

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study used descriptive qualitative research. According to Bogdan and Taylor cited by Lexy J. Moloeng, Qualitative method is “a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed.”<sup>33</sup> According to them, this approach is purposed to seek the understanding of a phenomenon or other certain problem by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numerical data analysis.

In addition, the findings for the research problems in this research were gained through a content analysis design. Content analysis is defined as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”.<sup>34</sup>

In short, the researcher scrutinized the selected English learning websites through reading, understanding, interpreting, and describing the content to gain the data finding of the research.

#### B. Research Instrument

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<sup>33</sup> Lexy J. Moleong, “ *Metodologi Penelitian kualitatif (edisi revisi)*” (Bandung : PT Remaja Rosdakarya, 2010), 4.

<sup>34</sup> Yan Zhang and Barbara M. Wildemuth, “Qualitative Analysis of Content”,

Determining instrument depends on the method used in the research. This study used descriptive qualitative research with content analysis. In content analysis, the instrument is basically the researcher himself because to collect the data, get the sources, and analyze the data depends on the researcher. As Lexy stated “the researcher’s role is very important toward the scenario of his qualitative research because the overall sources and data of study indeed depend on him. So, the status of the researcher here is complicated enough. He is the planner, data collector, analyst, data interpreter, and also his research finding reporter.”<sup>35</sup>

However, in collecting the data, the researcher needed some other tools/instruments to assist the researcher’s work. Those are mentioned as follows:

1. Ginger software. It was used to check the grammar in the language use in the content of websites during the analysis.
2. Website Evaluation Criteria. It includes evaluation checklist and description evaluation. It is enclosed in appendix 1.

### **C. Data Collections and Data Analysis**

In qualitative research, data analysis technique was directed to answer research question<sup>36</sup>. As Creswell, Miles and Huberman stated which is quoted by Professor Denis, “Data analysis is an eclectic process occurs

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<sup>35</sup> Lexy J. Moleong, “*Metodologi Penelitian Kualitatif*”.....163,168.

<sup>36</sup> Sugiono, *Memahami Penelitian Kualitatif*. (Bandung: CV. ALFABETA, 2012), 87

**simultaneously** with data collection, data interpretation and report writing.”<sup>37</sup>

In fact, while the researcher was collecting the data, the researcher automatically did analysis too. That is why we named simultaneously this sub title as “data collection” and “data analysis” because both processes cannot be separated. The figure below might give more depiction about the statement above.

(Taken from the book of Matthew B. Miles and A. Michael Huberman “an Expanded Sourcebook: Qualitative Data Analysis”, 1994). Page 10.

The figure above depicts the model of data analysis as well as data collection in qualitative research according to Mathew B. Miles and A. Michael Huberman. They divided the process of analysis into three phases, consisting of Data Reduction, Data Displays, and Conclusion Drawing/Verification.

### **1. Data reduction**

*“Mereduksi data berarti merangkum, memilih hal-hal yang pokok, memfokuskan pada hal-hal yang penting, dicari tema dan polanya. Dengan demikian data yang telah di reduksi akan memberikan gambaran yang lebih jelas, dan mempermudah peneliti untuk melakukan pengumpulan data selanjutnya, dan mencarinya bila diperlukan”<sup>38</sup>.*

It is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. In fact, as we saw the figure above, data reduction occurs continuously during the process of conducting

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<sup>37</sup> Denis McLaughlin, “Qualitative Data Analysis”, PPT, School of Educational Leadership, (<http://www.library.acu.edu.au>, accessed on September 11, 2012).

<sup>38</sup> Sugiono, *Memahami Penelitian Kualitatif*. (Bandung: CV. ALFABETA, 2012), 92

qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing the data. Before the data were actually collected, the researcher decided (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose. This definition was called “anticipatory” depicted in the figure.

In fact, deciding which English learning websites that had been evaluated occurred in this phase. Firstly, the researcher scrutinized, selected and simplified 100 ESL websites from <http://english.gotop100.com> to be five of most visited English learning websites (the further reason has been explained in chapter I).

The next step, the researcher decided the evaluation criteria of good English learning websites which had been synthesized according to some theories of designing good websites for ESL from journals in internet. The first criteria is from “the system for evaluating ESL Websites” by Jeffrey T. Nelson accessed on <http://.itp.innoved.org>; the second is from eMINTS National Center in ”Evaluating and Using Internet Resources” accessed on [www.emints.org](http://www.emints.org); and the third criteria is from *The Internet TESL Journal* “Guidelines for Designing a Good Web Site for ESL Students” by Charles Kelly on <http://iteslj.org/>.

Some criteria of good English learning websites from those theories have equal functions but have different criteria. Thus, the researcher had synthesized and determined some criteria that have

different purposes in order that the evaluation criteria are more complete. Then, the researcher used the synthesis result to evaluate selected English learning websites. It can be seen in appendix 1.

After that, the process of evaluating websites also occurred here. The researcher had read, learned, interpreted and analyzed the content of website one by one in depth in accordance with the evaluation criteria. To do this, the researcher must be on line to **internet**. Furthermore, the researcher also needed to check the language accuracy used by the author in their websites through “**ginger software**”.

## **2. Data display**

*“Looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding”*, this statement is what has been stated by Miles and Huberman (1984)<sup>39</sup>. In the qualitative research, the data can be displayed in the form of table, graphic, phi chard, pictogram and other equivalent of them<sup>40</sup>.

By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. And the researcher began to do the next plan of the research based on what the researcher has experienced.

After evaluating one by one of the five of most visited English learning websites, the researcher found out the evaluation result from

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<sup>39</sup> Sugiono, *Memahami Penelitian Kualitatif*. (Bandung: CV. ALFABETA, 2012), 95

<sup>40</sup> Sugiono, *Memahami Penelitian Kualitatif*. (Bandung: CV. ALFABETA, 2012), 95

each of English learning websites and then displayed them in **the website evaluation checklist** that had been made by the researcher previously. After all the results had been displayed, the researcher explained further in **the description evaluation**.

### 3. *Conclusion drawing/verification*

According to Miles and Huberman the last step in analysis of qualitative data is withdrawing conclusion and verification<sup>41</sup>. After doing the evaluation of five of most visited English learning websites in this research, the researcher obtained clear information of the result, and then the researcher withdrew conclusion/verification of the result. Finally, the researcher found out the answer, which English learning website meets the criteria of good English learning website and which does not.

Then, the results of analysis were tested for reliability and validity through **triangulation**. It is “an attempt to check the truth of the data or information obtained by researchers from different perspectives as much as possible by reducing the bias that occurs during data collection and analysis”<sup>42</sup>.

This process also involved consultation with qualified lecturers and advisors. It is aimed to get trustworthiness, validity, and reliability of

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<sup>41</sup> Sugiono, *Memahami Penelitian Kualitatif*. (Bandung: CV. ALFABETA, 2012), 99

<sup>42</sup> Mudjia Rahardjo, “*Triangulasi dalam Penelitian Kualitatif*”. Jakarta, 2011, (<http://jasaproposal.wordpress.com/2011/06/22/triangulasi-dalam-penelitian-kualitatif/>, accessed on December 14, 2011).

the data and also make a final conclusion of the data that had been analyzed, interpreted, and identified in the preceding process.

Finally, the result of data reduction, data display, and also the result of triangulation process were elaborated in the form of words, phrases, and sentences through a descriptive qualitative. The qualitative descriptive method will be used to present analysis along with citations of the original sources and a part of analysis interpretation.