#### **CHAPTER III**

#### RESEARCH METHOD

This chapter explains how to gather the relevant data to answer research questions and research objectives. The chapter will contain (A) Approach and Research Design, (B) Research Location, (C) Data and Source of Data, (D) Research Instrument, (E) Data Collection Techniques, (F) Data Analysis Technique, (G) Checking Validity of Finding, and (H) Research Stages.

# A. Approach and Research Design

In this study, the researcher investigated learners' challenges in participating online asynchronous discussion and their efforts to overcome the challenges. In this matter, she used qualitative as approach since it dealt with human behavior, as Donald Ary, et al. say "Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting". Whereas the research design applied in this study was basic qualitative or usually called as interpretive qualitative, in which it has some characteristics, such as trying to interpret social world, human experience, phenomenon or process, understanding participants' perspective, and applying various data collection techniques. Notwithstanding Ary, et al. say that in qualitative

<sup>2</sup> Ibid., 452.

<sup>&</sup>lt;sup>1</sup> Donald Ary et al., *Introduction to Research in Education*, 8th Edition (USA: Wadsworth Cengage Learning, 2010), 420.

research usually collects data from the participants' experiences and perspective, the researcher can also collect numeric data.<sup>3</sup>

#### **B.** Research Location

The research was conducted in CALL 2 course of 2015/ 2016 academic year, one of the subjects of English Education Department at UIN Sunan Ampel Surabaya, which learns about the newest technology to improve English skills. This place was chosen since the whole lessons in a semester were delivered through online class, and face-to-face in the traditional classroom was not required by learners-lecturer. In addition, another reason of the selection place was the class had an interesting task, namely participating in online discussion, in which by the existence of the task brought the learners with challenges.

### C. Data and Source of Data

This study was conducted to investigate learners' challenges and their efforts in online asynchronous discussion during CALL 2 course at English Education Department of UIN Sunan Ampel Surabaya. For the purpose of the study, forty two learners, in which they were the sample of CALL 2 course, were the participants to collect data about:

Learners' Challenges in Participating in Online Asynchronous
Discussion during CALL 2 Course

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<sup>&</sup>lt;sup>3</sup> Ibid, 425.

To answer the first research question, the researcher used close-ended questionnaire to obtain data about learners' challenges in participating OAD. This data was from the learners as the main source. By calculating the result of the questionnaire, the challenges were discovered.

 Learners' Efforts to Overcome Their Challenges in Participating in Online Asynchronous Discussion during CALL 2 Course

To find the data about learners' efforts to overcome their challenge, it used open-ended questionnaire, in which the primary source of this data was also the learners.

#### D. Research Instrument

To obtain data, the researcher used two research instruments, those were:

1. Close-ended questionnaire adapted from an International journal entitled "The Motivating and Limiting Factors of Learners' Engagement in an Online Discussion Forum", written by Durairaj and Umar who apply the ten challenges in online asynchronous discussion (OAD) according to Hew and Cheung, and they construct questions based on literatures. This instrument was adapted due to it represented the challenges applied in this study and it has already validated with the Cronbach's alpha 0.884.<sup>4</sup>

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<sup>&</sup>lt;sup>4</sup> Durairaj and Umar, "The Motivating and Limiting Factors of Learners' Engagement in an Online Discussion Forum." *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering.* Vol:8, No:12, 2014, 3778.

2. Open-ended questionnaire made by the researcher by adapting the ten challenges by Hew and Cheung as the questions, since it discovered learners' efforts to overcome the challenges. However, the first question of this questionnaire was about the most encountered challenges by the learners to clarify their challenges.

## **E.** Data Collection Technique

In this study, the researcher used two data collection techniques: close-ended questionnaire and open-ended questionnaire. Those were distributed by Google Document due to the researcher considered the position and the total of the participants. The instruments were distributed in the same day, and then they were analyzed. Here are the explanations:

#### 1. Close-ended questionnaire

The instrument was made to gather data for the first research question "What are learners' challenges in participating in online asynchronous discussion during CALL 2 course?". On the questionnaire, learners answered 40 numbers about the challenges in OAD which divided into 10 categories, they were: (a) not seeing the need for online discussion (includes 3 items - 14, 21 and 33), b) behaviors or practices of instructor or participants (including 10 items - item 1, 2, 3, 4, 5, 6, 9, 13, 32 and 37) (c) personality traits (including 5 items - 8, 10, 16, 17 and 18), (d) difficulty in keeping up the discussions (includes 4 items - 12, 19, 20, 23), (e) not knowing what to contribute/ lack of worthwhile comments to contribute (includes 3 items - 22, 24, 35), (f) exhibiting surface-level/ lower order

critical thinking (includes 3 items - 15, 38, 40), (g) displaying low-level knowledge construction (items 7, 25, 26, 27), (h) technical aspects (items 11, 29, 36, 39), (i) lack of time (items 30 and 34), and (j) risk of being misunderstood (items 28 and 31). They used Likert scale: strongly agree, agree, neutral, strongly disagree, and disagree. However, Durairaj and Umar convert strongly agree to agree and strongly disagree to agree. It means that they become agree, neutral, and disagree choice for each number. The learners answered it by choosing one of those three choices, and then submitted.

# 2. Open-ended questionnaire

In this instrument, the learners answered eleven questions, in which the first question was about the most encountered challenges, while the other questions were about their efforts to overcome their challenges during online asynchronous discussion. The data obtained from this instrument was to answer the second research question "How do the learners overcome their challenges in participating in online asynchronous discussion during CALL 2 course?"

## F. Data Analysis Technique

After collecting data, the next process is analyzing. The data gathered was analyzed based on the instruments used. According to Miles and

<sup>&</sup>lt;sup>5</sup> Ibid, 3778.

Huberman, data analysis includes data reduction, data display, and conclusion drawing<sup>6</sup>. The explanations are as follow:

#### 1. Data Reduction

Data reduction is used to identify some important data that used. This is the process of reducing and transforming the data. In the reducing data from close-ended questionnaire, the researcher checked the answers and classified into category based on choices (disagree, neutral, and agree). In open-ended questionnaire, the answers were checked and identified whether the participants answered clearly and properly. Then, the data proceeded to the next steps.

### 2. Displaying Data

After reducing data, then the researcher displayed the data. They were presented using table to ease the researcher for analyzing data. The followings are the explanation:

### a. Displaying Data from Close-ended Questionnaire

After categorizing based on Likert scale, the data calculated by taking percentage in each choice using formula:

Then, from the result of this percentage, the researcher categorized the item of questions on the table in each challenge.

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<sup>&</sup>lt;sup>6</sup> A.M. Huberman, M.B. Miles. "Data Management and Analysis Method". NK Denzin and YS. Lincoln (Eds.), *Handbook of Qualitative Research* (USA: SAGE, 1994), 429.

#### b. Displaying Data from Open-ended Questionnaire

The data was analyzed from the answers in the questionnaire. Because this was an open-ended questionnaire, the researcher analyzed it carefully. The data tabulated into each category of the ten learners' strategies to ease the researcher analyzed.

#### 3. Drawing conclusion

After analyzing data of close-ended questionnaire, the researcher explained it. In the discussion session of chapter IV, the researcher concluded the most encountered challenges. For the open-ended questionnaire, the researcher concluded the finding based on the tabulated data by categorizing and labeling.

### G. Checking Validity of Finding

To validate the data finding, the researcher did triangulation. According to Ary et al., triangulation is "the use of sources of data, multiple observers, and/or multiple methods". In this matter, triangulation is to find credibility for research finding. In this study, the researcher applied method triangulation, since the data gather was based on two instruments that were close-ended and open-ended questionnaire. The close-ended questionnaire was based on an International Journal, in which it has validated and it has Cronbach's alpha 0.884. However, this

<sup>&</sup>lt;sup>7</sup> Ary et al., *Introduction to Research in Education*, 498.

<sup>&</sup>lt;sup>8</sup> Ibid., 499.

<sup>&</sup>lt;sup>9</sup> The Motivating and Limiting Factors of Learners' Engagement in an Online Discussion Forum, 3778.

instrument and the open-ended questionnaire were also validated to the expert lecturer in CALL course on July 22<sup>nd</sup>, 2016 before doing research.

# H. Research Stages

In qualitative approach, several research stages are done to accomplish research. According to Moleong, there are three research stages: preliminary research, research activity, and intensive analysis. <sup>10</sup> In the end, the researcher wrote the research report.

### 1. Preliminary Research

In the preliminary research, the researcher formulated the title of this study and the research questions based on phenomena occurred during CALL 2 course, in which the researcher was also the member of the class who observed their classmates during the semester, and found phenomena that the learners of this program encountered problems: indicated as plagiarists, only commented "I agree with you", "great explanation", etc., which these comments did not bring deeper discussion, and some learners seemed overdue to contribute. Hence, based on those phenomena, the writer tried to find out learners' challenges according to their participation in online asynchronous discussion, which caused the learners acted differently in accomplishing the task. Then, based on those problems, the researcher collected related references.

#### 2. Research Activity

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<sup>&</sup>lt;sup>10</sup> Lexy J. Moleong, Metodologi Penelitian Kualitatif (Bandung: PT. Remaja Rosdakarya, 2004), 84.

In this session, before doing research, the researcher did several activities: determining the method, participants, instruments, data analysis technique, also the technique of checking validity. Then, the researcher collected data about learners' challenges in participating in online asynchronous discussion during CALL 2 course, and their efforts to overcome the challenges. The data collected by distributing two questionnaires: close-ended and open-ended questionnaire in the same day, that was on July 23<sup>rd</sup>, 2016 to July 28<sup>th</sup>, 2016. Those were distributed using Google Document (docs.google.com).

### 3. Intensive analysis

In this stage, the researcher discovered and analyzed the data by reducing, displaying, and concluding the data.

### 4. Writing Research Report

In this stage, the researcher wrote research report in chapter 4 based on the data obtained from the research.