CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study is classified as qualitative in nature. A qualitative research is a kind research that does not employ statistical procedures or other means of quantification to arrive at the findings. A qualitative research is naturalistic because the actual setting as the direct source of data and the researcher is the key instrument.³³

Related to the purpose of the study that described how SMP Negeri 4 Surabaya implements E-learning in teaching English, the research design belong to a descriptive methodology. This descriptive study is designed to obtain information concerning a particular issue and then described it. Since the study is a descriptive qualitative, the implementation of E-learning in classroom and language laboratory described in the form of words rather than numbers.

As the key instrument, the researcher collected, identified, analyzed, and interpreted the data. The data presentation was followed by result interpretation. In other words, an inductive analysis employed in this study. To analyze data inductively meant the researcher did not search out data or evidence to prove or disprove hypotheses, that she hold before entering the study; rather, the abstractions

³³ R. C Bogdan and Biklen, S. K. Qualitative Research for Education: An Introduction to Theory and Method. (Boston: Allyn and Bacon, 1992), p.29

are built as the particulars that have been gathered are grouped together. This way emerges from bottom up; the researcher made a conclusion by observing the subject.

B. Subject of the study

The researcher conducted this study at the students of grade seven of SMP Negeri 4 Surabaya. The subjects were the students of grade seven that are 7A, because this study only focused on the implementation of E-learning so that the researcher observed the process of teaching English in the classroom and language laboratory which used computers as media in learning process. The researcher noticed that the grade seven students of SMP Negeri 4 Surabaya have already used computer as media in learning English because they have learned how to operate the computer in the ICT class. Beside that, there is only a teacher that teach English subject both in classroom and language laboratory.

SMP Negeri 4 Surabaya has language laboratory with multimedia technologies to support the teaching learning process. So it was be plausible if the researcher chose this school to do the research.

C. Data and Sources of the Data

Referring to the problems and purpose of the study, the data of this study are:

1. The result of the observation. In this case was the whole activity in classroom and language laboratory during learning process using computer. The results of observation were the kind of methods or technique, the materials

- presenting, authoring tools which is used and teachers' ways to assess the students using E-assessment.
- 2. The result of the interview. In this case the researcher interviewed the students and teacher. The researcher did it out of language laboratory or classroom. The result of interview is about response from the students.
- All of document which consist of textbooks, picture and other documents
 which is able to answer the problems in this research included in
 documentation.

D. Data Collection

To obtain the valid data, the researcher used kinds of data collection techniques. The key instrument of the data collection was the researcher. The data were collected by observing the teaching process using E-learning in classroom and computer laboratory which uses computer as media of English teaching.

1. Observations

The researcher observed to collect the information on student's and teacher's behavior in learning and teaching process in the language laboratory and classroom. The researcher act as non-participant observer, the researcher simply observed the implementation of E-learning in this school. The researcher did not interact directly with the subject of the study and did not make a setting the situation in any way. The

goal was to observe and study behavior as it normally occurs. The researcher wrote down the field note.

The descriptive and reflective data organized in the field note. The descriptive part of field notes that concern in captured a world picture of the class setting, people and action as observed. It is written based on what the researcher seen, heard, in the situation that being observed. The reflective part of the field note that capture more of the researcher's frame of mind, ideas, assumption, and concern. The reflective data will be very subjective, but it is very useful for deep data analysis.

There were five meetings that have done by the researcher. All observations were the learning process in language laboratory and classroom using computer as media of teaching. At first and second meeting, the researcher observed the learning process in classroom. First meeting, researcher could observe how the teacher explained a procedure text (see appendix 1). Second meeting, the researcher observed teacher's presentation used Microsoft power point and material that presented (see appendix 2 and 3). At third meeting researcher observed the activity in language laboratory. This meeting showed how teacher use audio storybook in listening class (see appendix 4). The fourth meeting, researcher observed how students discussed the vocabulary task that show in computer screen. The authoring tools help teacher to create the vocabulary exercise in lab (see appendix 5). The fifth meeting teacher played music (see appendix 6).

2. Interviews

An interview is intended to get information from other person. The interview conducted the data that are not obtained through the observation. The interview conducted with the subject, after she had observed the learning process. It was to get the general idea about the implementation of E-learning in this school, to know students' response and to check the validity from result of the observation.

The questions of interview were about the general idea of implementation Elearning at SMP Negeri 4 Surabaya, how teacher assess the students' task used Eassessment and students' responses (see appendix 7).

3. Documentation

Documentation is the analysis of the written or visual content of document. Textbooks, pictures, articles, speech in fact, the contents of virtually any type of written or visual communication can be analyzed in various ways. Information that might be difficult or even impossible to obtain through direct observation or other mean can be gained through analysis of textbooks or other available communication materials without the author or publisher being aware that it is being examined. Furthermore, replication of content analysis by another researcher is relatively easy.³⁴

Jack R Fraenkel and Norman E Wallen, How to Design and evaluate Research in Education (Singapore: McGraw Hill Book Co, 1993), p. 390

E. Research Instruments

To make the data collection easier, the researcher needed some instruments.

The instruments are the researcher, observation, interview, and documentation.

The researcher is as key instrument in this study. The researcher entered and spent considerable time in the school.

The observation was the main technique used by the researcher to collect data. There are two kinds of observation; those are participant and non participant. Participant observation means that the researcher becomes a part of the situation being observed. In other hand, non participant observation means that the researcher is not directly involved in the situation being observed. In this study the researcher as non participant observation. She became an observer without taking a place in the language laboratory or classroom during the process. She observed the implementation of E-learning in the teaching English.

The interview collects other data about students' responses to teaching English using E-learning. The interview did to gain the data that do not obtain during observation.

The documentation collected other data about material that was presented by teacher. It is taken from textbook and text presentation.

F. Data Analysis

According to Bogdan and Biklen data analysis is the process of systematically searching and arranging the field note, interview transcripts, and other materials that

are accumulated to increase our understanding on them an to enable us to present what we have discovered to other.³⁵

So the result of data collection arranged and organized systematically to ovoid confusion. The researcher classified the data which appropriate to answer the problem and suitable with the purpose of the study.

Coding is usually used to analyze data in qualitative research. Developing of coding system involves several steps. Coding categories, it means sorting the descriptive data that have collected in forms of words and phrases to represent these topics and patterns. Setting codes refers to codes under which the most general information on settings, topics or subjects can be sorted. The materials, authoring tools, and setting of the school, classroom and language laboratory will be included in setting codes. Strategy codes refer to the tactics, methods, ways, techniques, maneuvers, ploys, and other conscious ways people accomplish various things. Methods or techniques in teaching English by using E-learning and the way to assess the students will be included in strategy codes. Activity codes are codes that directed at regularly according kinds of behavior. These can be relatively informal, such as activity that students do in classroom or language laboratory like joking, attendance, and quiz. Perspective held by subject included shared rules and norms as well as

³⁵ R.C. Bogdan. And Biklen S. K, *Qualitative Research for Education: An Introduction to Theory and Method*, (Boston: Allin and Bacon, 1992), p. 153

some general points of view. The responses from the students are included in this code. ³⁶

The reflective description becomes supporting data to eliminate any possible confusion between facts and researcher's personal in interpreting process. Then all they will be arranged chronologically which appropriate with review of literature and the problem of the study. The last is drawing tentative conclusion will be conducted by the researcher.

³⁶ Ibid p. 173