CHAPTER III

RESEARCH METHOD

This chapter will discuss the methods researcher use to conduct the research.

A. Research Method

The study uses qualitative descriptive, it is usually used to collect as much data as possible so that the researcher can describe the object in order to arouse the readers interest.

Sukmadinata pointed out that qualitative research aims to describe and analyze events, phenomena, social activities, attitudes, perception, beliefs, and thoughts in individuals or groups.[1] Use several descriptions to find the principles and explanations for the conclusions. Many qualitative studies aim to describe and reveal. The results of this study enrich the description of very complex situations and provide suggestions for further research. Other studies are more aimed at providing explanations based on the opinions of participants. The results of this studies can increase readers understanding.

The research was intended to describe students perception and challenges of Asynchronous Learning using in English Language Learning at 10th Grade in SMAN 4 Kota Serang.

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[1] Sukmadinata, Nana Syaodih. *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya. 2016 p.10

B. Place and Time of Research

This research will be conducted at SMAN 4 Kota Serang which is located on Jalan Raya Banten number 5 KM 05, Kasemen sub-district, Serang city, Banten Province, 42191. The researcher chose the research location in this place because the school use online learning during the COVID-19 pandemic and the teacher implemented asynchronous learning using YouTube.

C. Population and Sample

1. Population

In order to collect data, the researchers regarded the study population as the 10th grade of SMAN 4 Kota Serang, with a total of 12 classes, and the two majors were 6 science classes and 6 social classes.

2. Sample

The sample of this research is students of 10th grade of science. The researcher took 30 students.

D. Instrument and Data Collection

The researcher used questionnaire and interview to collect the data.

1. Questionnaire

The statements of questionnaire of this research consisted of closed-ended question form contains 15 statements retrieve some information from respondent students about students perception, social

presence, technical support. To measure students experience or students perspective, the research used Likert Scale.[2] Therefore, the researchers used the Likert scale to use percentage results. The explanation is as follows: Based on the Likert scale, a questionnaire is conducted among students. Use the following scale to evaluate. The scale usually has five possible choices (strongly agree with "SA" (5), agree with "A" (4), uncertain (UnD) (3), disagree with "DS" (2), strongly disagree with "SDS" "(1)).[3] The questionnaire was adapted from "Students Perception on Online Learning Using Hutagogy Approach in the faculty of Mathematics and Natural Sciences of Universitas Negeri Makassar, Indonesia" by R. Rusliet.

The data collected from the questionnaire were processed in Microsoft Office Excel and presented in the form of percentage. The students perspective was determined by categorizing based on the qualification of level guideline suggested by Sudjana (2021). Students were informed on the purpose of the survey. This questionnaire is conducted in English and Indonesian to help participants understand the questions. They will be able to give a complete, accurate and powerful answer to each given question. This questionnaire was conducted in two languages English and Indonesian to help the

[2] Sugiyono. *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2013) p.134
[3] Sugiyono, *Statistika untuk Penelitian*, (Bandung; Alfabeta, 2010) p.93-9

participants understand the questions and they would be able to give complete, accurate and strong answers toward every given question. The questionnaire was conducted online using google form. The link was shared with 30 students of 10th grade of science. The survey took about 3 days to be completed by the students. From the data of questionnaire, the researcher used percentage, and to analyzed it, the researcher use the formula as follow:

$$\frac{x}{y} \; x \; 100 = \cdots \%$$

Note : x = part

y = whole

(Sudjana, 2001:128)

The list table of questionnaire:

Table 3.1. Students perception of asynchronous learning using

YouTube in English language learning

No	Statment	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I understand lessons better through asynchronous learning using YouTube during the COVID-19 pandemic					

No	Statements	Strongly disgree	Disagree	Neutral	Agree	Strongly agree
2.	I can improve my English skills when learning asynchronously using YouTube					
3.	I can access the material on YouTube anytime, anywhere					
4.	I can focus more on lessons when done asynchronously using YouTube					
5.	Asynchronous learning using YouTube is as effective as face to face learning.					

Table 3.2. Challenges of asynchronous learning using YouTube in

English language learning: Social Presence

No	Statments	Strongly disgree	Disagree	Neutral	Agree	Strongly agree
1.	Lack of interaction with teacher when using YouTube for asynchronous learning					
2.	Lack of interaction with peers when using YouTube for asynchronized learning					
3.	Lack of response or immediate response when using YouTube for asynchronous learning					
4.	I do not feel the spirit of togetherness when asynchronous learning using Youtube.					
5.	I feel isolated in asynchronous learning using YouTube.					

Table 3.3. Challenges of asynchronous learning using YouTube in

English language learning: Technical Support

No	Statments	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Slow internet speed is the main problem I face when using YouTube					
2.	Lack of quotas to support learning					
3.	learning Lack of support for operating tools (computers/laptops/mobile phones) that support learning					
4.	Internet access is limited in the area where I live					
5.	Youtube is difficult to use and I don't understand how to use it					

2. Interview

Interviews were conducted to follow up and provide more in-depth information from the questionnaire. In this study, the researchers used structured interviews. The interview consisted of closed-ended question form contains 5 questions on this topic. The indicators of this study that are the effectiveness, obstacle, and benefit of asynchronous learning using YouTube.

Considering the time, location and schedule, researchers will provide non-face-to-face interviews to provide a more flexible and comfortable way, just in case, due to the COVID-19 pandemic, subjects may prefer to conduct non-face-to-face interviews. This interview was conducted in English and Indonesian to help participants understand the questions. They will be able to give a complete, accurate and powerful answer to each given question. The researcher use google form to conduct with 10 students and face to face interview with a teacher. After that, the researcher wrote transcript interviews based on the result. The analysis of the interview result used four steps of systematic activities suggested by Miles &Huberman. It consists of data collection, data reduction, data display, and conclusion drawing and verification.

The list of interview questions:

1. How do you think about asynchronous learning using YouTube to support English skills during the Covid-19 pandemic?

2. Do you have any obstacle and problem during the teacher using YouTube in their teaching? please mention it by following the reason!

3. Can you still discuss with teachers and friends during asynchronous learning using YouTube? if so, how can you stay engaged? if not

please explain!

4. What are the benefits of asynchrnous learning using YouTube in English language learning?

5. How can be more effective using Youtube in asynshronous learning?

E. Techniques of Data Analysis

Technical analysis In this study, the researchers used three concurrent streams to analyze the data, including data reduction, data display, and drawing conclusion/verification.

1. Data reduction

Data reduction is the process of combining and unifying all the acquired data into a script that will be analyzed.[4] Data reduction refers to the process of selecting, concentrating, simplifying, extracting, and converting data that appears in written records or transcripts.[5] The purpose of data reduction is to simplify the data obtained during the field data collection process. The researcher uses Google Form to gather data on challenges and effectiveness through interviews and questionnaires. Then transcribed it. Irrelevant data unrelated to the research question are excluded. After the researcher

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[4] Haris Herdiansyah, Metodologi Penelitian Kualitatif (Jaksel: Salemba Humanika),p.180

[5] Miles, M. B., & Hubberman, A. Qualitative Data Analysis : an expanded sourcebook(2nd. Ed). London: SAGE. 1994 p.10

collected and reduced the data, the researcher displayed the data in a descriptive form.

2. Data Display

The next step is to display the data. The data version contains a collection of organized and compressed information that can be used to draw conclusions and execute.[6] Data display is a collection of organized information that provides the ability to conclude. This step is done by providing a set of structured information and the possibility of concluding that because the data obtained during the process of qualitative research usually appears in narrative form that it should be simplified without reducing its content.

3. Conclusion/verification

Conclusion or verification of data is the last step of the data analysis process.[7] In qualitative research, the conclusion is temporary. If the researcher does not find strong evidence to support the next data collection, this may change. Therefore, the 'final' conclusion can only appear at the end of the data collection. However, if the conclusions in the previous data can be proved with validity and consistency when the researcher goes back to the past.

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[6] Miles, M. B., & Hubberman, A. Qualitative Data Analysis p.10
[7] Miles, M. B., & Hubberman, A. Qualitative Data Analysis p.10

Field, so the conclusion is credible. In this study, the researcher concluded the data display.