

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher describes the research method as a scientific way to obtain data with a specific function and purpose. The researcher explained the research design, research setting, subject and object, data and source data, technique of data collection, and data analysis. This subsection will be discussed further as follows:

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

The researcher employed descriptive qualitative research to focus on the teacher strategies in English online learning classes for this study. It explains the teaching strategies employed in MTs Negeri 1 Banjarmasin. Teachers in e-learning classes employ qualitative research to explain and examine their talents, forms, distinctiveness, and variants of words.

According to Creswell (2014), qualitative research is inquiry into the meaning of an individual or a community, as well as the exploration of social or human problems. Furthermore, according to Sutopo (2010), a qualitative study is one that aims to describe and analyze a phenomenon, event, social action, attitude, or experience of an individual or a group. This style of research was inductive, with data collected at the site serving as the primary source of the phenomena and difficulties encountered during the observation process.

## **B. Research Setting**

This research took place for two months in Jl. Kelayan A, Gang Setuju RT. 12 No. 4 Kelayan Dalam, Banjarmasin Selatan, Kalimantan Selatan. The researcher chose to conduct research on teachers for grades VII A, VII B and VII C in MTs Negeri 1 Banjarmasin because the researcher wants to find what strategies are used with the teachers there when doing online learning English class that makes students very active during the researcher did the teaching practice II.

## **C. Participants**

The participants of this study are three English teachers which teach on VII A, VII B, and VII C used the strategies that maintaining activeness at online classes in MTs Negeri 1 Banjarmasin. Each teacher had different strategies in teaching English during online learning. The data was gathered by the researcher on observing the learning process and interviewing English teachers.

## **D. Data**

### **1. Data**

Data is defined as a textual or numerical representation of information or notes on a set of facts (sequence of numbers, letters, images, etc.). According to Mohajan (2016), data is usually structured but does not include any information that can be used in certain settings. The data for this study

came in the form of field notes, interview transcripts, and written text. When performing qualitative descriptive research, data is crucial. The researcher was able to learn about the teacher's strategies for teaching English during online learning classes at MTs Negeri 1 Banjarmasin using these data.

## 2. Source Data

A data source is a person, object, or a location that offers research-related information. Words and actions, according to Moleong (1989), are the key data sources in qualitative research. There is also more data, such as documents and other items. The primary data sources in this research are observation and interview from three English teachers at MTs Negeri 1 Banjarmasin.

## **E. Technique of Data Collection**

The way researchers get the data needed in research activities is usually known as data collection techniques. Data collection is important in research. This is because data collection is used to support the success of research.

In this research, the researcher uses two techniques to collect data. There are observation and interview.

### 1. Observation

According to Ary et al (2010) state that observation is a primary strategy for acquiring data in qualitative research. Rather than a numeric summary of

the occurrence or length of observed activities, the qualitative researcher's purpose is to provide a thorough account of behavior in a specific situation. The current status of a phenomena is determined through observing rather than asking in this observation activity. Because certain forms of information can be gathered through direct observations, observation plays a significant role in descriptive research. This strategy was used to gather data on English teachers who teach English. The following steps were taken to conduct the observation: 1) the researcher created an observation sheet, 2) the researcher entered the online classroom, and 3) the researcher observed teachers' practices for teaching English in the online classroom. This method was used to gather information on the teaching strategies employed by English teachers when instructing students in English. This method conducted to see firsthand what strategies applied by three teachers in English course at online learning for students' class VII A, VII B, and VII C in MTs Negeri 1 Banjarmasin and to observe directly by joining online class in teaching and learning English language for find out the most appropriate strategies by three teachers.

To reduce the research misunderstanding and before do the research, researcher validated the observation sheet to the advisor. The researcher considers that his advisor is the expert one. Before having consultation, the content of observation sheet was the learning circumstance (for instance: setting the class, making group, media etc.) and also the findings on teaching

and learning (consist of pre activities, main activities and post activities). After got suggestion from the advisor the learning circumstance divided into:

- 1) The teacher designs and prepares lesson plans
- 2) The teacher designs and arranges learning objectives
- 3) Teachers prepare learning resources
- 4) The teacher prepares teaching tools and materials
- 5) Teachers prepare and develop learning strategies which will be used
- 6) The material is explained in an understandable way
- 7) The use of media is adjusted to the material presented
- 8) Students get the same opportunity to involved in the learning process
- 9) Classes are conditioned in active student learning
- 10) The strategies used vary, among others; Discussion, Problem Solving, Debate, Role Play, Peer Teaching, Jigsaw, Case Study, and Information Research.
- 11) The media platforms used by teachers when do learning online classes, WhatsApp, Google Meet, and Google Classroom
- 12) The use of strategies in accordance with the material be delivered
- 13) The use of the strategy is supported by facilities existing learning
- 14) The use of strategies according to students' conditions
- 15) The teachers sometime use English and Bahasa when learning
- 16) The teacher assesses student activity in the process everyday English learning

- 17) Students have the desire, courage in conveying the needs and obstacles faced in the learning process activities
- 18) Students have the courage and opportunity to participate in learning process activities
- 19) Students display various efforts or learning activities in carrying out and completing activities learning to achieve success
- 20) Teachers try to encourage and motivate learning and active student participation

## 2. Interview

An interview or question-and-answer session is one of the most effective ways to learn or obtain in-depth information from someone for a study. An interview is a dialogue in which the goal is to acquire information from the interviewee's life narrative in order to interpret the significance of the 'phenomenon described' (Kvale, 1996). The researcher conducted structured interviews with three English teachers from MTs Negeri 1 Banjarmasin in this example. In order to acquire accurate responses and information regarding the teaching strategy utilized in online classrooms, interviews were performed. In this study, the purpose of the interview is to double-check and guarantee that the data is accurate. The researcher confirmed the interview criteria to reduce study biases. The research advisor approved the interview guide. Interview guidelines can be seen in appendix C.

## **F. Data Analysis**

The qualitative data analysis approaches employed in this study were used. Data analysis is an important aspect of any research project, whether it is written or not. The focus of the research difficulties requires that the researcher do a systematically, deep, and meaningful examination, as Burgess confirms below. In qualitative research, the researcher focuses on the problems studied, guided by the conceptual or theoretical framework (Danim, 2003). In this study, the researcher used the Interactive Analysis Model (Miles and Huberman, 1994) to analyze the data, which comprises of data collection, data reduction, data display, and drawing conclusions. Those are the terms that will be used to describe them:

### **1. Data Collection**

In this step, the researcher gathered information through an observation sheet/guide and an interview with an English instructor who teaches in a secondary school at MTs Negeri 1 Banjarmasin about teachers' strategies to maintain students' activeness during online class.

### **2. Data Reduction**

The next step is to reduce the amount of data. There are two types of living processes in this data reduction phase, living in process and living out process. The selected data is included in the needed data and remains in the living in data, while the unselected data is included in the living out data. The information gathered from observation and interviews with English teachers

was used to reduce the data in this study. While certain information was required to complete the data, others were not. As a result, the researcher minimized the amount of unimportant data.

### 3. Data Display

The technique of presenting data simply in the form of words, sentences, narratives, and tables in order for the researcher to master the data obtained as the foundation for drawing acceptable conclusions. The data presented in this study consisted of information about the teacher's technique for teaching English to MTs Negeri 1 Banjarmasin during online learning.

### 4. Drawing Conclusion

The final step of the investigation involves the researcher summarizing the conversation in order to reach a conclusion. It was the final step in the research's data analysis. Following the presentation of the evidence, a conclusion was reached. There are two types of conclusions in this situation: temporary and final drawing conclusions. The researcher may use the temporary result as a final conclusion if it was valid and could solve the study challenge. If, on the other hand, it was not legitimate, the researcher should repeat the procedure, beginning with data display, to ensure that the data provided is consistent with the formulation of research concerns.