

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher employed a mixed-method. A mixed method study is one in which the researcher collects, analyzes, and combines quantitative and qualitative data in a single study or multiphase research program (Burke, et. al, 2007, p.112). The researcher used this method to corroborate the findings by combining qualitative and quantitative data.

In this research, the researcher used interviews and questionnaires as a technique of collecting data. Depending on the situation and condition, the researcher interviewed the teacher via chat/video call via WhatsApp. Then the questionnaire distributed to students and collected in the form of a Google Form as a platform.

B. Research Setting

This research is conducted chiefly through social media, with some interviews and questionnaires. Researchers conducted research at this school since it used a hybrid learning system whereas most schools used an offline learning system. The research conducted at SMP Muhammadiyah Kotabaru. The school is located on Jl. Bima RT.002 RW.002, Baharu Utara, Pulau Laut Utara, Kab. Kotabaru, Kalimantan Selatan.

C. Population and Sample

This study used a population of all 7th, 8th, and 9th grade students of SMP Muhammadiyah Kotabaru with a total of 51 students.

A sample is a subset of the population that participates in this study. Sampling in this study using the cluster random sampling technique. The sample size was established using a table of the number of samples based on the population by Krejcie and Morgan (1970), as cited by Sekaran (1992, p.78), so that it can be determined the number of samples used in this study can be seen in the following table:

Table 1

The number of samples based on the number of populations

Populasi (N)	Sampel (n)	Populasi (N)	Sampel (n)	Populasi (N)	Sampel (n)
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368

140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

According to the table above, the sample size for this study was 44 students.

D. Research Instruments

The purpose of this study's instrument was to determine the outcome of the research. The researcher used two instruments to collect data: a questionnaire and an interview. The questionnaire is used to find out student's perception on Emergency Remote Teaching in ELT amidst pandemic while, interview used to find out teacher's perception on Emergency Remote Teaching in ELT amidst pandemic.

1. Questionnaire

The questionnaire is used to complete data related to students' perceptions of emergency remote teaching in ELT in amidst the pandemic. According to Mardalis (2008, p.66) a questionnaire is a method of collecting data that consists of forms containing questions that are submitted in writing to someone or a group of people in order to obtain the answers, responses, and information required by the researcher.

There are three types of questionnaires based on how the questions are answered Creswell (2012, p.36). They are open-ended, closed-ended, and semi- closed-ended question. The researcher used closed-ended questions in the form of multiple choice in this study. A questionnaire containing research-related questions was distributed by the researcher. The

questionnaire was distributed via Google Form, and the researcher requested that all students complete it to ensure the accuracy of the data.

The questionnaire with 5 Likert scales from 1 to 5 with the category strongly disagree to strongly agree would be spread toward the sample of this research. The category of Likert's scale and the score could be seen in the following table:

Table 2

Likert's scale

<u>Description</u>	<u>Rating</u>
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

Table 3

Likert scale with its interpretation

<u>Description</u>	<u>Rating</u>	<u>Interpretation</u>
Strongly disagree	1	Highly negative
Disagree	2	Negative
Neutral/uncertain	3	Neutral
Agree	4	Positive
Strongly agree	5	Highly Positive

With its interpretation, strongly disagree indicate that highly negative which assume the statements given strongly do not based on what people

belief or feel. Regarding disagree that interpreted as negative attitude based on people choose the statements, they do not agree with the statements given due to belief and emotions. Neutral/undecided interpreted neutral attitude means people doubt about the statements whether it's based on his/her belief and emotion or not based on his/her belief and emotion. Regarding agree that interpreted as positive attitude indicated the people agree with the statements given due to his/her emotions and beliefs. Regarding strongly agree that interpreted as highly positive indicated that the people strongly agree with the statements because those strongly based on his/her beliefs and emotions.

2. Interview

Interviews are used for complete the data related to the teacher's perception of the emergency remote teaching in ELT amidst the pandemic. Based on Cohen (2000, p.269), The interview is a two-person conversation initiated by the interviewer with the specific goal of obtaining research relevant information and focused on content specified by research objectives of systemic description, prediction, or explanation. Interviews are the most frequently used instrument in qualitative research. Researchers could elicit detailed information from respondents via notes or tape, which the data sample then transcribes into a document (Creswell, 2012, p.190). Researchers can use interview indicators to conduct virtual interviews with teachers about emergency remote teaching in ELT during a pandemic. Researchers can record and save specific information from interviews. The

researcher also created a recording to support and aid in the comprehension of information.

E. Data Collection Procedures

The researcher probes the research by following Erliani's (2019, pp.46-47) research procedure, which states that there are three procedures for probing the research, those are; Planning Step, Implementation Step, and Reporting Step. More detail would be explained below:

1. Planning Step

First, the researcher devised a plan for data collection, including an approach and technique to collect the data. The researcher also consulted with advisors. After consultation, the researcher decided to use questionnaires and interviews to collect data. The researcher also created a Google form questionnaire and interviewed teachers.

2. Implementation step

Researchers collect data by distributing questionnaires with google form to participants and interviewing teachers using WhatsApp. After collecting data from questionnaires and interviews, the researcher then analyzed the data and made data results using tables and explanations of interview results.

3. Reporting step

After completing data analysis and determining the data's result, the researcher writes a report in thesis form based on the findings.

F. Data Analysis

The researcher took two steps. First, the questionnaire was analyzed using descriptive statistics. Second, the interview was conducted in a qualitative descriptive.

To analyze the questionnaire data, the researcher used descriptive statistics. Descriptive statics as a mathematical procedure that aims to present data by summarizing and organizing it numerically (Mettler, 2012).

For interview data analysis, the researcher used descriptive qualitative analysis, which involves arranging and presenting the data by describing the interview results. The analysis also used steps by Miles & Huberman (1994, p.10) which have three components; data reduction, data display, and conclusion drawing.

1. Analysis data from the questionnaire

In analyzing the data from a questionnaire, the researcher run out several steps as follows:

- a) The researcher collected all of the questionnaire sheets.
- b) Determining percentage score. To determine percentage scores the research used Likert's scale.
- c) To determine the percentage of each statement from questionnaire, the researcher used the formula based on the degree of attitude from Likert's scale (Gay, 1981, p.126).

$$P: \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

N= The total number of samples

2. Analyzing data from interview

The data analysis technique used in interview is based on the theory of Miles and Huberman (1994, p.10). Analysis can be defined as three distinct streams of activity: data reduction, data display, and conclusion drawing/verification.

a) Data Reduction

Based on Miles (1994, p.10), the process of selecting, focusing, simplifying, abstracting, and transforming data in written-up field notes or transcripts is referred to as data reduction. The researcher chose only the most important data from the interview, discarding information that was unnecessary and had no bearing on the study.

b) Data Display

According to Miles and Huberman (1994, p.10), Looking at the display helps us understand what happened and how to proceed further. A display, in general, is an organized, compressed collection of information that allows for conclusion drawing and action. The researcher presents the existing data in this section. Researchers can easily understand and analyze data by displaying it. The researcher explains the interview results in narrative text. The data presentation made it easier to comprehend what

occurred and plan subsequent work based on what has been accomplished (Miles and Huberman, 1994, p10).

c) Conclusion Drawing/Verification

Based on Miles and Huberman (1994, p.10), drawing and verifying conclusions activities are intended to help the researcher make sense of collected data by looking for patterns of relationships, similarities, and differences. In this step, the researcher draws conclusions from the data collected in a clear and concise manner. After obtaining the conclusion, it is continuously analyzed and validated.