

CHAPTER III

RESEARCH METHOD

In this part, the researcher explained about research design, Subject of the research, Blended Learning Context in Fatoni University, Research Instrument, Data Collection Technique and Data analysis Techniques.

3.1 Research Design

Based on the title, the researcher chose the Descriptive Qualitative method as the design method because it was comparable to collecting the data from the students' perception. The descriptive method is also designed to obtain the current status of phenomena and is directed toward determining the nature of the situation as it existed at the time of the research. As in qualitative research, contextualization is a crucial matter since the data were interpreted only in the context of the English language setting where the data were obtained (Yin, 2015).

3.2 Subject of the Research

The subjects in this research are students of English Department in the fourth semester of Fatoni University. The researcher used the Purposive Sampling technique. Purposive sampling is also known as a judgmental, selective or subject sampling technique. Therefore, the researcher takes only one class from Forth semester students' in academic year 2022 as participants in this class there are twenty-three students, because in 2021, one year ago, they underwent a blended learning process and until now they still continuous by using Blended Learning.

3.3 Blended Learning Context in Fatoni University

Since 1 June 2021 after pandemic, in Fatoni University start implementing of blended learning method in English language teaching (ELT) until now. In learning system at Fatoni University are allowed the lecture using Blended learning. In Fatoni University there is also no fixed schedule for learning to use BL and using BL schedule is will be set by the lecturer themself, there are usually only 2 or 3 times in a week. In Fatoni University not all lecture will use this method.

3.4 Research Instrument

In the research instrument, researcher used two instruments to collect data, including Questionnaire and focus group discussion FGD.

The researcher's first tool will be a questionnaire. A close-ended question is used in each of the 16 statements that make up the questionnaire. The sixteen sentences were taken directly from Sri Sherli Novianti Talis, 2018. Due to the ease with which percentages can be used to analyze the questions, as well as the shortness of the answers, the researcher chose to use close-questions. A Likert scale is used by the researcher to collect student survey responses. Typically, the Likert scale offers five scale options: SA strong agree, A agree, N neutral, D disagree, and SD strongly disagree.

Focus group discussions (FGD) will be the researcher's second instrument, following the questionnaire. Focus Group Discussion (FGD) was used in this study as a technique to collect data by using tools that made it easier for the researcher to do so. The tools were a screen capture of the chat conversation in the Messenger application (Chat) and a camera. Creswell

(2014) asserts that qualitative audio and visual materials can be used to gather data. This information could be represented by various images, video recordings, and sounds in any format. The researcher was able to collect and safely store the data during the FGD session thanks to the use of chat screen capture. The FGD's topic, which was chosen to meet the needs of the researcher, is blended learning after pandemics. Seven questions are included in this FGD section. From Sri Sherli Novianti Talis, 2018, the researcher modified the inquiry for FGD.

3.5 Data Collection Technique

First, the researcher uses a questionnaire to gather data. The purpose of this survey is to learn more about the blended learning implementation process and students' perception toward blended learning in English language instruction following the pandemic. The researcher distributed questionnaires with 16 statements via Google Form. The following methods of distributing the questionnaire are used: 1) sending the Google form link to the class group via messenger; 2) students clicking on the link; 3) students beginning to fill out a questionnaire; and 4) the researcher giving the students one day to complete and submit the questionnaire. The statement from the survey refers to the blended learning implementation process and students' perceptions of it in English language teaching (ELT) following the pandemic.

Second, the researcher used FGD to support the data from the questionnaire part after completing the questionnaire portion in order to strengthen the data. In order to conduct the FGD, the researcher had 7 questions ready. The researcher questioned the students about their interest in providing answers. As the most convenient platform for all participants and the researcher, the FGD was conducted using the messaging app Chat. The FGDs were held over a two-day period, from Sunday, December 25, 2022, to Tuesday, December 27, 2022. Based on the researcher's formulated reference questions, those participants were given topics to discuss. The researcher can

learn from the FGD how people feel about blended learning in post-pandemic English language teaching (ELT).

After FGD and questionnaire part it's was done the researcher began to systematically analyze and classify the data based on the research problem. After that, the researcher can draw conclusions.

3.6 Data Analysis Technique

Collect the data that will be analyzed first. The researcher used a Google survey form to analyze the questionnaire data in order to obtain the results. The percentage of respondents who strongly agree, agree, are neutral, disagree, or disagree strongly will be automatically displayed in the questionnaire analysis. The researcher will then have an easier time determining how students feel about the use of blended learning in English language teaching (ELT) following the pandemic.

Second, the FGD data were used to further inform the questionnaire data in order to analyze the data from the FGD in light of Creswell's (2009) sequential explanation. The questions' answers primarily served as the basis for organizing and identifying the FGD data. For the initial points, the researcher read the transcription several times. The information was coded to display the categorization and the new trends. The researcher eliminated redundant and pointless data during the process. The results section was then used to report on the excerpts that were pertinent to the use of blended learning in English language instruction following the pandemic. The researcher independently reviewed and analyzed the data from the FGD to ensure its validity. She then went through several rounds of discussion to reach consensus on the final findings.