

CHAPTER III

METHODOLOGY

A. Research Methodology

1. Research Design

In order to achieve the research objective, which is about students' perceptions of the implementation of the Blended Learning method in English Language Teaching (ELT), the researcher uses a qualitative descriptive approach. The researcher chose the qualitative descriptive method because it is comparable to collect the data from the students' perceptions of the implementation of blended learning in English language teaching (ELT). According to Creswell (2012), a descriptive study is a form of a survey that aims to collect the opinion or attitudes of particular populations. Qualitative research is research that produces descriptive data in the form of words and language which aims to understand the phenomena of what the research subject is experiencing, for example, behavior, perception, motivation, action, holistically, on a specific, real thing and by utilizing various scientific methods (Moelong, 2017). However, in this study, the researcher only focused on students' perceptions. So by setting the research focus, researchers can control the limitations.

2. Research Setting

This study was conducted at SMAN 1 Selimbau, which is located in the Selimbau sub-district in Kapuas Hulu district, West Kalimantan, Indonesia. This study was conducted in June 2021. The reason the researcher chooses this school as the research location is because in this school the English teacher has just implemented the blended learning method in English language teaching for about one year. The implementation of blended learning is first carried out on tenth-grade students judging from the results of the pre-observations the researcher conducted.

3. Subject of research

The participants of this research are students who selected by using a purposive sampling technique. Purposeful sampling is a technique that involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Plano Clark, 2011). The researcher was chosen the subject of research based on the character the researcher needs to obtain research data through questionnaires and interviews. The researcher determines the sample criteria needed as follows:

- a. Tenth-grade students' of SMAN 1 Selimbau at the academic year of 2020/2021. Why tenth grade students because the implementation of blended learning is done for the first time on them. For students, the researcher took research data using a questionnaire.

In addition, even though this research is about the students' perceptions, the researcher also interview a teacher who implemented blended learning to compare research data from students' perceptions about the implementation of the blended learning method in English Language Teaching (ELT). The reason the researcher only took a teacher was that in the tenth grade only one English teacher had implemented blended learning.

In this study, the role of students as subjects who receive blended learning method in English language teaching (ELT) from the teacher at SMAN 1 Selimbau. Meanwhile, the role of the teacher in this study is an implementation of the blended learning method in English language teaching.

4. Collaborator

The collaborator is an English teacher of SMAN 1 Selimbau, namely: Miss FAR. Why does the name of a collaborator use initials? It is to maintain the code of ethics in research. In descriptive qualitative research, a collaborator is a certain person who helps the researcher to collect the data (Astuti, N.Y., 2016: 26). Miss FAR as a collaborator

helped the researcher in getting the qualitative data (questionnaire and interview) because the data is hard to collect by the researcher itself.

5. Tehnique of data collection

To collect the data in this research, the researcher used indirect communication and direct communication techniques. Techniques indirect communication is by giving/deploying several questions to the subject of research through questionnaires, while the technique of direct communication is by way of collecting data that requires one researcher to establish direct contact orally or face-to-face with the source of the data (Esi et al, 2016).

a. Indirect Communication

Indirect communication such as the questionnaire used to get qualitative data. The questionnaire is a research instrument designed to obtain written data such as knowledge, beliefs, opinions, and perceptions of an issue or phenomenon from participants (Chasteauneuf, 2010; Creswell, 2012). The reason for using the questionnaire is because this research needs a lot of samples.

b. Direct Communication

Direct communication such as an interview used to get qualitative data, a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a certain topic (Sugiyono, 2018: 114). The interview technique used to get qualitative data which is intended to compare data from students' perceptions.

In this research data collected through semi-structured interview, which Fontana and Fey (cited in Creswell, 2015:100) states that "one of the most powerful ways to try to understand humans." The choice of this type of interview is to find more problems open where the implementation of interview activities is free than structured interview. A semi-structured interview aims to obtain in-depth information from respondents about the research. The reason for using interview is

because the researcher wants to know more information from the teacher.

6. Tools of data collection

a. Open-ended Questionnaire

The type of questionnaire that used is an open-ended questionnaire where there is no choice of responses. Fraenkel, Wallen, and Hyun (2011) state that the open-ended is the question that lets the participants give more individualized responses or opinions. This allows participants to provide a variety of responses in their own words (Creswell, 2012; Geer, 1988). The open-ended questionnaire serves to get in-depth and more varied answers because it has many respondents. Examples of the open-ended questionnaire are questions that are to get a comprehensive answer even done indirectly. The open-ended questionnaire distributed to participants has two important parts.

The first part contains profiles of student participants who feel the implementation of blended learning which consists of name, gender, age, and class. It should be noted that the participant's profile i.e. name will not be displayed as part of the research code of ethics (Fraenkel, Wallen, and Hyun, 2011). Only anonymous and class name data displayed.

The second part is an open question that must be answered by the participants. The questions that need to be answered by the participants aim to find out how students' perceptions of the implementation of the blended learning method in English language teaching (ELT). Before distributing the questionnaire, the researcher did a try out first to the non-participants', the non-participant in question was the researcher's aunt. The try-out aims to find out the difficulty level used to make sure that the questions are easy or difficult to understand by a participant. The open-ended questionnaire consists of 4 questions with a time of 20 minutes.

Table 3.1
Questionnaire Grid

No	Questionnaire grid	Questions
1.	Soal nomor 1 bertujuan untuk mengetahui persepsi siswa terhadap pemahaman dari penerapan metode Blended Learning.	Bagaimana penerapan blended learning dikelas anda? Jelaskan menurut pemahaman anda!
2.	Soal nomor 2 bertujuan untuk mengetahui persepsi siswa terhadap harapannya untuk penerapan metode Blended Learning kedepannya.	Apa harapan Anda ke depan terkaitpenerapan blended learning?
3.	Soal nomor 3 bertujuan untuk mengetahui persepsi siswa melalui kritik yang diberikan terhadap penerapan metode Blended Learning.	Kritik seperti apa yang akan anda berikan untuk penerapan blended learning ini?
4.	Soal nomor 4 bertujuan untuk mengetahui persepsi siswa melalui saran yang diberikan terhadap penerapan metode Blended Learning.	Saran seperti apa yang akan anda berikan untuk penerapan blended learning ini?

b. Interview Guide

The researcher used an interview guide to make it easier to retrieve research data. Before conducting the interview, the researcher prepared an interview instrument called an interview guide (Sukmadinata, 2013: 216-217). The interview guide serves to make the interview more focused so that the interview can run smoothly. Through the interview guide, the researcher can find out what to ask, how to ask questions, and how to follow up. In addition to preparing the interview guide, the researcher has also prepared the tools such as a recorder, a blank sheet, a pen, and a camera that is used in the interview.

Before the researcher conducted the research, the researcher did a try-out first to find out the level of difficulty of the question. The difficulty level is used to ensure that the questions are easy or difficult

for the participants to understand. Questions are asked to non-participants first. The try-out procedure is as follows:

- 1) The researcher determines a non-participant as a sample. The non-participant referred to is a friend of the researcher.
- 2) The researcher explained to the sample about the research's purpose.
- 3) The researcher asked the sample to introduce his/herself or asked their identity.
- 4) The researcher gave 4 questions that had been prepared.
- 5) After the interview finished, the researcher said thank you.
- 6) The researcher analyzed whether the question was difficult or not.

The procedures of interview:

a) Pre

- 1) Establish the objectives of the study and determine the type of variable.
- 2) Determine the appropriate sample characteristics:
 - Tenth grade English teacher who has implemented blended learning, which was selected using purposeful sampling.
- 3) Develop an interview guide
- 4) The researcher makes a blueprint, the blueprint is illustrated below:

Table 3.2
Blueprint of interview

No	Aspects	Indicators	Item Number	Number of Item
1.	Action	An action carried out by the teacher in the implementation of blended learning method	1	1
2.	Motivation	Motivation given by the teacher in the implementation of blended learning method	2	1
3.	Deficiency	The deficiency of implementation of blended learning method in English language teaching activities	3	1
4.	Evaluation	Teacher evaluation for implementation of blended learning method in English language teaching activities	4	1
		Total of item		4

5) The researcher makes 4 questions based on indicators that are written in the blueprint. The blue print describes the concept of the question or a grid of questions used to interview teachers who are implementing blended learning in English Language Teaching. While the interview questions that have been prepared are as follows:

- a) Bagaimana tindakan bapak/ibu dalam menerapkan blended learning di pengajaran bahasa inggris?
- b) Motivasi seperti apa yang bapak/ibu berikan untuk siswa-siswi dalam menerapkan blended learning dipengajaran bahasa inggris?
- c) Apa kekurangan blended learning dalam aktivitas pengajaran bahasa inggris?
- d) Bagaimana bapak/ibu mengevaluasi hasil penerapan blended learning di pengajaran bahasa inggris?

- 6) Looking for participants with samples with predetermined characteristics.
- 7) Asked permission from the resource person to be the interview.
- 8) Provide an explanation to the interviewees about the reasons and objectives of the interview.
- 9) Write a list of the names of informants who have agreed to be an interview.
- 10) Arrange a time and place to meet the speakers.
- 11) Prepared the necessary document equipment for the interview such as recording tools, questionnaires, and interview sheets.
- 12) The researcher conducted an interview.

b) Whilst

- 1) Start interviewing by doing the opening.
- 2) The researcher asked the respondent to introduce his/herself or asked their identity.
- 3) The researcher gave 4 questions that were prepared for the resource people with the time given with 1 question, 5 minutes.
- 4) The researcher asked the respondent for criticism and suggestion.
- 5) After the interview finished, the researcher said thank you.

c) Post

- 1) The researcher collected the data from the interview.
- 2) The researcher analyzed the data resulting from the interview.
- 3) The researcher transcribes the interview and makes the conclusion.

7. Validity

The researcher used validity to measure the extent to which the measuring instrument (test) really describes what is being measured. The validity used is content validity. Content validity is the validity that is estimated through testing the feasibility or testing the relevance of the test content through rational analysis by a competent panel or through expert

judgment (validators). The one who acts as the validator of this research is Dr. Aunurrahman, M.Pd as the first supervisor who checks all the feasibility of the test (question). After the test (question) is feasible, it is then used in research. Content validity ensures that the measurement includes an adequate and representative set of items that express the concept under study. The content validity estimates of the tests were obtained by thoroughly and systematically examining the test items to determine the extent to which they reflect and do not reflect the content domain (Kowsalya, Venkat Lakshmi, and Suresh, 2012).

8. Technique of Data Analysis

The data of the responses to the questionnaire and the interview that have been collected by the researcher were analyzed by using the thematic analysis technique. The thematic analysis technique is generally used to analyze qualitative data using an inductive approach in coding themes that often arise from textual data (Fereday and Muir-Cochrane, 2008; Guest, MacQueen, and Namey, 2011; Lancia, 2012; Lapadat, 2010; Miles and Huberman, 1994) such as responses that can be found from an open-ended questionnaire and interview that have been filled out by the participant's and answered by the teacher. In addition, thematic analysis is the process of identifying patterns of themes within qualitative data (Maguire & Delahunt, 2017). The goal of thematic analysis is to identify themes, patterns, in the data that are important or interesting, and use these themes to address the research or say something about an issue. The procedures in analyzing the questionnaire and interview data are;

a. The questionnaire analysis

- 1) The researcher collected questionnaire data which had been distributed to 116 students.
- 2) The researcher chose 9 student response questionnaires that often appeared, from 116 student questionnaires, namely: Gustisa, Andraji, Apriyanjo, Dutala, Novriko, Ginarta, Nelipo, Aldoge, and Juniam. The reason the researcher only took 9 questionnaires, because on

average their answers were almost the same, so these 9 student questionnaires were enough to represent all of the answers.

- 3) Next, the researcher compiled the data and interpreted the data using tables, which contained description themes, and coding. In the table, the researcher describes the description of the themes one by one so that it is orderly, clear, and makes it easier to work on the data. Researchers also enter answers according to the theme, provide explanations, conclude data on themes from student questionnaire answers, link the data obtained with existing theories, and provide code to facilitate the introduction of themes such as understanding (A1), expectation (A2), criticism, (A3), and suggestions (A4).
 - 4) After everything is done, the results of the thematic analysis from the student questionnaires are included in the appendix and presented in chapter 4.
- b. The interview analysis
- 1) The researcher collected interview data from English teachers who implemented blended learning.
 - 2) After collecting the data, the researcher conducted a transcript of the interview by paying attention to the ideas or information provided by the informants based on the research topic.
 - 3) The transcript of teacher interview data was carried out by selecting the information provided following the interview theme.
 - 4) After the transcript was completed, the researcher interpreted the data using a table, which contained themes, transcripts, and coding. In the table, the researcher entered the transcript results one by one according to the theme so that it was orderly, clear, and facilitated data processing. Furthermore, the researchers concluded the results of the transcript of the first interview data. After that, the researcher connected the transcript of data obtained with existing theories, and provided codes to facilitate the introduction of themes such as action (B1), motivation (B2), deficiencies (B3), and Evaluation (B4).

5) After everything is finished, the results of the thematic analysis from the teacher interview transcripts are included in the appendix and presented in chapter 4.

9. Research Procedures

a. Planning

The researcher conducted pre-observation first. Pre-observation has been conducted by the researcher during the internship 3. The researcher then creates instruments to be used as data collection tools. The researcher used two instruments, namely questionnaire, and interview.

b. Data collecting

In data collection, the researcher distributed the questionnaire first to research samples. The researcher gave 20 minutes for research samples to answer the questions. Then, the researcher collected the questionnaire which was answered by the research samples. After collecting the questionnaire, the researcher analyzed the questionnaire. Next, the researcher interviewed an English teacher who implemented the blended learning method by asking 4 questions to compare data from students' perceptions and to get more information. After that, the researcher analyzed the result of the interview. The last, the researcher compiled research reports based on the results obtained.

c. Data Processing

After the data have been obtained from data sources, Furthermore, the data is processed through the following steps:

1) Data analysis

In this study, the researcher used thematic analysis to analyze the data. Thematic analysis used by the researcher for analyzing the result of the questionnaire and interview.

2) Interpretation

In the interpretation, the researcher makes a conclusion based on the data analysis.

d. Data reporting

In reporting the data, the researcher describes the data that has been analyzed and concludes in the form of a more detailed explanation.