

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, researchers used a descriptive qualitative method. According to Ary, qualitative research is conducted to describe the current status of phenomena that currently exist in a descriptive research design, namely describing groups, activities or time of events from Ary's research, (2002, p. 25). Alder and Clark in Sylviene also stated by focusing on the structure, attitude or behavior of Dayang Selviene, (2007, p. 14). The phenomenon of using the traditional flipp classroom model in UPB English learning. Furthermore, this study designed this study to describe the application of the flipp traditional classroom model in the process. Also, to investigate students' perceptions of using flipp's traditional classroom model.

The qualitative method was chosen because this study aims to provide an overview of cases of learning English. According to Fraenkel (2009), case studies are qualitative study approaches that study single individuals, groups, examples important to formulate interpretations for specific cases or to provide useful generalizations Wallen. Therefore, the case study approach allows the researcher to study specific students in an effort to understand the case of the traditional model in flip classes in English learning classes.

B. Research Settings

Researchers conducted research in the class of UPB UIN Antasari Banjarmasin, South Kalimantan. where there were 3 UPB classes studied by

the researcher from several hundred classes in the UPB Class, the class which on average contained approximately 30-35 students and students in each class. There are 3 classes that were chosen by the researcher because the 3 classes used Flipped Classroom when learning English. This research was carried out from June 19 to the first week of July. Why the researcher took the class because the class implemented an online learning system using a traditional flipped classroom.

C. Participants/ Subject

The participants involved in this study were three English teachers. The students who are in 3 UPB that the researcher has chosen, where the researcher believes they can provide useful information for the researcher.

From 3 classes that provided information and which could be taken from each class 10-15 students with appropriate responses as presented by the researcher, using google foam as an interview transcription as data collection and also Whatsapp.

The object of this research is to analyze the learning model used by teachers and students when online learning takes place at UPB class UIN Antasari Banjarmasin.

D. Data

The main data of this study are students who use the traditional Flipped Classroom model when learning. Data obtained from interviews with several students. The second data is data from teachers who teach and data obtained

through interviews. The data sources used in the first and second research were teachers and students in the UPB UIN Antasari Banjarmasin class.

E. Technique of Data Collection

1. Interview

Interview is one of several techniques in gathering information or data through a communication process, interviews are a relationship or personal conversation between researchers and respondents, explaining that interviews are a method used to obtain information through social interaction activities between researchers and those being studied, where This technique is used by researchers if they want to conduct a preliminary study to find a subject that must be studied. Besides that, it is also used by researchers to find out things from respondents in more depth and in a small number of respondents. Prof. Dr. Sugiyono (2004, p. 130) suggests that the assumptions that need to be held by researchers in using the interview method and also the questionnaire are as follows:

- a. That the subject (respondent) is the person who knows best about himself alone.
- b. That what is stated by the subject to the researcher is true and can be trusted.
- c. That the subject's interpretation of the questions asked researcher to him is the same as what the researcher intended.

In this study, researchers used alternative written questions. Each respondent was asked the same question and the assessor recorded each answer. In conducting interviews, apart from having to prepare questions as a guide, data collectors or researchers can also use other tools that can be used to help smooth the interview. Based on the discussion above, the interview is intended to obtain information related to the traditional flipped classroom learning method, starting from student responses to how the teacher stopped the model in class, as well as the teacher's views on the traditional flipped classroom when applying it in dare learning and also what obstacles you feel when using the traditional model.

Here I only used interview data because online class learning has been completed and I want to know how students and teachers respond after using the traditional flipped classroom method and model while in class.

F. Data Analysis

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display and conclusion drawing and verification.

1. Data Reduction

First, the mass of data must be managed and somehow significantly reduced or reconfigured. According to Miles, data reduction refers to the process of selecting, focusing, abstracting, and transforming data. In this case, the researcher selects data that contains interviews, documents and narrative frames for students. Then, this summer analyzes it to determine

the important information, classify the data, and select the necessary data and organize the data in the right format, so as to provide meaningful results and conclusions.

2. Data Display

Data presentation is the second phase in the Miles model of qualitative data analysis. This phase provides an organized and structured collection of information that allows conclusions to be drawn. Researchers display data that has been reduced in order to facilitate interpretation of the data. These are shown in a table with basic categories such as contributing factors to the traditional flipped class model. In Learning English.

3. Conclusion Drawing and Verification

In drawing conclusions involves taking a step back to consider what the data being analyzed means and to assess the implications for the research question. In this phase, the writer draws meaning from the data displayed. Verification is related to drawing conclusions, requiring as many data revisions as necessary cross-checking to verify this emerging conclusion. Verification refers to a process that is able to explain the answers to research questions and research objectives.

In addition, the data must be checked for stability and suitability. Researchers checked the validity of the data by using a triangulation strategy. Researchers examined various sources such as interview responses and observational data as needed to obtain valid findings from this study.

At this step, the researcher can conclude the three steps in reporting the results of qualitative research. First, data reduction. This is to find out the important points of the research. Second, after getting the important points from the research, this research is described in narrative form so that it is meaningful and easy to understand. The last is to draw conclusions. In this step the researcher makes a conclusion about the researcher after analyzing all the data.