

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. The Method of Research**

The type of method applied in this research is descriptive qualitative method. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>1</sup> In qualitative methods, researchers can also describe data that is supported by many theories and knowledge from various theoretical sources. In this study, researchers described the challenges faced by teachers and students in English online learning during the pandemic COVID-19.

#### **B. Partisipants**

The participants of this research are the teacher and the students' of class XI at SMAN 1 Pabuaran in the academic year 2020/2021. For partisipants, the writer take 2 teachers' who teach in class XI, so that the writer also know the differences in the challenges faced in teaching english in class XI by the two teachers'. While, to find out the challenges

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<sup>1</sup> John W. Creswell, J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 54<sup>th</sup> ed* (Los Angeles: SAGE Publications, Inc. 2018),41

faced by some students', the writer take 20 students' as partisipants. Randomly selected from several classes XI in SMAN 1 Pabuaran.

### **C. Setting of Research**

For this research, the writer chooses of SMAN 1 PABUARAN. The area is on Jl. Raya Palka KM.9, Pabuaran, Kabupaten Serang, Banten.

### **D. The Technique of Data Collection**

The researcher uses two type of qualitative data's collection; those are interview and questionnaire:

#### **1. Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

The steps used in collecting questionnaire data are:

- First, the researcher prepares a questionnaire that is made.

- Next, the researcher contacted 2 English teachers and 20 students of class XI to fill out the questionnaire on *Google Form* via the link sent earlier.
- Then I gave 1-2 days for the teacher and students to fill out the questionnaire that I had distributed.
- After that, the researchers processed the data based on the results of the questionnaire

## 2. Interview

According to John W. Creswell and J. David Creswell, “in qualitative interviews, the researcher conducts face to face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few and intended to elicit views and opinions from the participants”<sup>2</sup>.

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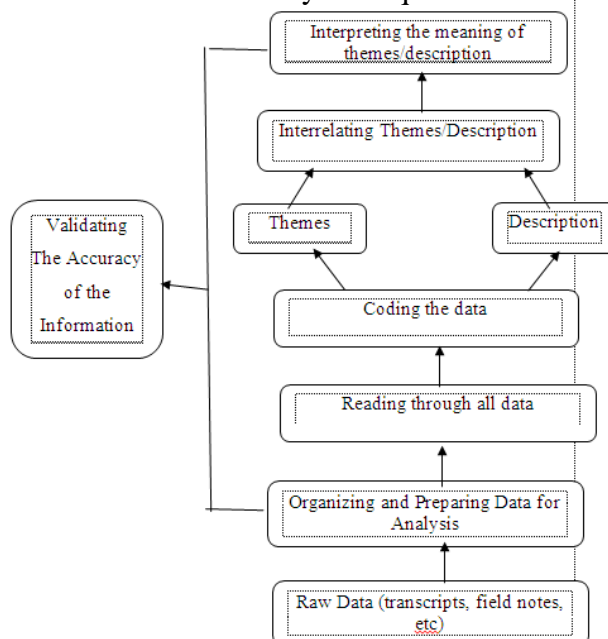
<sup>2</sup> John W. Creswell, J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 54<sup>th</sup> ed* (Los Angeles: SAGE Publications, Inc. 2018), 263.

The steps used in collecting interview data are:

- First, the researcher contacted the English teacher and class XI students who were ready to be interviewed.
- Next, the researcher conducted interviews with 2 English teachers and 5 selected students.
- After that the researchers conducted data processing based on the results of interviews.

## E. The Technique of Data Analysis

Creswell shows that the data analysis of qualitative research as follows: <sup>3</sup>



Scheme 3.1 The data analysis of qualitative research.

<sup>3</sup> John W. Creswell, J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 5<sup>th</sup> ed*, 269-270.

1. Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, cataloging all of the visual material, and sorting and arranging the data into different types depending on the sources of information.
2. Read or look at all the data. This first step provides a general sense of information and an opportunity to reflect on its overall meaning.
3. Start coding all of the data. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often based in the actual language of the participant (called an *in vivo* term).
4. Generate a description and themes. Description involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. These themes are the ones that appear as major findings in qualitative studies and are often used as headings in the findings sections of studies (or in the findings section of a dissertation or thesis).
5. Representing the description and themes. Advance how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that

mentions a chronology of events, a detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes.