

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The change in LiDS Educia's English debate learning system requires a comprehensive study to find out the better understandings of its implementation. Since it aims to describe the implementation of online English debate learning, this study used qualitative research methods which were in line with the opinion of Dey (2003) who states that the essence of qualitative analysis is in the process of describing phenomena, classifying, and seeing how things are mutually exclusive, and relate. More specifically, this study used a qualitative descriptive research method because it is based on the opinion of Nassaji (2015) which reveals that qualitative and descriptive research is very suitable for L2 class teaching studies. Therefore this study used descriptive qualitative research methods in order to describe as well as explain in more detail the implementation of online English debate learning at LiDS Educia.

B. Research Setting

This research was conducted at LiDS Educia, a debate organization found at Antasari State Islamic University which is located at Jl. A. Yani, Km. 4,5, Banjarmasin. This research was carried out online in WhatsApp group and Google Meet from August to October 2022.

C. Subject and Object

Subjects were selected based on their knowledge of the phenomenon. For this study, the researcher used a purposive sampling technique in determining

subjects as it was considered the most suitable technique that focused on certain interesting characteristics and allowed the researcher to answer research questions (Rai, 2015).

The researcher selected three online English debate coaches of LiDS Educia who are executive members of the organization and the members of LiDS Educa who are taught by the coaches.

D. Data and Source of Data

1. Data

The data in this study are the results of observations, interviews, and documents regarding the implementation of online English debate learning, the difficulties and solutions of online English debate coaches.

2. Source of Data

Sources of data were obtained by observing the class while the online English debate coaches teach the material and interviews were conducted with the coaches. In addition, the data sources also come from important LiDS Educia documents such as textbooks and others.

E. Technique of Data collection

Observation, interview, and documentation were used to collect the data in this research.

1. Observation

The observation investigated the learning process of English debate learning given by the coaches in the online class. The observation was made to enable the researcher to obtain data such as the learning process and problems

faced by the coaches. In this research, the researcher was an observer to get the data and not be involved directly in the classroom activity.

The observation was conducted four times from August 27th 2022 to October 16th 2022 on WhatsApp Group and Google Meet. The observation schedules as follows:

Table.3.1 Observation Schedule

Observation	Date	Day	Time	Place
First observation	August 27 th , 2022	Saturday	09.13-10.00 am	WhatsApp Group
Second observation	September 3 rd , 2022	Saturday	09.24-10.21 am	WhatsApp Group
Third observation	September 10 th , 2022	Saturday	09.09-10.05 am	WhatsApp Group
Fouth observation	October 16 th , 2022	Sunday	09.00-11.00 am	Google Meet

2. Interview

The researcher interviewed the three coaches (executive members) to get more accurate data. Kvale (1996) defines interview as a conversation whose purpose is to collect a description or interpretation of a phenomenon from the interviewee. This research used structured interviews as the researcher or data collector already knows exactly what information will be obtained (Sugiyono, 2018). In this research, data was obtained by Instant Messaging Interview (IMI) using WhatsApp. IMI offers great benefits during the data processing stage. Instant Messaging Interview (IMI) reduces the burden on researcher in transcribing interview scripts, increases transcription accuracy and facilitates the follow-up process (Aida et al. 2019).

3. Documentation

In this research, documentation is a systematic activity that aims to find, collect, use and provide documents to obtain information and evidence in the context of research needs. The researcher documented several photos while the learning is taking place. The data collected from interviews and documentation were the implementation of online English debate learning and the coaches' difficulties of online English debate learning. The documents were used was LiDS Educia learning books, the screenshots from the learning proses and the interviews.

F. Data Analysis

In this research, the researcher analyzed data as soon as possible after the data have been collected. The researcher used technique of data analysis based on Miles and Huberman (1994). There are three steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Sugiyono (2018) defines data reduction as summarizing, choosing the basic things, focusing on important things, and looking for themes and patterns. The researcher collected the data of the implementation of online english debate learning through observation, interview and documentation. The researcher then transcribed the data. The irrelevant data were discarded. Next, after collecting and reducing the data, the researcher displayed those data descriptively.

2. Data Display

According to Miles and Huberman (1994), a display is an organized and compressed collection of information that allows drawing conclusions and actions. A display can be text or diagrams, charts, or extended matrices that provide new ways to organize and think about embedded data more textually. In this step, the researcher would present a structured set of information and the possibility of drawing conclusions. After displaying the data, conclusions were drawn.

3. Conclusion Drawing/Verification

Drawing conclusions begins after the data has been collected by making temporary conclusions. The Conclusions were always analyzed continuously and their validity was verified as creating perfect conclusions about the implementation of online English debate learning at LiDS Educia.