

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used qualitative design with descriptive method by focusing on case study to explore specific phenomena of a certain group. It investigated the implementation of extensive reading by using Padlet application and students' difficulties in conducting the extensive reading through Padlet application. The data of this study were gained through observations and questionnaire, then the data obtained were analyzed by using non statistical methods (Thomas, 2003).

B. Research Setting

This qualitative research was conducted at SMPN6 Danau panggang. Some students studied at class 7 grade is located at Jl Pendidikan RT IV, Pararain kec Danau Panggang Kab. Hulu Sungai Utara. The research started in November 25th, 2021 until the data were fully collected on 25th January.

C. Participants / Subject

1. Participant

Participant were recruited through the researcher's teach, the researcher took one class at 7 grade divided into classes, the first class is named group A, and the second class is named group B. The researcher took group A where the members of the participant were 7 students in the class, the reason the researcher uses SMPN 6 Danau

Panggang as researcher locations are, because the English teacher of this school has already implemented extensive reading activity in reading classes for at the moment, the English subject is issues toward this school, also the only one school who implementing online and offline for learning and teaching.

a. Sampling technique

The technique of taking samples in this research is purposive proportional random sampling. Purposive sampling according to (Sugiyono, 2011) is a sampling technique with certain considerations. As for steps to take the subject the sample is done by :

- 1) Determining the Neighborhood Association (RT) to be used as a place research taking into the located at Jl Pendidikan RT IV, Pararain kec Danau Panggang Kab. Hulu Sungai Utara.
- 2) Determine the subject who will be the respondent in this research is 7 grade with 7 students in the class.

b. Sample

According to (Sugiyono, 2011) Sample is part of the number and characteristics possessed by the population. In this study, samples were taken from the population using purposive sampling. Purposive sampling is a sampling technique data with certain considerations (Sugiyono, 2011). Criteria used in this study were 7 grade students.

D. Data

Type of data collected in this research they are :

1. Primary data

When conducting thesis experiment, student collect data from the primary data, data has been generated by the researcher from first-hand sources, using method like doing observations, and questionnaire.

2. Secondary data

Secondary data is the data that was not collected by the researcher (Saifullah, 2006) . Secondary data is a source that does not directly provide information on research , for example through another person or another researcher document that consists of a thesis or journals.

E. Technique of Data Collection

This study applied the qualitative design to gain the detail information from participants (Dornyei, 2007). Referring to the statement, this research collected and analysed data gained through participant observations and questionnaire. Each data collection technique is explained in detail below.

To collect the data the writer uses some technique, that are:

1. Observation

An observation of an object that is examined either directly or indirectly to obtain data that must be collected in research. In this case, the observer watched and or listened to students' performance then take a note what occurred (Thomas, 2003). The students derived from one class were video taped if available or just take a not and the data

were categorized into “what was said and done” during the extensive reading session. In this study, the researcher acted as participant observer. Observation method is divided into two types based on the researcher’s role. Wahyuni (2012) defines two types of observation as direct observation (participant) and indirect observation (non-participant). In this case, the researcher acted as a non-participant observer. According to (Creswell, 2012) non-participant observer is watching or recording the situation under study without any involvements with the participants or current setting. Therefore, the researcher conducted non-participant observation to build natural classroom activities.

Observation sheet and field notes were utilized to record notes about participants’ behavior and performance during the observation (Creswell, 2012). Field notes were used in every meeting on observation. As regards from this, observation sheet about performance or implementation extensive reading through padlet application during the learning processes were marked Activities in the observation sheets (Fishbien & Ajzen, 1975). Therefore, the observation sheet is reveal below:

Table 1.1 Observation sheet (based on extensive reading activity in the classroom)					
Categories	Activities	yes	No	Attitudes +/-	Evidences

Classwork	Exploration	Students were involved in the class discussion about their experience in reading text				
	Elaboration	The students participated actively in group discussion				
		The students were able to attend to group discussions for a reasonable amount of				

		time				
		The students were able to share what they got from their group discussion with using padlet application				
		The students were able to read aloud the favorite part from the text				
	Confirmation	The students were able to know the aim of the text.				

2. Questionnaire

Questionnaire was conducted after completing the observation sessions, the questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or by selecting from among existing answers (Dornyei, 2003). Relevant to the statements, this research implemented open-ended questionnaires. The open-ended questionnaires were used to investigate the answer of the first and second research questions.

In the questionnaire session, the students answered 5 questions. In the section, they had no options to answer the questions. However, they had to fill the blank space It intended to give them very free answer. Besides, to make the students free in expressing their ideas and comprehend the questions more easily, The advantages of open-ended questionnaires are it permits “respondents to express their own thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data (Mackey & Gass, 2015) the questionnaires were presented in Indonesian form consisted of 5 questions. There are five open-ended questionnaire that will be elaborated in the table.

Table 1.2 Framework for open-ended questionnaire		
No	Questionnaire question (pertanyaan Question)	Answers

1	<p><i>Bagaimana Tanggapan kamu terhadap Aplikasi ini ?</i></p> <p>(what's your opinion about this Application ?)</p>	
2	<p><i>Apakah Aplikasi ini Mudah di gunakan ?</i></p> <p>whether this Application easy to use?</p>	
3	<p><i>Bagaimana kaka mengajar dengan aplikasi ini ?</i></p> <p>(how I teach with this application?)</p>	
4	<p><i>Pembelajaran extensive melalui aplikasi ini efektif selama pandemi Covid-19?</i></p> <p>(extensive reading through this application was effective during the covid-19?)</p>	
5	<p><i>Apakah kamu mendapatkan kendala atau kesulitan dalam menggunakan Aplikasi ini</i></p> <p>(Do you have any trouble or difficulties to use this application)</p>	

F. Data Analysis

Data analysis is an attempt to break down a problem or focus of study into parts so that the structure and order of the form of something decomposed appear clearly visible and easily digested or captured in meaning (Helaluddin & Wijaya, 2019).

Walidin explained how to process/analyze data, as follows:

1. Descriptive analysis, which is the data that has been obtained by the researcher is then translated into sentences by describing the actual situation.
2. Comparative analysis, which is the data translated by the researcher into sentences by comparing one data with other data that is related.
3. Predictive analysis, which is the data translated by the researcher into sentences to estimate what will happen in the future based on existing data.
4. Causal analysis, which is the data translated by the researcher into sentences to explain the causal relationship. (Walidin, Saifullah, & Tabrani, 2015).

The stages of analysis described above are relevant to that statement suggested by Creswell (Creswell, 2012) that researcher used was descriptive analysis, which is the data that has been obtained by the researcher is then translated into sentences by describing the actual situation such as The data from the observation was recorded by using the observation sheets and field notes in every

meetings. The data analysis was accomplished during and after the learning process. The analysis of the findings were interpreted and discussed in the next chapter.

The second form of questionnaires was open-ended questionnaires, here, the participants provided their answer by themselves. The data were analysed by classifying the answer based on the first and second research question concerning the implementation of extensive reading through Padlet application and the students' difficulties in the extensive reading process by using the application. Then the data were interpreted as the findings. Finally, all data will be obtained from the observations and the questionnaires are compared to enhance the validity of the conclusion of study.

In this study the researcher used one data collection techniques for analyzing the data obtained also used two analysis techniques :

a. Data Analysis procedures

Helaludin and Wijaya describe several stages/ techniques in analyzing data, as follows:

1) Data reduction

In this study the researcher used various techniques and carried out repeatedly to obtain very large and complex data. Because the data obtained in the field are still very complex, still rough, and not systematic, the researcher need to do an analysis by reducing the data. The data reduction was accomplished to simplify the data

gathered. By implementing data reduction, the data will be simpler and it will make the process of data analysis easier. In this process, data reduction was performed by analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only relevant data is used. Qualitative data obtained from the field is the result of questionnaire with all informants and the results are explained in the data in chapter 4 for further analysis.

2) Data display

Data display is the second steps of data analysis in a qualitative study, and process of presenting data after data reduction. In this study, the field notes would be displayed in an extended text to describe the implementation of extensive reading through padlet application activity in a reading class, while the result of observation sheet would be displayed in table. The result of the open-ended questionnaire would be displayed in extended text.

3) Conclusion Drawing

The third steps of data analysis in qualitative study is conclusion drawing or verification. Interpretations were made on the data analyzed after doing data reduction and data display processes to the attained data from classroom observation (field notes and observation sheet), questionnaire. Subsequently, some

conclusions were drawn which were related to the research questions.