

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Research Design**

This study used descriptive qualitative research. According to Miles & Huberman (1994) qualitative research is conducted through an intense and prolonged contact with a life situation. These situations are typically normal ones, reflective of the everyday life of individuals, group, societies, and organizations. This research was focused in teachers' reasons why use LKS and what the impact of LKS usage for students' English components are.

In this research, the data was collected by conducting questionnaire and interview to the teachers and students. Then it was analyzed based on Miles & Huberman analysis, they were data reduction, data display and conclusion and verification. The data was analyzed and presented in form of description.

#### **B. Research Setting**

This research will conducted at SMP Muhammadiyah 3 Banjarmasin. The location of research jl. Cempaka raya. The researcher choose this location because in this location the teacher use LKS. Moreover, the researcher want to know why the teacher use it and what are the impact of LKS usage for students' English competences. Moreover, this research conducted within 2 months started from 14<sup>th</sup> June-14<sup>th</sup> August 2021.

### **C. Subject/participants of Research**

The subject of this research the English teacher and English Students at VIII class in the academic year of 2020/2021. The English teacher of SMP Muhammadiyah 3 Banjarmasin became the only respondent as the teacher. Furthermore, the researcher asked all of the students with the total 32 students to give questionnaire. Then choose randomly for interview. The reason to choose the simple random sampling because it is the best way to obtain a representative sample (Gay, Miles, & Airasian, 2012). Therefore the researcher choose 12 students as the participants for interviewing. Also students became the informant to get the research question number 1.

### **D. Data Collection Procedures**

#### **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 (Sugiyono, 2015). There were 4 alternatives answers to gain the data, they are strongly agree, agree, disagree, and strongly disagree. In addition to ask research question number 1 the researcher need students as the informant and give them 5 alternatives answers to gain the data, they are strongly agree, agree, disagree, and strongly disagree. The questionnaire was given directly in the class.

## **2. Interview**

Interview technique was conducted to gain more information from the participants. Interviewing provide the researcher a means to gain a deeper understanding of how the participants interpret a situation or phenomenon (Sugiyono, 2015). The researcher interviewed the teachers and students through chatting via whatsapp.

This research used semi-structured interview. Semi-structured interview is a qualitative research method that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further (Cresswell, 2009).

## **E. Data Analysis**

The analysis of this research used descriptive qualitative based on Miles and Huberman (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 and Huberman, 2014). In data reduction, the researcher reduced information during the research activities if data was unimportant or did not support

reasons' teacher why use LKS and the impacts of LKS usage for students' English competences. The data of questionnaires was counted by using the pattern and arranged to make easy the data display. Moreover, the results of interview was 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 and Huberman, 2014). In this step, the researcher organized and displayed the data of the reasons teacher use LKS and the impacts of LKS usage for students' English competences questionnaires and interview logically-systematically. The data from questionnaire was presented in table form and explained in descriptive text. Moreover, the results of interview were explained systematically according to the research questions. The results of questionnaires and interview were linked and connected each other. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion.

## 3. Conclusion and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involved stepping back to consider what the analyzed data mean and to assess their implications for the questions

at hand (Miles and Huberman, 2014). Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. In this step, after conducted data condensation and data display, the researcher drew conclusion and verification. It started from data collection until data analysis by taking the points that refer to formulation of research problem. After drawing the conclusion, the next is verification by back to the field notes, with argumentation and review.