

CHAPTER III

RESEARCH METHOD

A. Research Design

The descriptive method is used in this qualitative study. It is a descriptive because the research's goal is to accurately describe and interpret field phenomena. According to Collins, et al.'s theory, the purpose of this study is to describe teacher strategies for maximizing student enthusiasm while teaching English. This study's design is descriptive-qualitative because the researcher wants to naturally and objectively describe the data's phenomenon. A type of research known as descriptive research aims to precisely and methodically observe a problem in relation to specific facts and characteristics of an object. Its goal is to explain, describe, and map some facts based on perspective (Sumanto, 1995). The purpose of this study is to investigate and describe the use of Duolingo in an online class without prior training or treatment.

B. Research Setting

This research conducted at MI Babussalam on Kelayan Timur, South Banjarmasin, Banjarmasin City, South Kalimantan, post code 70234.

The researcher did interview the teacher on 26 and 27 July 2021 and for the students on 7 August 2021.

C. Participants / Subject

The Subject of this research is 20 students of sixth grade at MI Babussalam year 2020/2021, English Teacher and the object of this research is focused on to know the student response toward the use of Duolingo in online class.

D. Data

1. Type of data

Primary data in this research is the transcription of interview about what is teacher perceive of the use of Duolingo and student response toward the use of Duolingo in online class and school profile are the additional data that is collected by researcher.

2. Source of data

The primary source of data in this research is the sixth grade students of MI Babussalam. In addition, secondary source of data is the teacher of MI Babussalam in order to add some information about students' response toward the use of Duolingo in online class.

E. Technique of Data Collection

1. Interview

In this research, the researcher will collect the data by employing instrument through in depth interview. An interview is a meeting between two people to exchange information and ideas through questioning and answering. This allows for communication and the collective construction of meaning around a particular topic. An interview gives the researcher a way to learn more about a subject in order to better understand a situation or phenomenon (Esterberg, 2002) The type of interview that will be used in this study is the semi-structured or depth interview. The researcher inquires of English teachers regarding practical teaching strategies for Duolingo. The format of this interview is intended to facilitate straightforward identification of the issue. Researcher also interviewed some students to find answer for second research questions, what are student perceive of using Duolingo in online class. The researcher will conduct preliminary research, which entails a brief interview with the English teacher regarding the classroom's general situation and students' responses. After passing the proposal exam, all of the research problem's data will be collected.

The process of collecting data is as follow:

- a. To answer the first question, what is teacher perceive on the use of Duolingo in online class at sixth grade of MI Babussalam. The researcher will have depth interview with the English teacher
- b. The researcher will do an interview to answer second research question, what are the students perceive when the English teacher used Duolingo in online class

2. Questionnaire

A questionnaire is a list of written questions that the researcher asks respondents about their personal lives and the subjects of the study (Arikunto, 2006)

With students, a questionnaire can be used to collect information about input factors that could influence instructional planning. Examples of input factors include information about incoming students' social, cultural, and personal backgrounds, as well as their previous educational and language experiences. (Genesee & Upshur, 1996)

The questionnaire here aimed to gain information from the interview result. The researcher distributed questionnaire to 20 students of sixth grade. This data would answer the second research question which to describe what are student response to teacher when using Duolingo in learning process.

The researcher made six questions for questionnaire and there are two aspects of this questionnaire, first is the students who have positive response and second is the students who have negative response.

| No. | Indicator |
|-----|-------------------------------------|
| 1. | Students who have positive response |
| 2. | Students who have negative response |

The researcher counts the questionnaire by manually and uses percentages as a formula to get the data.

$$P = \frac{f}{n} \times 100 \%$$

P = Percentage

f = Frequency

n = Total of the participant

F. Data Analysis

The theory proposed by (Creswell, 2008) will be used to analyze the data gathered through in-depth interviews as follow.

1. Verification or drawing

In order to facilitate analysis, the interview data will be transcribed into a file type. In order to answer the research question, the procedure will continue after organizing the interview data and exploring the entire data.

2. Editing

Making sense of the data or the lesson learned is part of editing. In this study, editing means that the researcher stepped back from the phenomena based on their own personal perspective and established a larger meaning. The researcher begins analyzing the data after giving it meaning. (Creswell, 2008)

Subsequent to being editing, the discoveries will be validated. This indicates that the researcher verified the findings' credibility or accuracy.

3. Conclusion

Patterns and classifications will be applied to the collected data in accordance with the research question. The analyst additionally portrays the finding and present it descriptively.