

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses a qualitative content analysis approach. (Schreier, 2020) defines qualitative content analysis as a systematic procedure of coding and evaluating text data in detail to understand the situational meaning of the material studied. This procedure seeks to review the themes, concepts, and meaning structure of the text and not just word frequency.

Qualitative research, according to (Creswell, 2014), is designed to investigate and understand the meaning that individuals or groups attach to a social or humanitarian problem. The problems here include the dynamics and topics of English teaching students' dissertation research. This method is used because it allows researchers to examine large amounts of text data systematically, establish recurring themes, general research designs, and modify students' research topics. The concrete actions in this research design are:

1. Data Selection: Data includes theses completed by English language education students at UIN Antasari Banjarmasin between 2020 and 2024.
2. Coding and Categorization: The researcher applied open coding identify broad categories such as research themes (e.g. English language teaching methods, digital learning media) and research

approaches (e.g. descriptive qualitative, experimental, case studies).

Data were coded based on emerging themes.

3. Thematic Analysis: Recurring themes in the thesis are examined extensively to find interesting patterns, changes, or trends.
4. Interpretation and Reporting: Findings are interpreted based on theoretical knowledge of English language teaching (ELT) trends in research and presented in a descriptive report to meet the research objectives.

This study uses qualitative content analysis to present a general and contextual overview of the formation of research interests and methodological tendencies of English teaching students at UIN Antasari Banjarmasin.

B. Research Setting

The location of this research was carried out in the English Department, Faculty of Tarbiyah and Teacher Education, Antasari State Islamic University, Banjarmasin, which was the location of this research. This place is located around kilometer 4.5 along Jalan Ahmad Yani. One of the universities in South Kalimantan that specifically teaches English is this one. Therefore, opportunities exist for researchers to study trends in English majors.

The research was conducted for two months, starting from November 10, 2024 until January 10, 2025. During this period, researchers collected and analyzed the theses of English education students for the 2020-2024

academic year to identify topics and research methods that could be applied.

C. Data and Data Source

The research data comes from thesis data of English language education in Antasari State Islamic University, Banjarmasin, academic years 2020- 2024. Researchers determine trends in English education research based on the accumulation of data from theses and the technology, methodology, and language ability used.

D. Data Collection Prosedure

With content analysis, data were collected from theses of the Department of English Language Education for five years. Researchers have to collect data in order to answer research questions. Data collection cannot be separated from selection, (Miles and Huberman, 1994). (Neuendorf, 2017) stated that in this research, data collection for differentiation and classification was still carried out randomly. The following are the steps in collecting data:

1. Data Preparation

In collecting data, researchers must first formulate a thesis proposal that is appropriate to the research topic. The researcher chose English students' theses as data regardless of how the students behaved before complete their thesis.

2. Determaine the data

Priority is given to students who have completed their thesis. Finally the researchers made a decision.

3. Data Selection

The researchers selected data from the theses of English teaching students over the past five years.

4. Read the thesis proposal in its entirety

This is very important for researchers to solve their research problems. Whatever the method, researchers analyze differences more quickly.

E. Data Analysis

To evaluate the data and achieve research objectives, researchers used Luo's book. According to (Luo in Sugiyono, 2018), content analysis involves the following steps:

1. Select the content to be analyze

The information required for qualitative content analysis can be obtained using a variety of methods. Data from research participants can be collected using verbal and non-verbal techniques, such as books, articles, social media messages, questionnaires, interviews, etc. The seven main parameters to consider during content analysis are words, characters, themes, paragraphs, concepts, objects, and semantics. It is important to collect the data necessary for analysis sufficient information to carry out the intended content analysis.

2. Define the units and categories of analysis

You need to fully categorize your content collection so you can manage it more effectively when reviewing content. This selective

teaching method divides texts into groups so that research can focus on specific terms and patterns that answer the research question. Words, phrases, sentences, objects, numbers, feelings, or anything else can be categories or codes.

3. Develop a set of rules for coding

The practice of classifying components of meaning into predetermined categories is called coding. To ensure that all texts are classified consistently, it is important to establish clear rules about what will and will not be included, especially for the more conceptual categories.

4. Code the text according to the rules

You can do it manually or with software. This software can be used by researchers to enter categories and code them automatically, quickly and effectively. If coding is done manually, problems (such as typos and spelling errors) are easier to spot. The text can be edited using computer coding to eliminate typos and include complete information

5. Analyze the results and draw conclusions

Once coded, the data is examined to identify trends and reach conclusions about the research topic. At this point you can use statistical analysis to find patterns or trends and discuss how the results must be interpreted and conclusions drawn about the author, setting, and intended audience of the text.

