In this research, the researcher uses data analysis based on Milles and Huberman Model (1984, p. 20). Miles & Huberman (1984, p. 22) elaborate on the four types of analysis data form an interactive process which was analyzing qualitative data as follows:

1. **Data Collection**

Data collection means collecting data from many sources. The researcher collected data from observation, interview, and documentation. The researcher interviews with the informants and doing observations of the attempt towards MALL SMK Telkom Banjarbaru. Moreover, the researcher asks the document to the teacher.

2. **Data Reduction**

Reduce data means that summarizes, choose, basic things, focusing on important things, sought themes and patterns, and remove unnecessary. The researcher reduces the data which is getting from interviews and observation to the teacher and students. During the interviews and observations have done by the researcher, a reduction of the data is needed because not all of the data can be input as the need in the research, just the necessary and important point and according to requirements of the data were analyzed. The researcher reduces the data of the interview that she only took the best data for analyzing deeply.

In this research, the researcher will choose the data that fit with the research. It will be analyzed and described deeply because there are important points in that data

3. Data Display

The data will reduce and then make the presentation of data. The presentation of data can be done in the form of a brief description, charts, relationship between categories, and so on. The most frequent form of data display for qualitative research data in the past has been a narrative text. By the data display, then the data is organized, arranged in the pattern of relationships that would be easily understood. The researcher organized the data and describe the teacher attempt towards MALL in vocational high school.

4. Conclusion: Drawing and Verification

Drawing and verification which present preliminary conclusions is still tentative and will change if not find evidence that supports strong data collection on the next stage. The conclusion in qualitative research may be able to answer the formulation of the problem that formulating from the beginning, but sometimes not, because as has been stated issues and problems in the qualitative research are still tentative and will be developed in the field.

In this step, the researcher makes an initial conclusion about the teacher attempt towards MALL in EFL class. The initial conclusion was able to achieve the research question based on qualitative data which is taken from observation, interview, and documentation.

From the explanation above, the researcher applies this technique for describing and analyzing the data from the result of research about the teacher attempt towards MALL in EFL class systematically, so this research will be credible.