

## **CHAPTER III**

### **RESEARCH METHOD**

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

Research design is one of the stages that a researcher must go through or make so that the research that will be carried out can be carried out in accordance with the objectives to be achieved. Research design is a work plan by making a construction so that each question can be found the answer (Mulyadi, 2012).

In this study, researchers used a descriptive qualitative method. This method was chosen because the researcher wanted to know the perceptions of students who participated in the PPL 2 program or also known as the pre-service teacher, namely as participants in this study. In addition, this study will focus on the description of information that researchers will get from open-ended questionnaire and interview.

According to Sugiyono qualitative research is research method uses for researching the conditions of natural objects and researchers as key instruments (Sugiyono, 2017). In other definition qualitative research is research that deals with ideas, perceptions, opinions, beliefs of the person being studied and all of which cannot be measured by numbers (Prabowo & Heriyanto, 2013).

Descriptive research is research that provides a clearer picture of social situations. Descriptive research intended for exploration and clarification of a social phenomenon or reality, by describing a number of variables relating to the problem and the unit under study (Mulyadi, 2012).

Also explained that the qualitative descriptive approach method is a method of processing data by analyzing the factors associated with the object of research by presenting data in more depth on the object of research (Prabowo & Heriyanto, 2013).

From the explanation above, the researcher chose the descriptive qualitative method because the result of the study would be presented in a descriptive form.

## **B. Research Setting**

This research was conducted at English Language Department of Tarbiyah And Teachers Training Faculty of UIN Antasari Banjarmasin. Data was collected by interviewing 11 students from the English education department class 2018 as many as 11 students. Interviews started from January 18, 2022-18 February 2022.

The reason why the researcher chosen this setting because in the UIN Antasari banjarmasin especially English Language Department of Tarbiyah And Teachers Training Faculty have a PPL program. The first is

PPL 1 and the second is PPL 2. Because the researcher will focus on PPL 2, so researcher chosen the English Department as a setting research.

### **C. Participants**

In this research, researchers chose UIN Antasari students majoring in English education class 2018 as participants. They are students who take PPL 2. However, researchers do not take all pre-service teacher students as research objects. Researchers will ask 11 Pre-Service teachers to be research objects. 11 Pre-Service teachers consisting of 9 girls and 2 boys. Because the qualitative methods do not require numbers, according to the theory put forward by Prabowo & Heriyanto said that qualitative research is research that deals with ideas, perceptions, opinions, beliefs of the person being studied and all of which cannot be measured by numbers (Prabowo & Heriyanto, 2013). So, the researcher just need 11 participants in this research. Because the 11 participants have answered from research questions by the researcher.

The reason the researcher chose the English Education Department students who carried out teaching practice 2. Because this activity was their first experience playing a role as a teacher in the school. And why researchers chose to want to know the applications they used because the current teaching practice is being conducted online. This will certainly have an impact on the teaching practice process they carry out. Moreover, this is their first experience acting as a teacher and did it online. Because the

process is done online, of course they need an adequate internet connection so that the learning process runs optimally. And of course they will experience some challenges and barriers when using ICT in the learning process.

#### **D. Data**

In this study, the object of this research is teaching practice which is carried out online and the subject is TBI students class 2018 as many as 11 people who have taken PPL 2 online.

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

In this study, the data collection technique used by researchers were interview. The researcher will conduct interviews with all participants. Interviews are conducted so that researchers get more in-depth answers. To obtain further information related to the research question and to ensure that the data obtained were accurate, the interview was conducted to all of participants (Al-Munawwarah, TEACHERS' PERCEPTIONS ON THE USE OF ICT IN INDONESIAN EFL LEARNING CONTEXT, 2014).

The interview used in this research is an unstructured interview. In the book written by Sugiyono non-structured interviews are independent interviews, researchers are not fixated on interview guidelines that have been arranged systematically and completely for data collection (Sugiyono, 2017).

Before conducting the interview, the interviewer will make a schedule with the source when and where the interview will take place. In this way, the data that will be obtained will be more complete and valid because the atmosphere of the interview will be better (Sugiyono, 2017).

The questions in the interview will be presented in Indonesian so that the interviewee is easy to answer and there is no misunderstanding when the interviewer asks the question. The researcher used online interview with WA application and contact the participants one by one. The participants can send the answer via text or audio record.

In addition, the interview also aims to gain a more individual and personal experience from the participants (Al-Munawwarah, TEACHERS' PERCEPTIONS ON THE USE OF ICT IN INDONESIAN EFL LEARNING CONTEXT, 2014).

#### **F. Data Analysis**

After the researcher did interview, the researcher will do next process that is data analysis. Data analysis will use by the researcher that is qualitative method Miles and Huberman version. In a book written by Usman & Akbar have 3 ways will use in this model there are (Usman & Akbar, 2011):

## 1. Data Reduction

Data reduction is a form of analysis that sharpens, classifies, categorizes, directs, removes unnecessary data, and organizes data in such a way that finally the collected data can be verified.

From the explanation above, in this first stage, the researcher will select and sort out the answers from respondents that have nothing to do with the research objectives desired by the researcher, namely to find out what are the perception of pre-service teachers about using ICT in online teaching practice in new normal era. And five questions to find out what the challenges and barriers faced by pre-service teachers in implementing online teaching practice using ICT in the new normal era.

## 2. Data Display

Data display is the description of a set of structured information that provides the possibility of drawing conclusions and taking action. The presentation of qualitative data is presented in the form of narrative text or it can also be in the form of matrices, graphs, networks, and charts.

In the second stage, the researcher will combine answers from open-ended questions and the results of the interview which will be presented in the form of a descriptive explanation.

### 3. Conclusion/verification

Conclusion/verification is an activity at the end of qualitative research. Researchers must arrive at conclusions and carry out verification, both in terms of the meaning and correctness of the conclusions agreed upon by the subject where the research was carried out. The meaning that the researcher formulates from the data must be tested for truth, suitability, and robustness.

