

CHAPTER III

RESEARCH METHOD

A. Research Design

This research explores the signs of learning loss based on students' experiences and how students in higher education should respond. Therefore, phenomenological research is selected as the study strategy. The objective of this technique is to seek the reality of people's experiences via awareness, using experience as the data. Phenomenology studies how information appears to consciousness (Moustakas, 1994). In other words, phenomenology is exclusively concerned with an individual's subjective experience. In addition, he stated that phenomenology is the study of explaining what an individual observes, experiences, and knows in his or her present consciousness and experience.

Because the researcher is interested in documenting the lived experiences of students in higher education who may be affected by learning loss, this technique was chosen. According to Ary et al. (2010), phenomenological research is intended to characterize and evaluate an experience by assessing the significance of the event as seen by those who have participated in it. It implies that phenomenology investigates something beyond the surface.

B. Research Setting

This research was carried out at Antasari State Islamic University, at the Tarbiyah and Teacher Training Faculty, especially in the English Education Department. Researcher chose this place because this university had not conducted offline learning for some time. Of course, as we all know that learning loss occurs because of the absence of offline class.

C. Participants

The participants in this study were students majoring in English education, class of 2021. Because they were the batch who had experienced online classes during their lectures at this university.

D. Research Instruments

As the design used in this research is the Phenomenology by Moustakas (1994). This study's instrument is the Interview Guide for General. Occasionally, a generic interview guide or topical guide is employed when the co-account researcher needs to tap into the experience's quality and meaning sufficiently. Furthermore, broad inquiries, such as the ones below, might assist the collection of detailed, lively, and meaningful descriptions of the co-experienced researchers with the occurrence. The phrasing and timing of the inquiries promote complete disclosures of the co-experience researcher's

E. Data Collection Procedure

Moustakas (1994) says that in phenomenological research, in-depth interviews are used to get information about the topic or issue. The phenomenological interview is a casual, conversational method that uses open-ended questions and comments. Even though the main researcher may come up with a series of questions designed to get a full account of the person's experience with the phenomenon, these questions are changed, thrown out, or not used when the co-researcher talks about his or her experience with the bracketed question.

He also mentioned that the phenomenological interview starts with a friendly chat or a short meditation to build trust. After this introduction, the researcher suggests that the co-researcher think about the experience, focusing on times when they were especially aware and affected, and then describe the event in detail. The interviewer makes the person feel comfortable so they can answer honestly and completely.

Moustakas (1994) proposed a seven-step process for conducting phenomenological research:

1. **Bracketing:** The researcher should put aside their preconceptions and biases about the topic and approach it with an open mind.
2. **Intuiting:** The researcher should immerse themselves in the participants' experiences and intuitively grasp the meanings inherent in those experiences.

3. **Analyzing:** The researcher should identify the essential structures of the participants' experiences and separate them from extraneous elements.
4. **Describing:** The researcher should create a composite description of the essential structures of the participants' experiences.
5. **Co-constructing:** The researcher should meet with participants to review the description and modify it to reflect their perspectives.
6. **Balancing:** The researcher should balance the perspectives of all participants and develop a synthesized description that reflects the commonalities of the participants' experiences.
7. **Presenting:** The researcher should present the synthesized description in a way that captures the essence of the participants' experiences and provides a rich, descriptive account of the phenomenon under investigation.

Creswell (2013) mentions that there are few general steps in conducting Phenomenological Research, they are:

- 1) **The researcher determines the research topic.** The Researcher chose to examine the topic of learning loss, whether learning loss was found among students and how the solution for it.
- 2) **A phenomenon of interest to study.** The phenomenon that researchers focus on in this research is any evidence that can be found among

students, especially students majoring in English education. Then, what kind of solution do they expect.

- 3) **The researcher recognizes and specifies the broad philosophical assumptions of phenomenology.** Learning loss must be avoided because it really has an impact on student performance. Either that can be seen through grades, or even a reduced ability to understand a lesson and it can also be difficult to apply new skills. What is certain is that learning loss occurs when students lose control of their ability to learn something due to certain things.
- 4) **Data are collected from the individuals who have experienced the phenomenon.** The participants for this study were from batch 2021, which they had studied online. To ensure that participants have experienced learning loss or not, the researcher asked the participants candidate whether they are indeed fulfilled the learning loss criteria.
- 5) **Analyzing the Data.** Researchers analyze the data using thematic analysis methods. The purpose of thematic analysis is to identify themes. Patterns of essential or exciting data use these themes to address research or say something about a problem. It does more than summarize the data. An excellent thematic analysis interprets it and makes sense of it.

- 6) **Put the participants' experience into writing.** The researcher wrote about the experiences of the participants and described these experiences in as much detail as possible.
- 7) **From the structural and textural descriptions, the researcher then writes a composite description that presents the "essence" of the phenomenon, called the essential, invariant structure (or essence).** After writing a textual and structured description, the researcher then write again in a more developed and more structured manner in order to show the essence related to learning loss and its solutions.

F. Data Analysis

Phenomenological data analysis typically involves a process of identifying themes and patterns in the data that reflect the participants' experiences of the phenomenon under investigation. Moustakas (1994) proposed a seven-step process for analyzing data in phenomenological research, which includes:

1. **Transcribing the interviews:** The first step in data analysis is to transcribe the interviews verbatim. This allows the researcher to review and analyze the data in a systematic and consistent way.
2. **Reading through the transcripts:** The researcher should read through the transcripts multiple times to get a sense of the overall content and meaning of the data.

3. **Identifying significant statements:** The researcher should identify statements made by participants that are particularly relevant or meaningful in relation to the research question.
4. **Extracting meaning units:** The researcher should extract meaning units from the significant statements, which are individual words or short phrases that capture the essence of the participants' experiences.
5. **Grouping meaning units into themes:** The researcher should group similar meaning units together to form themes that reflect the participants' experiences of the phenomenon.
6. **Describing the essence of each theme:** The researcher should provide a detailed description of the essence of each theme, which captures the commonalities and variations in the participants' experiences.
7. **Synthesizing the themes:** The researcher should synthesize the themes to create an overall description of the participants' experiences of the phenomenon under investigation.