

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher provides the research method in conducting research. This chapter is divided into six parts. The explanation is described as follows.

#### **A. Research Design**

This research used qualitative research method which aim at gaining a brief and deep explanation on the implementation of E-Learning Madrasah in EFL classroom. Clearly, descriptive qualitative method was employed to appropriately obtain information related to the implementation of such technique, media, approach, and method<sup>35</sup>. This research design also focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations and participants<sup>35</sup>.

The descriptive qualitative research design was used in order to explain the implementation of E-Learning Madrasah that is assumed as the effective platform for students' online learning. The investigation focused on the students' learning experiences on Using E-Learning Madrasah in EFL Class including how they use it in EFL classroom and the challenges they encounter.

Briefly, this approach is particularly useful for investigating students' learning experiences with E-Learning Madrasah, aiming to explain how students

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<sup>35</sup> Nunan, D. 1991. *Language Teaching Methodology*. London: Prentice Hall

<sup>36</sup> Miles, Saldana, and Huberman. 2004. *Qualitative Data Analysis: A Methods Sourcebook* 3rd ed. USA: SAGE Publications

interact with the platform during EFL classes and what practical issues they face. By focusing on students' direct experiences, the research hopes to uncover detailed descriptions of usage patterns, learning strategies, and obstacles faced in navigating and benefiting from the online platform. This comprehensive understanding is crucial for assessing the platform's effectiveness and for identifying opportunities for improvement in supporting online learning in the EFL context.

## **B. Research Setting**

This research setting was in MAN 3 Nganjuk which is located at JL. Bolawi No.49, Baleturi, Kec. Prambon, Kabupaten Nganjuk. This public school is one of the most well-known and growing rapidly State Islamic Junior High School in Nganjuk that has implemented E-Learning Madrasah as its learning media.

## **C. Data and Data Source**

In choosing the subject of the research, the researcher used purposeful sampling. Purposeful sampling is a data source sampling technique with a certain consideration.<sup>36</sup>The participants of this research are the students who used E-Learning Madrasah to learn English at MAN 3 Nganjuk. The researcher took 6 students from each different grade who have been experiencing using in E-learning Madrasah. The participants were from grade X, XI and XII. The sample for interview is two students taken from each class. Those participants were the students who got the lower and the higher score.

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<sup>36</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 300.

## **D. Data and Data Collection**

This research provides two types of data based on its origin of acquisition, they are primary data and secondary data. Primary data is data obtained and collected from first resource, while secondary data is data obtained and collected from the second, third resource, and so on. The required data in this research is students' learning experiences and their challenges in using E-learning Madrasah in EFL Class. The data were collected from classroom observation, interview, and documentation. First,

### **1. Observation**

The researcher did classroom observation by joining online classroom practices through WAG. Then, apart from the implementation of E-Learning, the observation focused on the data related to the use of E-Learning Media in English language teaching at MAN 3 Nganjuk. To obtain valid data, especially in online observation, the researcher joined the E-Learning process by joining a group to track and observe the learning process.

The researcher conducted this research observation during teaching and learning English process both in class and E-Learning process, so that the researcher knew the use of E-Learning Madrasah in English language teaching and the students' challenges in implementing that platform.

### **2. Interview**

Another form of data collection used in this research was the interview. It used a semi-structured interview which is a type of interview that is included in the category of in-depth interview. This interview aims to find problems more

openly, namely by asking questions that trigger the opinions and ideas of the informants so that in this interview process, researchers need to listen carefully and record everything that is said by the informants<sup>37</sup>. The interview consists of three main discussions including web-based instruction, students' challenges in technological support, learners' engagement, and students' motivation.

Open-ended questions were used to get a free response from the respondent or participant, as opposed to those that are limited to a list of selected alternatives, are considered appropriate<sup>38</sup>. The use of interviews for investigating samples of people is a highly adaptable method with numerous applications. Researchers utilize semi-structured interviews as one of three interview types. A semi-structured interview is one that includes both structured and unstructured sections, as well as standard and open-ended questions.

Based on the discussion above, the interview is intended to gain information about E-learning Madrasah, students' learning experiences in using E-learning Madrasah, and how to investigate students' challenges on their online learning of using E-learning Madrasah in EFL Class.

This type of interview was chosen by the researcher due to its adaptability; despite having prepared the question, the researcher was able to add the other necessary question during the interview. The interview was recorded and transcribed. Then it was conducted in Indonesian in order to make the participants feel more comfortable and able to express their thoughts freely without language

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<sup>37</sup> Adi. Rianto, *Metodologi Penelitian Sosial dan Hukum* (Jakarta: Granit, 2004), 72.

<sup>38</sup> Kothari, C.R., *Research Methodology: Methods and Techniques*. (New. Delhi: New Age International, 2004), 103.

barriers. Using the local language also helped ensure clarity and accuracy of responses, which were later translated into English for the purpose of analysis. This approach allowed the researcher to capture more authentic and detailed insights into the students' experiences.

### **3. Documentation**

Documentation is a technique for accumulating data by collecting and analyzing documents, including written documents, images, video, and audio<sup>39</sup>. The researcher used document review to collect the data, such as students' presence list, the data of school profile which included the background of the school, the vision and mission of the school, English syllabus, lesson plans, photos, and field notes.

## **E. Data Analysis**

The data obtained were analyzed using several procedures to answer the research questions. In this study, thematic analysis was employed in six steps: preparing the data, reading it thoroughly, coding, describing themes, presenting findings, and interpreting results. The researcher transcribed the interview data, organized them into files, and read them to grasp the overall meaning. Next, the data were coded and categorized to highlight key aspects related to participants and contexts. The themes were then described and reported. These stages help the

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<sup>39</sup> Sukmadinata, Metode penelitian pendidikan. Bandung: PT Remaja. Rosdakarya., 2010), 77.

researcher move from raw data to meaningful patterns and conclusions. The detailed processes are explained as follows:<sup>40</sup>

The steps were described as the research procedures were taken from Creswell. The procedures represent clear and comprehensive stages in conducting descriptive qualitative. Then, it was operationalized into the research context. The steps were described as follows:<sup>41</sup>

### **1. Coding**

In qualitative research, coding serves as a fundamental stage of analysis and significantly influences the quality of data abstraction. A code is essentially a short word or phrase that symbolically represents, highlights, and conveys the essence of a specific segment of data, whether expressed in spoken, written, or visual form. In other words, coding is the process of labelling and categorizing data to identify emerging themes and patterns. By assigning concise labels to portions of data, the researcher can organize and manage the information more effectively for further analysis. Students' participant was coded as P1, P2 until P6.

### **2. Data Reduction**

In this step, the researcher sorted and chose which data that is helpful and could delete the data that is considered unimportant. Reducing data means summarizing, selecting the main things, focusing on the things that matter, and

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<sup>40</sup> Neuman, W, Social Research Methods: Qualitative and Quantitative Approaches, 496.

<sup>41</sup> Creswell, J. W. Qualitative inquiry and research design: Choosing among five approaches. Thousand Oaks: Sage Publications, (2007)

looking for themes and patterns. It would help researchers to collect data and search for it when needed.

Briefly, it refers to the process of selecting, focusing, simplifying, and transforming raw data into a more manageable form. Hence the data collected would be organized so that it becomes more meaningful and useful to answer research questions. During this phase, irrelevant or redundant information is minimized, and the researcher concentrates on the most significant aspects of the data. This process ensures that the findings are clear and remain aligned with the study's objectives.

### **3. Data Display**

Data display is the stage where reduced data are organized and presented in a systematic manner. It can be done through visual or textual formats such as tables, charts, diagrams, or text descriptions. Displaying data in an organized way allows researchers to identify relationships, compare categories, and draw insights. This process helps researcher to transform complex data into accessible information that supports the researcher in drawing knowledgeable conclusions.

### **4. Drawing Conclusion**

After displaying the data, the last stage is drawing conclusion which means interpreting the result of the data. The researcher makes sense of the data by connecting emerging themes with research questions, theoretical frameworks, and previous studies. It involves moving beyond mere description to uncover deeper meanings, implications, and contributions of the findings.

Thus, this stage provides an explanation of what the data reveal about the phenomenon under study and offers insights into its broader significance.

For the analysis of the interview result, a descriptive analysis was used to process the data, the overview of the background of the respondents and the tendency of answers for each variable was obtained.

## **B. Validity of The Research**

In conducting a qualitative research method, researcher checks for the accuracy of the findings by employing certain procedures. In qualitative research, the researcher uses triangulation to measure the credibility of data. It refers to the use of multiple methods or data sources to develop a comprehensive understanding of the phenomenon. In this technique, the researcher collected several different information, the researcher conducted participatory observation, documentation, and interviews. To verify the data of this research, the researcher compared the data in different techniques to find out the validity of the data.

In qualitative research, the researcher acts as the primary instrument, meaning the study's quality largely depends on the researcher's skills and experience. A researcher with more experience can better recognize and interpret the phenomena being studied. However, researchers must carefully minimize bias or subjectivity to ensure accurate and reliable findings.

For this study, data triangulation was applied to explore students' learning experiences using the E-Learning Madrasah platform in the EFL



classroom at MAN 3 Nganjuk. This approach involved gathering information through various sources and techniques, such as interviews, observations, written documents, official records, personal notes, and images. Each source provided additional insights, broadening the understanding of students' experiences and ensuring the reliability and completeness of the findings.