

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents a methodology that is conducted in this study. It consists of research design, setting and context, participants, data collection and procedure, and also data analysis.

#### **3.1 Research Design**

This study employed a qualitative design. Seliger & Shohamy (1989), Kusuma (2013), and Punch (2013) described that qualitative design is a type of research that collects and works with non-numerical to interpret meaning from the data, it was usually linguistic units in oral or written forms. Based on Alhaysony's (2012) who claimed that qualitative research is a form of emphasizing to describe the method of people interpret and make sense of their experiences to comprehend the social reality of individuals.

The descriptive design used to describe the perception of EFL students on teacher's roles in zoom speaking class at the second semester English education students of IAIN Kendari. The descriptive design also used to identify the roles that were performed by the teacher in teaching speaking II and how those roles enhancing student's speaking ability in class.

#### **3.2 Setting and Context**

This study was conducted in the third semester of the academic year of 2020/2021. They were majoring in English Education Department at IAIN Kendari which consisted of 20 students including 4 males and 16 females. They

only learned two times in a week by online classroom or via zoom application. Topic that they learned was about advance public speaking. Topic that they learned was about advance public speaking, favorite actress, gaps, critical review, and sometimes students join online webinar with Tom. For learning techniques during the daily learning process, the lecturer usually gave questions and students would do percentages to answer the question. Whereas for the mid and final test process, it was done through questions that would be given by lecturers and students must directly answered like the interview model. In addition, for all task collection processes, it was done through the Schoology application.

### **3.3 Participant**

The participant of this study consisted of 20 students including 4 male students and 16 female students. All students are 18 to 19 years old. From all those participants, 5 of them have been interview. They are a native speaker of Indonesia and speak only Indonesian or their language at home. English is only their foreign language. These 5 participant have selected based on their ability or students who have not difficulties in speaking class because it makes them easy to read the questionnaire and list of interview. To know their ability in speaking skills, the researcher asked the lecture about that. This selection named a purposive sampling (Kusuma, 2013). Etikan, Musa, & Alkassim (2016) stated that the purposive sampling used in research of education program, and would include students who have low achievement and students who excellent in the program.

### 3.4 Instrumentation

This study employed questionnaire and interview. Questionnaire was an instrument where the students mark or choose the responses provided that indicate their responses and perception toward the role of teacher that have been applied in classroom (Ary, Lucy & Asghar, 2002; Adipranata, 2009). The questionnaire contained 15 questions adapted from Fajriah, Gani, and Samad (2019), Naibaho (2019) and Budiman and Apriani, (2019). They were divided into six parts which are planner, organizer, prompter, assessor, participant, and controller and then developed into 15 questions. This instrument used to determine how the student's perception on EFL students toward teacher's role in zoom speaking class. The questionnaire were in google form and distributed through WhatsApp to all participants and also provided as an appendix 2 at the end of this paper.

The researcher used close-response questionnaire because this instrument more focus on student's perception and participants have answered and expressed based on their opinion (Nugrahaeni, 2018). The researcher prepared the questionnaire in getting the needed data and used Likert scale of questionnaire as the answer choices that provided to students' choice (Budiman & Apriani, 2019). Stated by Nazara (2011), before use to collect the data, the questionnaire have to test to some students to see whether the word of the question is clear and reasonable.

The second instrument is interview. This research used semi-structured interview. Based on previous research of Ermawaty (2020), because of covid 19 pandemic, non face to face in this interview was used where researcher used

WhatsApp application that provide recorder voice. In interview, the researcher asked 5 questions about how student's opinion toward the roles that teacher apply in classroom. The researcher have interviewed five students to verify the result of questionnaire, and the result of interview used in completing the data about student's perception. Interview provided information that cannot obtained through questionnaire. Sinaga (2018) said that, the guideline of interview made based on the questionnaire that still quantitative dimension. So, interview used to deepen and clarify the student's perception and opinion that collected through questionnaire. Ary, Lucy, Jacobs & Asghar (2002) and Ryan, Coughlan, Cronin & (2009) explains that to gather the data on student's opinion, behaviors, experiences, beliefs, and feelings about the situation on their own words, the researcher can use interview. The guideline of interview display in appendix 3.

### **3.5 Data Collection**

This study used two data collection that are questionnaire and semi-structured interviews. The first, based on (Nugrahaeni, 2018) by giving students questionnaire, the researcher will obtained the real data about their perception. The researcher sent student the link of questionnaire in the google form through WhatsApp and required them to click it so that the questionnaire available to answer. Students chose one of five answer items of the question which are *strongly agree, agree, disagree and strongly disagree*. The researcher translated it into Indonesian to help participant answer the questionnaire easily quant then questionnaire presented through google form. The respondent's answer would

automatically sent to researcher's email after they have finished the process. After getting the data, the researcher analyzed it.

The next data collection applied in this study is interview. The interview guideline is used to help the researcher to get information about the perception of students on teacher role in zoom speaking class. The interview was done by voice note WhatsApp where researcher's questions and student's answer send to WhatsApp group that researcher made. The interview question consisted of 5 question. The first step of the interview was researcher determined 5 participant. Then, the researcher asked the questions of the interview. The last step, the researcher transcribed voice note data from the interview session to analyzed. The results of the interviews were in the form of an interview transcript (Kurniawati 2013). Make the transcript of the interview can make the researcher is easy to analyze.

### **3.6 Data Analysis**

The data of this research derived from questionnaire would displayed in descriptive statistical by using percentage formula, whereas the data of interview would displayed in descriptive forms. This process analyzing the data adopted from the research of Adipranata (2009) and Fajriah, Gani, & Samad, (2019). In first step, analysis in descriptive statistics that are used aimed to simplify the data (Kaur, Stoitzfus & Yellapu, 2018). According to Fikri (2018) in this step, the result of questionnaires analyzed using percentage formula. The formula was used to calculate student's answer from questionnaire. Then, the researcher tabulated it

in a table. As a result, the final step was analyzed descriptively by make a conclusion.

The formula of percentage is :

$$P = \frac{f}{N} \times 100\%$$

Where :

P = Percentage

N = Total number of student

f = frequency

100% = Constant Value

Whereas, by Burns (1999) analysis data from interview there are five stages they are coding the data, comparing the data, building interpretation, and reporting the outcomes. In first step, all data that was obtained over the research process is assembled by the researcher. The data are the entire of transcript interview or students' answers from interview. Utami, (2014) said that the researcher assembled the data such as field note, interview transcripts, and so on and scanned the data in a general way to show up broad patterns so that they could be compared and contrasted.

The second is coding the data. In this step, students' answer from interview that has assembled was classified through coding process. It aimed to classify students' opinion about teacher's role. Coding in qualitative research enables researchers to identify, organize, and build theory. The roles of open, axial, and selective coding are critical to achieving the research goals of a study, as they provide opportunities for researchers to immerse themselves in the data. Each stage of the coding process progressively integrates the emergent themes

acquired during data collection and continually refines the themes culminating in theory development and the creation of meaning. A key data organizing structure in qualitative research is coding. “A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (Saldafia, 2009).

In other hand, William & Moser (2019) stated that Coding in qualitative research is comprised of processes that enable collected data to be assembled, categorized, and thematically sorted, providing an organized platform for the construction of meaning. While qualitative research orientations differ theoretically and operationally relative to managing collected data, each employs a method for organizing it through coding data. Coding methods employ processes that reveal themes embedded in the data, in turn suggesting thematic directionality toward categorizing data through which meaning can be negotiated, codified, and presented. Coding is a key structural operation in qualitative research, enabling data analysis and successive steps to serve the purpose of the study.

The third steps of analysis data is about comparing the data. At this stage, the data which was compared was the data from data coding of each draft. Then, the researcher built interpretations. Interpretation in research enabled the researcher to come back to the data several times to pose questions, considered the connections, and developed explanations of the bigger picture underpinning the

research (Burns, 1999). As a result, the final step was reporting the outcomes. In this stage, the researcher composed the findings from data analysis into the report form or presenting the result of research for others.

