

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used case study-qualitative research. Qualitative research is a model for examining and appreciating the implication that people or associations appoint to a social or human issue. Questions and methods are essential for the examination interaction, as is information assortment in the members' current circumstance, inductive information investigation creating from particulars to comprehensive topics, and translations of the information's importance (Creswell, 2014). The composing construction of the last composed report is adaptable. In addition, this research applies the case study method. The case study is qualitative research that studies individuals through extensive data collection (Fraenkel & Wallen, 2006).

1. Case Study Stages

Case study research is included in qualitative research, which focuses on gathering information about human understanding and behaviour from a human perspective, where the subject can only be examined in any individual or group (Polit & Beck, 2004). This research uses a case-study type of research because this research is used to explore in depth and detail related to the use of Peer-Instruction Flipped Classroom to teach Grammar in Intensive

English Program at Language Development Unit UIN Antasari. The following are the case-study stages which will also be used in this research.

a. Researcher Determine and Define Research Questions

At this stage, the researcher asks questions related to research that raises the phenomenon or object under study. Inquiries related to case study research usually refer to the phenomena associated with the thing being studied, so that questions that arise in determining problems are looking for how a system works. In this study, the researcher raised questions such as how to implement the peer-Instruction Flipped Classroom model in teaching grammar in Intensive English Programs at the university level and what difficulties lecturers face in applying this learning model.

b. The Researcher Designed the Research Instrument

Researcher collect data with the instruments they make. The researcher must adjust the appropriate instrument to be used in his research. For this reason, any conclusions obtained from a previous study can be used as a reference to assist researcher in designing the instruments that they use in their research. In this research, researchers analyzed, compiled and created a series of related instruments to find out more about the implementation of the peer-Instruction Flipped Classroom model in teaching grammar in Intensive English Programs at

the university level and what difficulties lecturers face in applying this learning model.

c. Researcher Determine Data Analysis Techniques

The way to identify the themes that appear in the data collected in qualitative research inductive analysis needed; where basically, the data that has been collected from both field observations and interviews will be analyzed by coding and placing the data based on the suitability of the theme. The research uses thematic analysis techniques to identify themes and detailed information to find out aspects of the implementation of the Peer-Instruction Flipped Classroom model in teaching grammar in Intensive English Programs at the university level and what difficulties lecturers face in applying this learning model.

d. Researcher Prepare case study reports

At the end of a study, researcher will compile and draw the results of the research that has been done (Denzin & Lincoln, 2004). In this study, researchers must pay attention to several aspects related to the implementation of the peer-Instruction Flipped Classroom model in teaching grammar in Intensive English Programs at the university level and what difficulties lecturers face in applying this learning model. These aspects include the researcher describing the research issue, the researcher describing specifically and in detail related to the context and location of the research, the researcher explaining specifically the case research

process from the formulation of the problem to the research results obtained, the researcher discusses the final results of the research to gain a clear understanding of the research that has been researched.

B. Data Collecting

In general, in data collection, there are several methods that can be used in case research, including surveys, interviews, and observations (Robert & Taylor , 2002). The technique that is often used to create more specific and goal-oriented data quality is to use interview technique. By using this technique, the data to be explored will be more in-depth related to a particular phenomenon. Therefore, apart from using field observations, this research also uses interviews to find out detailed information regarding implementing the Peer-Instruction Flipped Classroom model in teaching grammar in Intensive English Programs at the university level and what difficulties lecturers face in applying this learning model.

C. Research Setting

The location of this research was UIN Antasari. It is located at Banjarbaru, Kemuning, Kecamatan Banjarbaru Selatan, Kota Banjar Baru, Kalimantan Selatan. The researcher chose that place was that this place corresponded to the research subject where the tutor integrated the Flipped Classroom when teaching grammar in the Intensive English Program. This research takes approximately

two months in two meetings of classroom Pre-observation, three meetings of classroom observation and three online observations.

C. Participant

This research focuses on examining Group Six of Intensive English Program at Language Development Unit of UIN Antasari. Moreover, the researcher also chose an English tutor who was implementing Flipped classroom in teaching grammar, especially grammar.

D. Data

The researcher needs all the data about how the lecturer integrated the Flipped Classroom into the classroom. The researcher gathered the data from observation and interview. Then, researchers also took some documentation by taking photos, videos, voice recordings and screenshots during the research process. In addition, researchers also refer to several books, journals to support the findings that have been obtained.

E. Source of Data

This research examines an English lecturer teaching in the Intensive English Program at UIN Antasari that implements Flipped Classroom Learning in teaching grammar.

F. The Technique of Data Collection

This study uses several data collection techniques, including note-taking of the tutor's field notes and classroom observation sheet. Besides that, the researcher used interviews with the tutor by using an interview sheet to gather additional information about the tutor's opinion and perception of the implementation of Flipped classrooms and student motivation in learning English grammar (Creswell, 2014).

1. Observation

The analyst caught perceptions and took field notes on individuals conduct and exercises at the exploration site. The specialist noticed exercises of the educator and understudies while instructing and learning process (Creswell, 2014). The analyst utilized field notes as an exploration instrument. Field notes are written in detail, carefully, extensively, and in-depth from the results of interviews and observations conducted by researcher about actors, activities or places where they take home the activity, (Idrus, 2007). Field notes were made by the researcher at the end of each face-to-face meeting and used by the researcher to report the steps implemented in the learning process by using the Flipped Classroom learning model and taking notes on things considered important during the research. In this research, researcher observed the implementasi the peer-Instruction Flipped Classroom model to teach grammar in Intensive English Programs at Language development unit UIN Antasari.

2. Interview

The interview is a conversation with the intention of certain activities carried out by two parties, namely the interviewer, who asks questions to the interviewee, who gives answers to questions (Lexy & Moleong, 2006). This technique is used by the researcher to dig deeper into aspects that have been seen in field research related to the implementation of the peer-Instruction Flipped Classroom model in teaching grammar in Intensive English Programs at the university level and what difficulties lecturers face in applying this learning model .

E. Thematic Analysis

In the data analysis method, researchers use thematic analysts to process the data that has been collected. Thematic analysis is the single most effective method for analyzing data with the goal of identifying themes or uncovering them from previously collected data. There are six phases in the thematic analysis that must be passed to complete research (Braun & Clarke, 2006). Researchers use thematic analysis to group themes from the data that has been collected so that they are arranged based on the same theme. The following are the stages in Thematic Analysis.

1. Familiarizing the Data

In this case, the researcher must comprehend and incorporate the qualitative data he has gathered. Because researcher can obtain information

from interview recordings, they can be valuable sources in the data analysis process (Braun & Clarke, 2006). At this stage, the researcher reopened the field notes, interview notes and recorded interviews about Grammar learning using the Peer-Instruction Flipped Classroom Model in Intensive English Program at the Language Development Unit of UIN Antasari.

2. Generating Initial Codes

Beginning the coding process is the second step in the thematic analysis procedure. Coding is similar to a librarian choosing a book's title's subject or, like a reader attempting to identify a paragraph's key point. The labels or qualities found in data pertaining to research topics can also be thought of as codes (Braun & Clarke, 2006). The researcher provides codes according to similar topics in the interview script with tutors about teaching Grammar using the Peer-Instruction Flipped Classroom Model in Intensive English Program at Language Development Unit of UIN Antasari.

3. Searching for Themes

Stage it contains a process for finding and matching themes that are in accordance with the intended research objectives (Braun & Clarke, 2006). The theme also describes something that is appropriate and certainly important in data that is closely related to the formulation of the research problem by not extending to other discussions that are not needed. At this stage, the researcher matches the topics into theme groups. These themes relate to the implementation of the Peer-Instruction Flipped Classroom

Model to teach in the Intensive English Program at the Language Development Unit of UIN Antasari.

4. Reviewing Potential Themes

This review procedure will aid in finding any additional themes that it could have overlooked and ensure that the researcher's themes are accurate and relevant summaries of the data. At this stage, the researcher will ensure whether the data that has been obtained and processed is suitable for the research objectives regarding the implementation of the Peer-Instruction Flipped Classroom Model for teaching Grammar in the Intensive English Program at Language Development Unit of UIN Antasari.

5. Defining and Naming Themes

The process of identifying these themes will involve clarifying and tracing precisely and accurately what the researcher aims for in each theme to determine understanding related to the data. The theme naming process will produce short and clear names for each subject. At this stage, the researcher gives themes in the form of subtitles and arranges them into levels of titles regarding the implementation of the Peer-Instruction Flipped Classroom Model to teach Grammar in Intensive English Program at the Language Development Unit of UIN Antasari.

6. Producing the Report

At this stage, each theme has been frequently discussed sequentially, one by one, in the results or findings section. At this stage, the researcher will arrange themes that have been processed into results regarding Grammar teaching using the Peer-Instruction Flipped Classroom Model in Intensive English Program at Language Development Unit of UIN Antasari.