CHAPTER III RESEARCH METHODOLOGY

This chapter deals with the procedures of conducting the research regarding with learning process of blended learning, its advantages and disadvantages based on students' perceptions. It covers research approach and design, researcher presence, research location, data and source of data, research instruments, data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

The major purpose of this study is to know both how the learning process of blended learning strategy runs, and students' perceptions on advantages and disadvantages of blended learning strategy applied in Language Testing course. Considering those two objectives, the researcher decided qualitative study as the approach, which was used to gain deep understanding of a specific group or event, rather than analysis of numeric data of large sample of population. This research can be categorized as a survey research, which is also called descriptive research to describe and get information about the current condition of certain objects. Therefore, it used instruments such as questionnaires and interviews to gather information from groups of individuals.

Furthermore, the research design of this study was to describe how the learning process of blended learning strategy applied in Language Testing

¹ Donald Ary, et.al., *Introduction to Research in Education* (Canada: Nelson Education, 2010), 29.

² Donald Ary, Lucy C. Jacobs, and Chris Sorensen, *Introduction to Research in Education* (Belmont, CA: Wadsworth, 2009), 28.

course, and also to gain information regarding to students' perceptions on advantages and disadvantages of blended learning strategy faced by fifth semester students of 2015 academic year at English Teacher Education Department of State Islamic University Sunan Ampel Surabaya.

B. Researcher Presence

The role of the researcher in this research is as the data collector and interviewer. The researcher attended at the classroom and attempted to observe and collect the data through questionnaires. In this case, the observation conducted by the researcher that did not take a part into activities being observed, this called non-participant observation.³ Furthermore, this research needs a data collected by interview to strengthen the prior questionnaire, therefore the researcher also has a role as an interviewer. Additionally, the research subjects of this research know about the role of the researcher.

C. Research Location and Subject

The current study was conducted at Language Testing course of English Teacher Education Department at State Islamic University Sunan Ampel Surabaya. This location was chosen by the researcher with consideration that this course was the only one that applied blended learning strategy. Moreover, this teaching strategy was applied in English Teacher Education Department which is focused on English language teaching.

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³ Jonathan Parke, *Participant and Non-Participant Observation in Gambling Environments* (ENQUIRE, Volume 1, Issue 1, June 2008)

Specifically, the subject of this research is the fifth semester students of 2015 academic year of English Teacher Education Department at State Islamic University Sunan Ampel who took Language Testing course. In addition, there were three classes in language testing course applied blended learning strategy; A class, B class, and C class. Each class consist of 30 students.

D. Data and Source of Data

1. Types of Data

In this section, the researcher used two types of data for answering two research questions of the study. The two types of data are primary data and secondary data. Both two types of data were explained in following:

1. Primary Data

The primary data of the current study were the data of learning process of blended learning strategy applied in language testing course delivered by lecturer. In line with the prior statement, the data was collected by non-participant observation. The second primary data is students' perception on advantages and disadvantages of blended learning strategy applied in language testing course. The data was gathered by the researcher by using questionnaire technique.

2. Secondary Data

The secondary data is gathered by the researcher with purpose of supporting and strengthening the prior primary data. The primary data was collected by interviewing research subjects that miss the data collection by using questionnaire. The missing data could be

unanswered question, ambiguous answer, and invalid or incoherent answer that not expected by the researcher.

2. Source of Data

The sources of both primary and secondary data were gained from lecturer and fifth semester students of 2015 academic year of English Teacher Education Department from language testing course. The primary data was obtained by observing the learning process of blended learning strategy done by the lecturer. Additionally, the secondary data was gained from students by giving some questions related to their perceptions on advantages and disadvantages of blended learning strategy applied in language testing course.

E. Data Collection Technique

In this section, the researcher explains about the data collection technique of the research. The data collection techniques that used by the researcher were observation, questionnaire, and interview. The first data collection technique, observation, was chosen for answering the first research problem. Afterwards, questionnaire used to answer the second research problem, followed by interview to support and strengthen the questionnaire. As the summary, the process of data collection technique for current study is detailed in the following table:

Table 1. Data Collection Technique and Instrument

Research	Data Collection Techniques		
Questions	Observation	Questionnaire	Interview
	Observation		
	sheet of Learning		
	process of		
RQ 1	Blended	-	-
	Learning		
	Strategy in the		
	class		
RQ 2		Que <mark>sti</mark> onnaire	Interview Guide
NQ 2		Sheet	Interview Guide

1. Observation

The first data collection technique used observation to describe whole learning process that running in language testing course applied blended learning strategy. As stated by the researcher before, the observation was conducted in non-participant form, where the observer did not take a part in the activities being observed.⁴ In addition, Dana Lynn define non-participant observation as unobtrusive observation.⁵ By this

⁴ Jonathan Parke, *Participant and Non-Participant Observation...*

⁵ Dana Lynn Driscoll, *Introduction to Primary Research: Observations, Surveys, and Interviews* (Library of Congress Cataloging-in-Publication Data 2011), 160.

observation, the researcher could obtain deep understanding and view of whole learning process in the classroom, including situations and activities occur in the classroom.

2. Questionnaire

The second data collection technique was questionnaire. This was to gain information about students' perceptions on advantages and disadvantages of blended learning that applied in language testing course in accordance to what they have experienced.

3. Interview

The last data collection technique was interview. The interview conducted to support and strengthen the data collected by questionnaire before. Therefore, the researcher used in-depth interview which the interviewer did not follow a rigid form. The interview was conducted by interviewing research subjects that missed the data collection by using questionnaire. The missing data could be unanswered question, ambiguous answer, and invalid or incoherent answer.

F. Research Instrument

For supporting data collection technique which are observation, questionnaire, and interview, the researcher used three instrument for it, which

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⁶ An overview of Quantitative and Qualitative Data Collection Methods (https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4 accessed on March 3, 2016)

were observation sheet and course outline, questionnaire sheet, and interview guideline.

The observation sheet for discovering and obtaining the whole learning process of blended learning applied in language testing class, including situation and activities. In this research, the observation sheet used was in form of narrative summary that attempted to get the main things happening during the course. In addition, the observation was also supported by course outline as the guideline.

The questionnaire sheet was distributed by the researcher to all research subjects which were the students of fifth semester of 2015 academic year taken language testing course. The questionnaire sheet was given in the end of the course. The researcher designed questionnaire sheet in open-ended form, of course with consideration in limitation, in order to discover deeper and wider information form the students.

Interview guideline is designed in in-depth form which has stated by the researcher before. In-depth interview means the interviewer does not follow a rigid form.⁷ The interview guideline conducted to interview research subjects that miss the data collected by questionnaire. The missing data could be unanswered question, ambiguous answer, and invalid or incoherent answer.

⁷ An overview of Quantitative and Qualitative Data Collection Methods (https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4 accessed on March 3, 2016)

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The researcher records, scripts, summarizes, and concludes all the data then analyzes them.

Those three instruments included some questions for answering two research questions as mentioned. The instrument was made by the researcher with some consideration and references, and also validated by experts. In this case, experts will be lecturer of English Teacher Education Department which stand for the advisor of the research.

G. Data Analysis Technique

The researcher analyzed the collected data in descriptive qualitative approach. The data obtained through observation, questionnaire, and interview. Afterward, the researcher presented the collected data in the form of description. The techniques for analyzing data are presented as following:

1) The researcher analyzed the data collected by observation and matching it with the theories provided in chapter 2. For the explanation, the observation was describing about the learning process of blended learning strategy applied in Language Testing course. The researcher described the learning process of blended learning strategy in the classroom which combines face-to-face and online learning. The description was analyzing about the methodology, stages, and activities. Afterward, the researcher compared the learning process with the theories, and concluded the area that unmatched with the theories that cause a problem of the

- course. in line with the statement before, the researcher also concluded the area that matched with the theories. Those were the step for answering the first research question.
- 2) To collect the data for answering the second research question, the researcher distributed the questionnaire sheet to the respondents which are the students of Language Testing course. The distribution held in January 1, 2016, exactly when the course ended. The researcher compiled the data descriptively, and analyzed the data that were irrelevant with the researcher proposed. Afterward, the researcher did the interview in February 3-4, 2016 to students who give irrelevant data from the prior questionnaire sheet. The interview meant to discover missing data from students, and also emphasize the data obtained by the prior questionnaire sheet. The missing data could be unanswered question, ambiguous answer, and invalid or incoherent answer.

After doing three steps of analyzing the data, the researcher states the conclusion of the findings and then reported the result of this research.

H. Checking Validity of Findings

To meet the validity of the findings, the researcher conducted the research to all classes of language testing to find the activities and situations during the course. To find how the learning process, including activities and situations fulfills blended learning strategy standardization, the research was analyzed based on theories that had been discovered. Here, the researcher also

collected the data through questionnaire and interview; the questionnaire has been arranged in table form and the interview audio has been recorded, so the information could be seen and listened well without any missing information. Besides, to check the validity of findings, the researcher confirms the findings with the subjects of research and based on theory used in this study.

I. Research Stages

The study was structurally conducted as following:

1. Preliminary research

Preliminary research is significantly done to decide whether this research gives a valuable information or not. The preliminary research had been done on April 15-20, 2015. The researcher was doing an interview to 20 students in the classroom. The interview was asking about students' problems that occur during Language Testing course.

As well as doing the interview, the researcher also did the library research to discover the sources and previous researches which had similar topic with this research. By doing those steps, the researcher expected that this research should be done because its importance.

2. Designing investigation

To describe the learning process of blended learning strategy, including activities and situation that applied in language testing class, the researcher arranged the investigation design by doing classroom observation. Observation sheet, that stands as the instrument, used to collect the data in observation. Furthermore, the researcher also conducted

questionnaire sheet as the instrument for collecting data through questionnaire. This was to find out the information about students' perceptions on advantages and disadvantages of blended learning strategy applied in language testing class in accordance to what they have experienced. To support and strengthen or gather the missing data from questionnaire, the researcher also applied in-depth interview. The observation and questionnaire sheet were checked by the lecturer of English Teacher Education Department as the expert in this field. This was intended to gain validity of those instruments.

3. Implementing investigation

In term of implementing investigation on the learning process of blended learning strategy applied in language testing class, the researcher began the study by an observation. Afterward, the researcher distributed questionnaire sheet to all students of language testing class, including A, B, and C class, in order to implement investigation on information about students' perceptions on advantages and disadvantages of blended learning strategy. In line with questionnaire, the researcher also conducted an interview to gather more data, especially the missing data from prior questionnaire. The missing data means a data that still not answer the researcher's expectation.

4. Analyzing data

After finding the data, the researcher analyzed the data to get the answer of the research questions. It was described in the prior data analysis technique.

5. Concluding data

To find the result of the research, the researcher concluded the findings. The conclusion of this study was the final report of this study.

