

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of research used to achieve the desired results in this study is qualitative research. The design of the research was a descriptive qualitative research. Siedlecki (2020) stated that a descriptive research is one of the researches to describe data and the objectives of descriptive design are what, when, where, and how. Descriptive research attempts to depict phenomena, events, or states of affairs by examining them in participant natural state. In this type of investigation, the researcher refrains from manipulating variables and instead provides explanations for the sample or variables. The purpose of using the descriptive research method is to get the accurate, factual, and systematic data. For the findings to accurately and methodically represent the facts and qualities of the researched item or topic, participant must first be gathered. The researcher uses qualitative methods because, in this study, the aim is to find how the quality of infographic that maked by student and the reason inside of infographic.

B. Research Setting

This qualitative research was conducted in English Education at UIN ANTASARI, kilometre 4.5. Kebun Bunga District, East Banjarmasin City, South Kalimantan Province. Researcher choose English Department of UIN Antasari Banjarmasin as the location of this research, because in this major participant have English students whos ever learn variety of media and learning methods that are effective and interesting in Teaching Media classes. This qualitative research was conducted from September 2023 to the completion.

C. Participant

The subject of this study are 20 students who have ever maked an infographic design and finished class teaching media. The selection of student in this study was because participant met the criteria of student wanted by the author, where criteria of student are person who ever maked infographic and teach using participant infographic to public, infographic by participant include some information and to the point, also have currently experience in learn media for teaching and learning process. For this criterion, a student finishing teaching media class is relevant because participant have learned about media and ever apply it in teaching learning.

D. Data

Data in this study came from two sources, first is the prime source was obtained directly from the researcher's interview with the student, which was then adjusted to the existing data. The secondary sources are data from journal reading sources or essays that relevant with the topic of this research. This research uses infographics created by English education majors who have completed media classes, regardless of the language they use or the purpose of their creation. The infographic criteria chosen by researchers as a source of research data are infographics that only display one idea or piece of information in an infographic that they make, the information or ideas presented in the infographic must be clear and concise (to the point), and the elements and colour patterns presented complement each other, they don't seem to damage the eyes when looking at the infographic.

E. Technique of Data Collection

To collect the data, researcher will use interview and documentation as data collection instruments:

1. Documentation

Documentation is used to obtain information, knowledge, information, and evidence related to observations and interviews that have been conducted. Furthermore, the researcher used data from a

collection of infographics created by students. Researcher see to know about the quality of infographics created by students who have taken learning media classes.

2. Interviews

Fsaor primary data, the researcher used interviews. Interviews are one of the essential resources in qualitative research, which aims to gain deep insight into how people experience, feel, and think about the world social environment (Creswell & Poth, 2016). This instrument is used to answer questions from researcher who interviewed teacher. This interview was conducted privately between researcher and students consist time agreed, the researcher used semi structural in depth interviews, where this is a semi-structural interview where the questions used are not only asked, but new questions will likely arise during the question and answer session. The semi-Interview structure aims to get a detailed picture of the interviewe. In this study, the researcher uses a digging technique to dig up information to speak, like the researcher asking about the effectiveness of infographics as a medium in teaching.

F. Data Analysis

Data analysis is a process for systematically compiling interview data, after collecting the data, the researcher analyzes the data. To find answers to the first research question, the researcher adopted Krippendorf's

thoughts in conducting data analysis. Where according to Krippendorff (2018), the only thing that needs to be considered in any empirical study is to decide what will be observed and how the observations will be recorded and after that considered as data. Empirical research needs to rely on multiple examples of observations that collectively support a hypothesis or statistical conclusion or that show patterns that a single case cannot reveal. Krippendorff explains that there are six instructions for replicating the data, including:

1. Unitization

Unitizing is the methodical differentiation of text, pictures, sounds, and other observable and analytically interesting objects. In this study, the researcher isolates and identifies text, observable segments, and picture types for analysis. All of the text and pictures were taken from infographics created by students who passed the teaching media course. The researcher then chooses text and picture fragments from the samples participant have collected, organizes them, and arranges them into groups based on the criteria that are accessible.

2. Sampling

The theory of sampling is concerned with how well the characteristics of the sample may be applied to the population from which it was taken. In order to calculate the bias brought about by

generalization from small sample sizes, the law of large numbers is used. It validates a number of sample strategies meant to reduce this bias. By restricting observations to a conceptually understandable subset of units that represents the collection of all investigated units, sampling helps the researcher to reduce research time.

3. Recording

Recording units and sampling units frequently differ. Recording units may not be as autonomous as the theory suggests since texts have participant connection. One of the many procedural elements of content analysis is recording and coding. However, it poses a severe challenge for analysts who must create recording instructions that participant and other researcher can dependably carry out. When observers, readers, or analysts analyse what participant see, read, or discover and then express participant experiences in the formal language of analysis, this is known as recording; when this process is carried out following observer-independent norms, content analysts use the word coding. The latter is given precedence since the natural sciences prefer to collect data using mechanical tools. To provide recording instructions that programmers can consistently apply, researcher try to create precise and thorough regulations, exactly like mechanical devices would. The gap between diverse words, pictures, and individuals' views is filled in through recording

and encoding. In this instance, the researcher takes notes on the infographic display the students created, making it more straightforward for the researcher to revisit the infographics participant created.

4. Reducing Data

Data reduction meets the needs of analysts for effective representations, particularly for enormous amounts of data. A tabulation of all occurrences is less effective than a type/token statistic, a list of kinds and the frequencies of the tokens associated with each type. Duplications are replaced by frequency. A practical representational analysis is made possible by data reduction. The summary might lessen the text's variety to make the information extracted more crucial. The researcher is now gathering a lot of text or data from the analysis. The researcher simplifies the data to satisfy the analyst's requirements for presentation effectiveness and considerable volumes of data to make the study effectively convey the results of the text.

1. Abductively inferring contextual phenomena

Inferring contextual phenomena is inferring contextual phenomena from texts that drive analysis beyond data. It refers to phenomena not observed in a context of interest to the researcher. In content analysis, assurance is provided by an analytical

structure supported by all known information about the context. In this research, to support the information analysis process, the researcher took information from a journal entitled "How Infographic Should be Evaluated" The information taken by the author is in the form of instructions on how to evaluate infographics, as well as from other sources that are relevant to the context.

2. Narrating the answer

Narrating the answer to the research question relies on narrative traditions or discursive conventions established within the discipline of content analysis. Narrating the answers is content analysis, where researcher make participant results understandable to others. Narrating the answers means the process of informing the audience of research results so that participant provide benefits from the research. In this case, of course, the results participant wrote were the answers to the research questions, namely about the quality infographic produced by students studying learning media and explaining the researcher's findings.