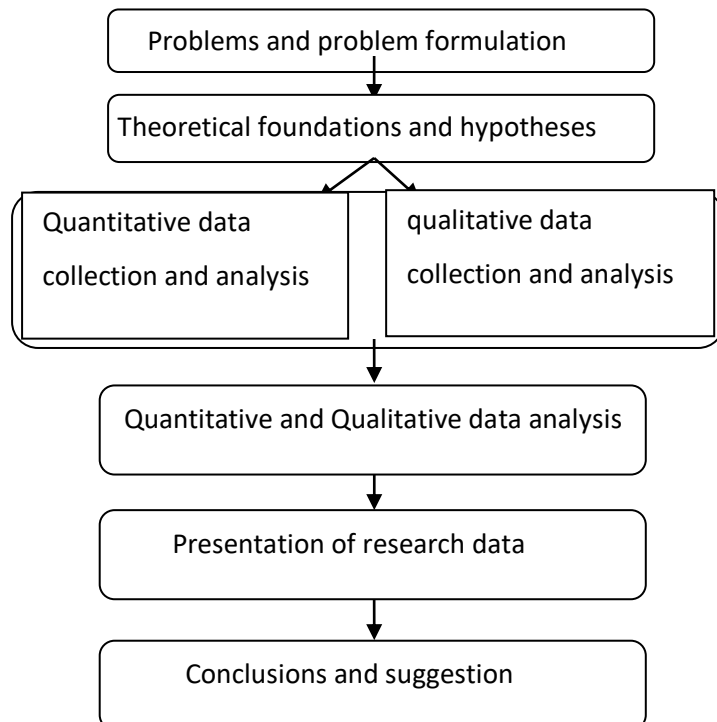


**CHAPTER III**  
**RESEARCH METHOD**

**3.1 Research Design**

The method used in this study is a mixed method, which is a combination of quantitative and qualitative methods in one study. Mixed method (combined method: qualitative-quantitative) is a method that uses a combination of research methods, and one method is superior to the other. The less dominant method is only positioned as a complementary method as additional data. The more dominant method in this research is the qualitative method, and the complementary method is the quantitative method. Concurrent Embedded design is a method that combines qualitative and quantitative methods with an unbalanced mix of the two methods according to Sugiyono, (2016). In this research, qualitative data becomes primary data and quantitative data becomes secondary method. Below is a chart of Concurrent Embedded research steps.



In this research, in the first stage, the researcher collects data and analyzes quantitative data. Then collect data and analyze qualitative data in the second step. The researcher then analyzed all the data and drew conclusions from the data analysis.

### **3.2 Setting and Subject of the Study**

This research was conducted at MTs AL-Ikhlas which is located in Limbangan Village, Losari District. This study discusses the iteacher's efforts in building student motivation in online learning of 7 grade English at MTs AL-Ikhlas Limbangan. While the population of this study were all 7 grade students of MTs AL-Ikhlas while the sample of this study was 1 class. All samples are 40 students, and English teacher. Where students as respondents and English teacher as the main information of this study.

### **3.3 Data Source**

The data obtained from this study were sourced from teacher and students of MTs AL-Ikhlas Limbangan. To obtain these data, researchers conducted observations, interviews, and documentation.

The source of the data referred to in this study is where the researcher can obtain the data. The data is data related to how the teacher's efforts in building student motivation in online learning English. Therefore, it is inecessary to have sources that can provide information about the data needed in research.

#### **1) Primary Data (Qualitative)**

Sources of qualitative data for this study were from several English teacher of MTs AL-Ikhlas Limbangan. The type of data disclosed in

this study is in the form of statements of information both in the form of oral and written documents, and the behavior observed in the field is not only a data collection tool for qualitative research, but also for collecting survey results. also become data;

a. Audio recording

In conducting this research, the researcher recorded interviews with several teachers who were used as data sources. Then from the recording, the researcher described it in the form of a narrative. The audio recording equipment used by the researcher is a mobile phone.

b. Field notes

When conducting research, researchers make notes in the field by recording all events that actually occur in the research field.

2) Secondary data (Quantitative)

Sources of quantitative data in this study are the results of the calculation of the questionnaire or questionnaire given to the respondents, namely the 7 grade students of MTs AL-Ikhlas Limbangan.

### **3.4 Data Collection Tool**

#### **1. Quantitative Data Collection Tools**

a. Questionnaire

Questionnaires are data collection methods that answer several questions or are written to respondents Yusuf, (2017). This questionnaire has been filled out and will be used to measure the

activity variables of class 7 MTs AL-Ikhlas Limbangan students in class during learning.

Likert scale is used as a measurement scale. Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups of individuals towards social phenomena. The measured variables are converted into indicators using a Likert scale, which serves as a starting point for compiling instrument elements in the form of questions.

**Table 3.1**

**Skala Likert**

Option	Score	Information
SL	5	Every event described in the question always happens.
SR	4	Every event described in the question must have happened more than not happened.
KD	3	Every event described in the question may or may not happen/sometimes.
JR	2	Every event described in the question is more of not happening than happening.
TP	1	Every event that is described in the question is not completely unheard of.

**Table 3.2 Value Percentage****Rating Interval**

<b>No</b>	<b>Index</b>	<b>Criteria</b>
1	80% - 100%	Very Motivated
2	60% - 79,99%	Motivated
3	40% - 59,99%	Enough Motivated
4	20% - 39-99%	Less Motivated
5	0% - 19%	No Motivated

To get the interpretation results, it is necessary to know in advance the highest score, for example; (X) and the lowest number for example; (Y) for assessment items with the following formula:

$Y = \text{highest score Likert} \times \text{number of respondents}$

$X = \text{lowest score Likert} \times \text{number of respondents}$

Index formula % =  $\frac{\text{total skor}}{Y} \times 100$ .

Information:

$Y = 5 \times 39 = 195$

$X = 1 \times 39 = 39$

By a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of questions and statements according to Sugiyono (2015).

## 2. Qualitative Data Collection Tools

The process of collecting data in this study begins with observations that made by researcher. There are several things that are targeted in the observation, the first is the background or place of the research, the second is the participants involved in the research and the third is the activities or habits that the participants do during the observation. After making observations, the next step is the process of describing the data that has been collected, then grouping the data and separating the important and unimportant data, the last step in observation is selecting the data that supports the research.

After the observation phase is complete, the researcher then conducts interview with teacher, the aim is to dig deeper into the information needed in the study. The interview process is carried out by asking several questions to participants which later the questions asked will develop and branch during the question and answer process between the researcher and the participants.

The last step in data collection is documentation. The documentation in this study is ithe schedule of ithe researcher's agenda and the explanation of the records of the events that have ibeen passed, then taking pictures or videos in the field during the research. Its function is to strengthen or as evidence that the researcher has actually done research directly.

### 3.5 Research Instruments

The research instrument was used to measure the value of the variables studied. The number of instruments that will be used for research will depend on the number of variables in the study. The instruments in this research are Questionnaire, Interview, Observation and Documentation.

#### 1. Quantitative Research Instruments

##### a. Instrument Grid (Questionnaire)

The instrument of this research is to reveal the effect of the teacher's efforts in growing the motivation of the 7B grade students by using a questionnaire with a Likert scale.

**Table 3.3 Guideline of Blended learning Questionnaire**

Variabel	Indicator	Items	Number
Online learning	Teaching ability	2,4,	2
	How to communicate	7,10,	2
	Learning assessment and evaluation	6,9,11	3
	Method development	1,3,5,8	4
Offline learning	Teaching ability	13,17,18,19,20	5
	How to communicate	16,	1
	Learning assessment and evaluation	-	0
	Method development	12,14,15,	3
Blended Learning	Teaching ability	22,23	2
	How to communicate	25	1

	Learning assessment and evaluation	-	0
	Method development	21,24,	2
Number of questions			25

**Table3.4 Guideline of Motivation Questionnaire**

Variabel	Indicator	Items	Number
motivation	Excite students' interest in learning	1,2,3,4,18,19	6
	Give realistic expectations	7,11,12,13,14,15,16,24,25	9
	Giving rewards	10,17,22,23,	4
	Directing student behavior	5,6,8,9,20,21	6
Number of questions			25

## 2. Qualitative Research Instrument

### a. Interview Guide

An interview is an activity that involves the interviewer and the interviewee, who asks some questions that the interviewer wants to answer. In interview, data is collected through personal or telephone interactions between interviewer and respondents. Therefore, in this case, the interviewer must collect the data through direct dialogue or communication. However, it can be



done face-to-face or electronically. The type of interview used in this research is in-depth interview. This is the process of collecting information for research purposes through a face-to-face conversation between the interviewer and the interviewee or the interviewee. An interview guide Rahmat, (2009) who is interested in the social life of the informant involved with the interviewer

**Table 3.5 Guideline of Interview with Teacher**

No	Aspect	Indicator
1	Teacher's efforts in building student motivation.	1. What preparations do teachers prepare before teaching?
		2. What strategies or methods do teachers apply in motivating students?
2	Teacher's strategy in the blended learning process of English.	1. How to apply English learning strategies or methods?
		2. How do teachers develop strategies or methods of learning English?
		3. What are the problems the teacher faces and what are the solutions the teacher provides?

b. Observation

Qualitative observation is a research process that uses subjective methods to collect information and data. It takes much longer than quantitative observations because it focuses on qualitative observations to even out the quality differences, but the sample size used is much smaller and the study is extensive. It's much more personal. Qualitative observation deals with the five sensory organs and their functions (seeing, smelling, touching, tasting, listening). It is a characteristic, not a dimension or number.

In addition to interviews, observation is also one of the techniques in data collection that is very common in qualitative research methods. Observation is part of data collection. Observation means collecting data directly from the field. Meanwhile, according to Zainal Arifin in the book Kristanto, (2018) observation is a process that is preceded by observation and then systematic, logical, objective, and rational recording of various kinds of phenomena in actual situations, as well as artificial situations.

**Table 3.6 Observation Checklist**

No	Aspects	Yes	No	Description
1.	The situation in the school environment			
2.	The state of facilities and infrastructure in schools			

3.	Observing the learning proses in the classroom			
4.	Interviews with teacher about ways and strategies to motivate students to learn English during a pandemic			
5.	Give questionnaires to students			
6.	Observing the process of communication or blended learning carried out by teacher and students			

### c. Documentation

Documentation is one technique in data collection. In qualitative research, this technique is the main data collection tool. Documentation is facts and data stored in various materials that are not limited by space and time so that it is possible for researchers to know things that have happened ias reinforcement for interview data and questionnaires in checking the validity of the data. Djaelani, (2013).

The documentation in this study is in the form of school profiles, school vision iand mission, school ilesson plans, learning journals, which are used to support research activities. In addition,

the documentation in the study is taking photos of interviews with English teachers as the main source in producing information related to efforts to build student motivation in learning English online and also with students as the second source in this study.

### 3.6 Data Analysis Techniques

#### 1. Quantitative Data Analysis Techniques

##### A. Correlation coefficient test

The correlation coefficient was conducted to determine the level of relationship between the X variable and the Y variable. If the significance value of each variable is less than the alpha level (0.05), then it is correlated. On the other hand, if the significance value of each variable is greater than the alpha level (0.05), then there is no correlation. To determine the level of correlation and the strength of the relationship between the blended learning variable (variable x) and the motivation variable (variable y), see the table below;

**Table 3.7 Correlation coefficient**

No	Correlation value	Relationship Level
1	0,00 – 0,199	Very low
2	0,20 – 0,399	Low
3	0,40 – 0,599	Medium
4	0,60 – 0,799	Strong
5	0,80 – 1,000	Very strong

**Source Sugiyono (2015)**

## B. Determination coefficient

After testing the statistical hypothesis, the researcher looked for information on the extent of the blended learning variable on the motivation to learn English through  $R^2$  or the coefficient of determination. The value of the coefficient of determination is between zero and one. The smaller  $R^2$ , the smaller the effect given by the independent variable on the dependent variable. Conversely, if the value of  $R^2$  is close to one, then the influence given by the independent variable on the dependent variable is getting bigger.

## 2. Qualitative Data Analysis Techniques

The data analysis technique used is descriptive qualitative technique. Data analysis is the process of systematically searching and compiling data obtained from interviews, questionnaire field notes, and documentation by organizing data into categories, describing them into units, synthesizing, compiling into patterns, sorting out what is important and what is not. studied and draw conclusions so that they are understood by the researchers themselves and others. This study uses a qualitative research data analysis technique Miles and Humberman model. Activities in data analysis are data reduction, data display, and data verification. The steps of data analysis include.

### 1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that are important, looking for

themes and patterns and discarding unnecessary ones Sugiyono,(2018).

Data reduction in this study was carried out by ifocusing on the imethods iused iby iteachers iin ibuilding student motivation in online language learning, student behavior during learning and the learning outcomes of 7 graders in online learning systems in the midst of the COVID-19 pandemic.

## 2. Data Display

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like Suliswiyadi, (2019).

The data in this study are presented in narrative text, in the form of data presentations from questionnaires, documentation data and interviews with English teacher and 7 grade students of MTs AL-Ikhlas Limbangan Brebes.

The presentation of the data is intended to select data that suits the needs of researcher, namely the teacher's efforts in building student motivation in online learning English class 7 at MTs AL-Ikhlas Limbangan Brebes.

## 3. Data Verification

The third step in qualitative data analysis according to Miles and Humberman is drawing conclusions and verification Sugiyono, (2018). In analyzing the data, the researcher clarified the

results of interviews, observation, and documentation in accordance with the research focus. Furthermore, the data collected was analyzed using qualitative descriptive analysis as the final data determination of the entire data analysis process so that problems related to the teacher's efforts in building student motivation in online learning English class 7 MTs AL-Ikhlas Limbangan can be answered according to the data and problems.

### **3.7 Credibility**

The credibility of the data in this study is attempted by means of triangulation technique, in which the researcher rechecks the data that has been obtained together with the informants. The aim is to test quality, gain trust and strengthen research results. Triangulation method is done by collecting data with other methods. As well known, in this study, researcher uses interviews, observation, and surveys to obtain the correct truth of information and a complete picture of certain information Semiawan (2010).

Triangulation can be defined as the use of two or more methods of data collection when studying several aspects of human behavior. Therefore, a triangulation technique means that a researcher collects data using more than one technique to enable it. The purpose of triangulation is to increase the reliability and validity of the results.

There are four techniques in triangulation. Those are;

1. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator Triangulation means technique that uses more than one researcher in collecting and analyzing data.

From researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological Triangulation

Methodological triangulation is using the same method on different occasions or different methods on the same object of study.

4. Theoretical Triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. The researcher is demanded to have expert judgment to compare the finding of research with the certain theory.