

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher's methodology in this study was qualitative. This strategy tries to explain and examine a situation, idea, or social practice as well as people's views either individually or collectively.

According to Ali Mohammad et al (2014), Qualitative research is a study that aims to describe and analyse phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. The main aim of qualitative research is twofold: firstly, to describe and reveal; and secondly, to describe and explain. The majority of qualitative research is explanatory and descriptive. Certain studies provide descriptions of intricate situations and directions for future research. Other studies provide explanations (clarity) concerning the relationship between events and meanings, specifically in terms of the participants' perceptions. The descriptive methodology, according to Mardalis (2003), is a method that must record, describe, evaluate, and interpret empirically existent conditions. In addition, the sample sizes used in qualitative research were small and little, unrepresented and theoretical (Bognan and Biklen et al in Margono. S. 2014)

As a result, qualitative research is suited for this study since the researcher wants to obtain a complete understanding of the research questions' findings. Furthermore, the descriptive technique aids the researcher in data

analysis and comprehension.

B. Research Setting

The researcher was performing this study in the English Education Department Tarbiyah and the Teacher Training Faculty Antasari Islamic State University Banjarmasin. The researcher got authorization from each class by submitting a research letter. Then the researcher was conducting research with participants in the major mentioned.

C. Participants

This study included English Education Department Tarbiyah and Teacher Training Faculty Antasari Islamic State University Banjarmasin semester 3 academic year 2021 as participants. In English Education Department academic year 2021, there are three classes in this department with a total of about 96 students where in each class there are around 32 to 33 people. In this study, researchers took 10 students from different class.

Purposive sampling was employed to pick participants for this study, which meant that students were chosen because researchers had numerous criteria in mind, including students who had to read using digital resources in learning english.

The distinction between qualitative and quantitative research, according to Bogdan and Biklen, Moleong, Nana Sudjana and Ibrahim, and Tjetjep Rohendi Rohidi, is in the sample element. The sample in qualitative research is small, underrepresented, and the sample is determined theoretically. As opposed

to broad, gradual, quantitative study that controls accuracy, random selection, and external variables. (Margono, S. 2014).

D. Data

1. Data of the Research

Researcher require all information on the problems students have interpreting digital resources. Furthermore, researcher require all information regarding students' experiences in using digital resources. Researcher used interview to acquire data.

2. Source of the Data

The data comes from English students at English Education Department Tarbiyah and Teacher Training Faculty Antasari Islamic State University Banjarmasin semester 3 academic year 2021. The researcher additionally consults several books, articles and journals that are relevant to this study.

E. Technique of Data Collection

The researcher used only one tools to collect the information. In this study, interviews were employed as instrument.

1. Interview

According to Ali Muhammad et al. (2014), the data collection method of interviews is popular in both descriptive qualitative and descriptive quantitative research. In person, in one-on-one sessions, interviews are performed verbally. When gathering data from groups,

such as when interviewing a family or a scout foundation, interviews are occasionally also conducted in groups. Individual interviews are conducted to get data from people. As a result, this instrument may allow the researcher to obtain more thorough information from the participant's responses to the question for verification, as well as to inquire about the students' expectations in this research.

In this research, researchers examined 10 selected students based on the criteria of the researcher, such as students who use digital resources to learn English. researchers started research on 04 September to 04 November 2024. In that month the campus was running a semester break, so the researchers researched using the Whatsapp application to interview with students.

F. Data Analysis

According to Miles and Huberman (1989), qualitative data is grounded, rich in description and able to explain the process. However, because it is in the form of words, sentences and paragraphs, it is often difficult to distinguish between data and personal impressions. In order to make sense of the data, it is preferable that the following steps are taken in the analysis: 1) data reduction; 2) data presentation; and 3) inference and verification.

1. Data Reduction

Data reduction is a step in qualitative data analysis methodologies. Data reduction is the process of categorizing, reducing, and eliminating irrelevant data to provide meaningful information and facilitate conclusion-making. The reduction stage of data analysis is necessary due to the vast amount of data and the complexity of the data. This step is used to determine whether the data is pertinent to the final objective.

2. Data Display

According to Ali Mohammad et al (2014) Data presentation or display is a method of organizing data in a way that facilitates drawing conclusions or suggesting potential courses of action. In addition, data display is a way of presenting data that can be done in the form of graphs, tables, or pictograms so that they can be adapted to research findings. In order to better the visualization of patterns across all research data sources,

3. Conclusion Drawing and Verification

According to Ali Mohammad et al (2014) data verification is the process of defining the significance of data in a way that demonstrates the causal chain clearly and allows for the development of related hypotheses. The final step in the analysis of research data is conclusion drafting and verification, which involves confirming the data findings that have undergone the reduction and display processes. In line with the

narrative of Whitemore & Knafl (2005) that conclusion drawing and verification is the last phase in data analysis that involves interpreting the description of patterns and relationships to a higher level of abstraction, by introducing specific results into general. Because the focus of qualitative research is still temporary and may change as research is applied in the research field, the actual data may differ from the researcher's estimates.