

CHAPTER III

RESEARCH METHOD

A. Research Design

This study aimed to explore the process of the implementation of guided questions and answers in a writing context through online learning. More specifically, the study sought to explore the process of the implementation of guided questions and answers in paragraph writing through online learning and describe the students' perceptions while utilizing the guided questions and answers at the tenth grade MAN 3 Barito Kuala. In short, the researcher examined the implementation and students' perception of guided questions and answers to provide a more comprehensive understanding of how to use the technique.

Related to the aim of the study, the researcher chose to use the qualitative method with a descriptive research design. Qualitative research, explained by Gratton and Jones (2010), was a kind of research that uses non-numerical data to describe and understand concepts. The concepts are difficult to convert meaningfully into numbers, and the data is in the form of words that have to be interpreted by the researcher. Gratton and Jones (2010) explained that descriptive research describes a particular phenomenon, focusing on the issue of what happened, or how much has happened, rather than why it happened. A qualitative method with a descriptive research design was suitable for this research because this study aimed at the process and perception that cannot be done using numerical data. This design was also suitable for this research

because this research describes the process of the implementation of guided questions and answers in paragraph writing and narrates students' perceptions while utilizing the guided questions and answers at the tenth grade MAN 3 Barito Kuala.

B. Research Setting

The research occurred in MAN 3 Barito Kuala, located at Purwosari 1, Tamban, Barito Kuala Regency, South Kalimantan. The researcher chose this school because this school has the potential to fill the data needed by the researcher to answer the research questions.

C. Participant

The participants of this research were students in the tenth-grade religion class of MAN 3 Barito Kuala who learned paragraph writing with their teacher using guided questions and answers. The tenth-grade religion class consisted of 20 students. The researcher conducted the research in this class because, after observing, the class was more active than other classes. Therefore, the teacher also recommended this class as a place to do the research.

D. Data

1. Data of The Research

The data of this research were the results of observation and interviews about the implementation of guided questions and answers in paragraph writing through online learning and students' perception of its implementation in the tenth grade X religion at MAN 3 Barito Kuala. The

data can be the script of the conversation in the teaching and learning process and the students' answers in the interview.

2. Source of The Data

In this research, the data source was the subjects where the data can be found. The researcher used two sources of the data:

1. Primary data

The primary data is the data that was collected by the researcher directly. The primary data of this research was the activity of teachers and students in learning paragraph writing using guided questions and answers through online learning and the students who learned about paragraph writing using guided questions and answers through online learning.

2. Secondary data

The secondary data is the data that the researcher collected to complete the primary data. The secondary data of this research was the paragraph written by students who used the guided questions and answers through online learning.

E. Technique of Data Collection

To collect the qualitative data, the researcher used three techniques of collecting data (Observation, interview, and documentation). Furthermore, those techniques were explained as follows:

1. Observation

In this research, passive observation was conducted to see the process of the implementation of guided questions and answers in paragraph writing through online learning. The researcher adjusted the step of guided questions and answers technique from Hariyanto (2018) as the standard. The researcher observed from a WhatsApp group. During the observation, the researcher made a note to write down the teaching and learning process and a checklist of the observation activities.

2. Interview

In this research, six students were interviewed about their perceptions about the process of the implementation of guided questions and answers in paragraph writing through online learning. Six student was chosen based on the activeness of the students in class. Those students were asked several questions about their perceptions about the implementation of guided questions and answers in learning paragraph writing. The indicators of students' perception can be seen from their answers, response, and understanding of the implementation of guided questions and answers in paragraph writing through online learning. During the interview, the researcher made notes highlighting some crucial points. This interview was conducted in person to get deeper information from students.

In this study, the research used semi-structured interviews. According to Aung, Razak, and Nazry (2021), a semi-structured

interview is considered more formalized and limited to the prepared set of questions. It is the combination of a structured and unstructured interview in which questions were formulated and can still be modified during the interview. It was chosen because the researcher wanted to make an enjoyable interview activity that let the researcher give additional questions based on the student's answers in the interview guide to obtain more data.

3. Documentation

The technique used by the researcher to get information about the example of guided questions and answers by the teacher and students' paragraph writing skills after using guided questions and answers. The conversation about the implementation of using guided questions and answers in learning paragraphs written through online learning and the transcript of students' interviews also needed to be included to make this research more complete.

F. Data Analysis

In this study, the researcher analyzed the data from observation, interviews, and documentation to answer the research questions about how to implement guided questions and answers in paragraph writing through online learning at MAN 3 Barito Kuala.

From the observation, the researcher examined the implementation of guided question and answer in learning paragraph writing through online learning. Here the researcher adjusted the step of guided questions and

answers technique from Hariyanto (2018) as the standard. From the interview, the researcher examined their perception based on the factors of perception that would be asked in the interview section. The researcher also analyzed the interview data based on the indicators of students' perceptions that can be seen from their answers, response, and understanding of implementing guided questions and answers in paragraph writing through online learning. The analysis of this research was conducted based on Miles et al. (2014), which involves three steps: data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

The first step in analyzing qualitative data involved data condensation. Data condensation is selecting, simplifying, focusing, abstracting, or transforming the data in the body of written-up field notes, interview transcripts, or observation sheets. The researcher collected the data about implementing guided questions and answers in paragraph writing through online learning at MAN 3 Barito Kuala through observation, interview, and documentation. Then, after collecting and condensing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

The second step in analyzing qualitative data was data display. A display is an organized, compressed gathering of information that permits conclusion drawing and action. The process of condensing and displaying

the data was based on formulating the research question. The formulations of research questions are 1) How does the implementation of guided questions and answers in learning paragraph writing through online learning? 2) How do students' perceptions of the implementation of guided questions and answers in learning paragraph writing through online learning?

3. Conclusion Drawing/Verification

The last step in analyzing qualitative data was conclusion drawing/verification. The qualitative analyst interpreted what things mean by noting patterns, explanations, causal flows, and propositions from the beginning of the data collection. The conclusion drawn was begun after the data were collected by making a brief conclusion. In other words, it can be said that the conclusion was analyzed continuously and verified the data to get the perfect conclusion about the process of the implementation of guided questions and answers in paragraph writing through online learning and what are students' perceptions while utilizing the guided questions and answers at the tenth grade MAN 3 Barito Kuala.