

CHAPTER III

RESEARCH METHOD

A. Research Design

This research aims to find out what efforts by UPB towards English language learning system during pandemic. Therefore, this research is a case study research type that focuses on how suitable teaching strategies are to develop students' learning interests.

There are several expert opinions on case study research, such as:

1. Yin

Case studies are an empirical process of seeking knowledge to investigate and examine various phenomena in a real-life context (Yin, 1996).

2. Pollit and Hungler

A case study is a research method whose focus lies on determining the dynamics regarding further questions of why a person thinks, does something, or even develops oneself (Pollit and Hungler, 1990).

3. Susilo Rahardjo dan Gudnanto

Case study research is a method applied to understand individuals more deeply by being practiced integratively and comprehensively. This step is

carried out to understand the character of the individual under study in depth. In addition to studying individual character, it also helps determine solutions to problems faced by the individual. The hope is when the problem at hand can be resolved. Then the individual will have a better character and way of thinking (Rahardjo, S., and Gudnanto, 2011).

This research is a single case research type that focuses on teaching strategies using qualitative research methods with a qualitative intrinsic case study approach.

Intrinsic case study is a case study research conducted with the intention of first and last time researching about a special case. This is done not with the intention of placing the case representative of other cases, but rather its specificity and uniqueness. At first, his research may not intend to build a theory from his research, but later he may be able to build a theory if the case is indeed the only one in the world (Stake, 2005).

While in another opinion, intrinsic case study is research conducted on cases that have high distinctiveness and uniqueness. The focus of this research is on the case itself, either as a location, program, event or activity. This in-depth case study research is similar to narrative research, but has a more detailed review procedure for the case and its relation to the surrounding environment in an integrated and straightforward manner (Creswell, 2007).

B. Research Setting

This research is aimed at the Language Development Unit (UPB) located on St. A Yani KM. 4.5 at Antasari State Islamic University Banjarmasin 70235, September 07, 2021 – November 07, 2021.

C. Participants / Subject

Researchers explored information sourced from several lecturers or teaching staff, total of 118 teachers.

The participants of this research were English teachers of *UPB* classes. The teachers of *UPB* classes UIN Antasari Banjarmasin that consisted of 118 teachers were given questionnaires. However, only 50% of the samples taken or 64 classes were taken randomly.

D. Data

The data in this research was teachers' strategies to develop students' interest in learning at *UPB* classes developed by the teachers. Furthermore, the data was collected from questionnaire, interview and documentation.

The type of data used in this thesis is qualitative data, namely the data obtained is in the form of descriptions, such as the feedback system and its influence on increasing student interest in learning.

While the data sources used in this thesis are:

1. Data Premier

This is data obtained from observations by means of in-depth interviews with several teaching staff and by giving several questionnaires to all teaching staff who can provide information related to the contents of this thesis.

2. Secondary Data

That is data obtained from written reports as well as information and or documentation about the state of learning.

E. Technique of Data Collection

Technique of data collection in this research using simple random sampling technique.

Simple random sampling is a method of withdrawing from a population or universe in a certain way so that each member of the population or universe has the same opportunity to be selected or drawn (Kerlinger, 2006, p. 188).

Stating that the simple random sampling technique is a technique for obtaining samples that are directly carried out on the sampling unit. Thus each sampling unit as an isolated population element has the same opportunity to become a sample or to represent the population. This way is done when

members of the population are considered homogeneous (Margono, 2004, p. 126).

In this simple random sampling technique, the differences in the characters that may exist in each element or element of the population are not important for the analysis plan. For example, in the population there are men and women, or there are rich and poor, there are managers and non-managers, and other differences.

This technique is used if the population elements are homogeneous, so that any elements selected to be the sample can represent the population and are carried out if the research analysis tends to be descriptive and general in nature..

The procedure or steps in this simple random sampling technique are:

1. Set up a "sampling frame"
 2. Set the number of samples to be taken
 3. Define a sampling tool
 4. Select a sample until the number is met.
1. Random Sampling method has 2 types, namely :
 1. Lottery Method

With the lottery method, each member of the population is assigned a number and then a number is chosen at random. This random selection can

use methods such as lottery or social gathering. The randomly selected numbers represent the selected members of the population.

For example, a member of the population named A is given the number 3, Then when the lottery comes out number 3, Then the member of the population named A is selected as the sample. And so on, a draw is carried out until the sampling quota is met.

2. Random Number Method

By using this random number method, researchers can use a tool that is a table of random numbers. With the table of random numbers, a random sample is obtained.

20	17	42	01	72	33	94	55	89	65	58	60
74	49	04	27	56	49	11	63	77	79	90	31
94	70	49	49	05	74	64	00	26	07	23	00
22	15	78	49	74	37	50	94	13	90	08	14
93	29	12	20	26	22	66	98	37	53	82	62
45	04	77	48	87	77	66	91	42	98	17	26
44	91	99	08	72	87	33	58	12	08	91	12
16	23	91	95	97	98	52	49	40	37	21	46
04	50	65	37	99	57	74	98	93	99	78	30
32	70	17	05	79	58	50	26	54	30	01	88
03	64	59	55	85	63	49	46	61	89	33	79
62	49	00	67	28	96	19	65	13	44	78	39
61	00	95	85	86	94	64	17	47	67	87	59
89	03	90	40	10	60	18	43	97	37	68	97

Source : <https://research-methodology.net/sampling-in-primary-data-collection/random-sampling/>

The conclusion is: Every member of the population has the same opportunity to be sampled. The way to determine who can be a sample is done in a random way without any systematic stratification, clusters or techniques.

The data of this research was collected by questionnaire, interview and documentation:

a. Questionnaire

Questionnaire is a number of written questions that are used to obtain information from respondents about themselves or things that are felt by employees while bound by an agreement that has been agreed with the organization by sharing directly with the respondent concerned, the questionnaire can be in the form of closed or open questions or statements, can be given to respondents directly or sent by post or the internet (Sugiyono, 2008).

b. Interview

Data collection techniques by conducting direct interviews with leaders and employees about the object of observation being studied, the interviews conducted were unstructured interviews.

Unstructured interviews are free interviews where researchers do not use interview guidelines that have been arranged systematically and completely for data collection (Sugiyono, 2008).

c. Documentation

Guba and Lincoln 'interprets documents as written or filmed items other than records (evidence records) which are not specially prepared at the request of researchers' (Moleong, 2011, p. 216).

Documents such as autobiographies, memos, diaries, personal letters, newspaper reports, magazine articles, brochures, bulletins, photographs, films and other documents are needed in research on how a Language Development Unit is formed along with learning strategies that can develop students' interest in learning foreign languages.

F. Data Analysis

Qualitative data analysis during the field based on the Miles and Huberman (1984) model, consists of three activities namely data reduction, data display and conclusion drawing/verification (Sugiyono, 2008, p. 337).

1. Data Reduction

"Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary ones." In the research that the authors conducted, the data obtained from the field was quite a lot, for this reason it was

necessary to record it carefully and in detail. Because the longer the author is in the field, the more complex and complicated the amount of data will be. For this reason, it is necessary to immediately carry out data analysis through data reduction. Thus the reduced data will provide a clearer picture, and make it easier for the writer to carry out further data collection, and look for it if needed (Sugiyono, 2008, p. 338).

2. Data Display

In qualitative research, data presentation is done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. By displaying the data it will make it easier to understand what happened, plan further plans based on what has been understood because the method used in this research is analytical descriptive, so the data display is carried out more in a brief description (Sugiyono, 2008, p. 341).

3. Conclusion Drawing/Verification

The third step in qualitative data analysis is drawing conclusions and verification. Conclusions in qualitative research may be able to answer the formulation of the problem that was formulated from the start, but maybe not, because the problems and formulation of the problem in qualitative research are still temporary and will develop after the research is in the field (Sugiyono, 2008, p. 345) .