

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was designed as qualitative research. According to Ary et. al. (2010, p.29), qualitative research seemed to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal was a holistic picture and depth of understood rather than a numeric analysis of data (Creswell, 2009). For example, social scientists have long observed that differences in educational background alone do not seem to account for the difficulties black students encounter in a predominantly white university. Moreover, Bogdan & Biklen (2007) cited in Silalahi. E (2015, p.63) qualitative research is research where data are collected in form of words or pictures rather than numbers. All the data in this research were elaborated in the form of utterances referred to figurative language implemented by subjects in their personal letter that's why this research was used qualitative research design. Qualitative method was a development of the collected data because it depended on the various theories in more detail.

The reason why the researcher used qualitative research as a research design in this research because the researcher analyzed the perspectives words from the students as the data source in this research.

B. Research Setting

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. Thus, the researcher has to go to the setting directly. Therefore, selecting the suitable setting is necessary to be concerned. The research was conducted in MTs Al-Irsyad Gunung Makmur located in Jenderal Sudirman Street, Gunung Makmur village, Takisung sub-district, Tanah Laut district, South Kalimantan.

The reason took this place because it is a school that introduced online learning specifically using Google Classroom application. In other words, this setting is suitable with the goal of this research. Nevertheless, the researcher used one class in 8th grade.

C. Subject/Participant

The participants or subjects in this research were 5 students of class VIII and an English teacher in MTs Al Irsyad Gunung Makmur, South Kalimantan. The participants above are expected to give the real and relevant information and data that related with the research topics.

D. Data

In taking data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the researcher can get information that is required.

The informants in this research were students from junior high school specifically in grade 8th and an English teacher at MTs Al-Irsyad Gunung Makmur. The researcher here wanted to know the perceptions to learn English of students who have taken practicing in online learning using Google Classroom. The data was in form of interview transcriptions and observation.

E. Techniques of Data Collection

1. Observation

Collecting data through observation, researcher joined the class VIII Google classroom group and observed students how they are learning English online to find out the advantages and disadvantages of learning English online through google classroom.

2. Interview

Collecting data through interviews, the researcher interviewed five students who used Google Classroom in English online learning to find out more about students' perceptions in English online learning through Google Classroom and also to find out what are the advantages and disadvantages of using Google Classroom application in English online learning. The English teacher was also involved in the interview to add the information about English online learning through Google Classroom. In this interview, the researcher interviewed participants or subjects via WhatsApp.

F. Data Analysis

According to Miles and Huberman (1994, p. 10) explained analysis in three concurrent flows of activity such as data reduction, data display, drawing and verifying conclusion.

1. Data Reduction

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified.

Researcher divided the data based on their respective needs. For example, which data was used to answer students' perceptions in learning English online using google classroom, and data to determine the advantages and disadvantages of students in using google classroom. The data obtained by the researcher was in the form of raw data so that the researcher separated the data first based on their needs.

2. Data Display

The second main stream of analysis activity is data display. In general, a view is an organized and compressed collection of information that allows drawing conclusions and actions.

At this stage the researcher presented the existing data. Researcher presented observation and interview data to students.

3. Drawing and Verifying Conclusions

The third flow of analysis activities is drawing conclusions and verification. From the very beginning of data collection, the qualitative analyst

begins to decide what is meant by something—no order, no pattern, no explanation. At this stage the researcher drew conclusions from the data obtained so that the data can answer the research questions above.

Researcher analyzed the data based on the explanation of Miles and Huberman. In this study the researcher collected data by observation and interviews. To find out students' perceptions in learning English online using google classroom, the researcher collected data through observation and interviews. Through these observations and interviews, the researcher saw firsthand the students using google classroom. To find out the advantages and disadvantages of students in using Google Classroom, the researcher collected data by interview.