

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The research design used in this study to achieve the result is descriptive qualitative research. Qualitative research design is a research methodology that focuses on exploring and understanding the richness and complexity of human experiences, behaviors, and social phenomena. It is typically used to investigate subjective aspects of a research question and is characterized by its emphasis on words, meanings, and interpretations rather than numerical data and statistical analysis.

According to Creswell (2014) descriptive qualitative research is an approach that can probe and interpret the meaning of responses from individuals or groups concerning a social or human problem. Furthermore, for analyzing and interpreting the data, the researcher uses descriptive method following the definition defined by Mardalis (2003) the descriptive method is a method which has to faithfully record, describe, analyze, and interpret the conditions that are being researched.

The researcher used descriptive research method for this study because it aims to describe and report the extent of learning loss, the factors that cause learning loss. Also, descriptive study can provide a detailed explanation on the solutions of learning loss from the students perspective.

#### **B. Research Setting**

The researcher conducted this research in UIN Antasari State of Islamic University in Banjarmasin, South Kalimantan, specifically in the English

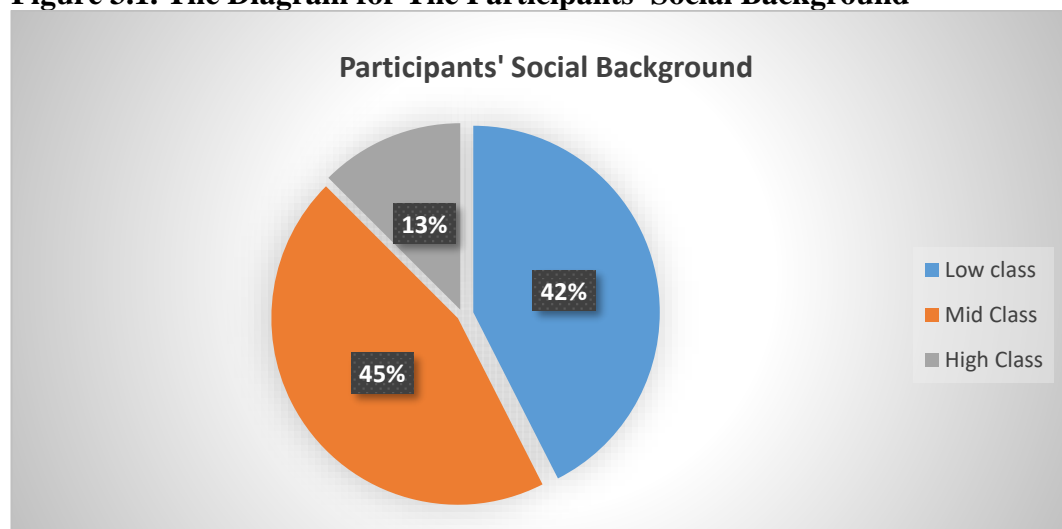
educations department's seventh semester students. The researcher chosed this setting because of the related subject of this reseach. The time of the research start from 20 April to 6 June 2023.

Before conducting the research, the researcher had to ask the permission from the necessary party by giving a research letter. Then the researcher conducted the research with the participants at the aforementioned site.

### C. Participants

The participants chosen for research will be students of English department from UIN Antasari consisting of 40 participants from four different classes, according to figure 3.1 and figure 3.2 all of participants have already represent a divers sampling from all of social background, and native origin (urban, suburban, and rural).

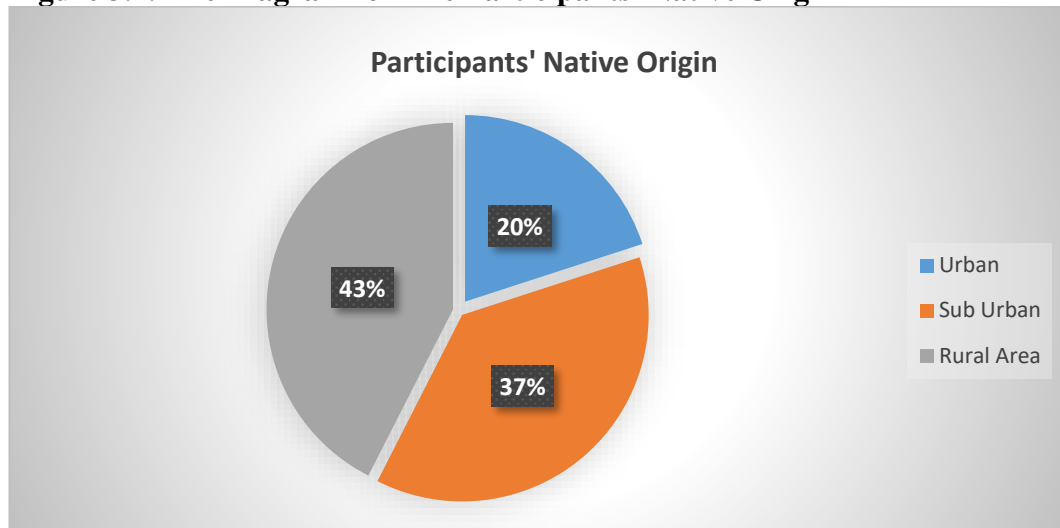
**Figure 3.1. The Diagram for The Participants' Social Background**



The students that were chosen for this research must have experience in online learning, which is really suitable with students of English education department from the 2019 generations, because they have experienced offline learning in their

first semester and then went online in the second semester until fifth semester and back offline in the sixth semester.

**Figure 3.2. The Diagram for The Participants' Native Origin**



In addition, the selection of participants of this research uses purposeful sampling which bases its selection on the proposition that information-rich samples are to be selected to have an in-depth view of the phenomena (Shaheen et al., 2016).

#### **D. Technique of Data Collection**

In the process of data collecting, the researcher used an open ended Questionnaire and in-depht Interview as the instrument for collecting the data. Stated by Ary et al. (2010), “questionnaire is an instrument used to gather data from the participants concerning their opinions, beliefs, and feelings concerning a situations or phenomena in their own words”. Interview used as instrument to confirm the answer from questionnaire if the answer is too vague and ambiguistic which only use half of the overall participants which is 20 participants, in other word this instrument is used as cross examiner. Based on this definition, this instrument

could give the researcher meaningful insights from the students about their experience on learning loss.

The researcher used open ended questionnaire which used Google form as the platform for collecting the data, the questions for the open ended questionnaire are; 1) the confirmation for whether or not they have learning loss, 2) a question asking for their level of learning loss, regarding this question according to Astuti (2022) the level of learning loss will determine by if they only forgot a small amount of their lesson that they have learned before it would be considered as low level, and if they forgot a medium amount of lesson it would be considered as mediocre level, and if they forgot a high amount of lesson it would be considered as high level, 3) question regarding obstacles and problems that they encounter during online learning in pandemic era, 4) question regarding the factors of learning loss according to them based from their own obstacles during online learning, 5) question regarding the impact of learning loss they have experienced in their learning, 6) question regarding How do they solve/overcome the learning loss that they have experienced, 7) question regarding their GPA during the first semester (pre-pandemic), 8) question regarding their GPA during the sixth semester (post-pandemic).

The researcher also used in-depth interview which using WhatsApp's voice note and text note as a platform. The questions that used for this interview consisting of seven questions which are; 1) question regarding their experience during online learning which lead to their level of learning loss, 2) question regarding how has online learning impact their ability to retain information, 3)

question regarding the specific challenge have they faced with online learning, 4) question regarding how do they think online learning has effected their motivation and engagement in coursework, 5) question regarding the solutions they have tried or would they suggest to address learning loss in online learning, 6) question regarding how was online learning effected their overall wellbeing ability to focus on your study, 7) question regarding the type of support and resources would be helpful for they to mitigate learning loss during pandemic.

### **E. Data Analysis**

In data analysis, the researcher decided to used descriptive qualitative research. The reason the researcher chosed this specific method because it allows the researcher to collect data, analyze it, organize it and then present it by informing the discovery found during the observation period. During this process, the researcher does not see the need to use any statistical procedures. The researcher had simply analyze and examine the data obtained qualitatively.

According to Roudsari (2019) Qualitative descriptions delves deeply on Who, What, and Where experiences. It is often an eclectic but sensible combination of sampling, data collection, analysis, and representation techniques, using low-inferential interpretation to represent facts using the everyday language.

Concerning this qualitative research, the researcher used data analysis process described on the theory presented in the book of Miles & Huberman called “Qualitative Data Analysis” (1994). The data analysis consist of mainly three process of activity, the activities are data reduction, data display, and conclusion drawing or verification.

### 1. Data Reduction

As specified by Miles & Huberman (1994), Data reduction refers to an act of selecting, centralizing, simplifying, abstracting, and transforming data written in field notes or record. This means in data reduction process, the researcher will not include any unnecessary information that happens during the data collections. The researcher will mainly sticks to detailing the experience, the factors, the impact, and the solutions for learning loss.

### 2. Data Display

In Miles & Huberman (1994) they defined data display as the second process of qualitative data analysis. They have stated that data visualization is a collection of information that has been organized according to data reduction, leading to conclusions and verifications using circle diagram and bar digram. In short, providing the reader a comprehensive and managed information from the collected data. It is necessary for the third step in which the data will be analyzed to draw the final conclusions.

### 3. Conclusion Drawing or Verification

Based on Miles and Huberman description of conclusion drawing and verification, conclusion is a process in which a researcher think about the data that has been collected thus far and peel off the meaning of each and every one of them. While verification is a process of testing the plausibility, sturdiness, confirmability and validity of the data that has been collected.

Based from the explanation above it can be concluded that the steps to analyze the data are divided into three steps; 1) data reductions, in this step, first

the researcher had to Read through the results of the interviews and questionnaire to familiarize with the data, after that the researcher had to identify initial codes or categories based on the content of the results. These codes should reflect the main topics and themes emerging from the data and then data reduction, the researcher had to group similar codes together and condense the data into a smaller number of themes. This process should result in a clear and concise representation of the data, 2) data display, the researcher used pie chart and bar chart to display the data, 3) conclusion drawing or verification, after the process of data display, the researcher summed up the analyzed data. The researcher to draw a conclusions from the data that will be obtained during the interview to gathers and ask necessary questions regarding the experience, factors, impact and solutions of learning loss in order to arrive at the final conclusion. Finally, the researcher will declare the final conclusion in order to answer all research questions stated on the background.