

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses research method, including the design of the research, the setting, the population and sample, as well as data collection and analysis.

A. Research Design

Quantitative approach is used in this research. It is research that measures quantity or amount. Castellan (2010) explains it as an approach appropriate to phenomena that can be expressed as quantities. This study focuses on the teachers' perception of the use of Zoom to facilitate online speaking classes. A survey is designed to describe and interpret a phenomenon quantitatively in order to achieve the research objective. Surveys are typically descriptive research techniques. In the descriptive method, a phenomenon is described by showing "how it is" or detailing "what it is" (Tuckman in (Latief, 2015)). A survey research method describes and explains the perceptions, attitudes, beliefs, or trends of the people that are of interest to the researcher. Check and Schutt as cited in (Ponto, 2015) define survey research as the process of collecting information from individuals by asking them questions.

B. Location of the Research

This research was conducted at Forum Kampung Bahasa (FKB) Pare. It is located in Kampung Bahasa Pare, Kediri. The setting is ideal for getting data sources for this study to study how teachers perceive e-learning. For a couple of

months, the teachers held some online classes using ZOOM Cloud Meetings because of the covid-19 pandemic.

C. Population and Sample

The population of this research is the whole teachers in Forum Kampung Bahasa (FKB) Pare that is around 300 teachers. To collect the sample for this study, the researcher used purposive random sampling. In (Arikunto, 2013), purposeful sampling means selecting a subject based on a specific purpose, rather than level or area. This allows researchers to select samples that are representative of their population.

By those 300 teachers, the researcher selected specific sample to participate by their teaching skill which is speaking and online teaching experience that is more than a year of using Zoom. The 170 tutors complete the questionnaire by answering the questionnaire through a Google form. The tutors are also familiar with Zoom as the platform to teach online speaking class. They have been run zoom to facilitate speaking class since the beginning of the Covid-19 outbreak.

D. Research Instruments

Research requires instruments to be conducted and collected. There are various types of instruments, such as questionnaires, checklists, and interview guides. Using a questionnaire, the researcher dealt with the research instrument in this study. The questionnaire was adapted from (Khusniyah & Wana, 2020) and (Cakrawati, 2017) since the researcher needs to change several points and connect them with the context of the current research. There are 30 items in the

questionnaire. The questions are categorized into four aspects. Further information is provided below.

Table 3.1
Questionnaire Specification

Aspect	Sub-aspect	Indicator	Item number
Knowledge of the basic concepts	Zoom definition and support in speaking class	Teachers can explain the concept of teaching speaking through zoom	1,
		Experience of teachers using Zoom as a platform in speaking class	2
	Being familiar with Zoom tools	Teachers know how to use Zoom's additional tools to support the use of the platform as a teaching tool in speaking class	3,4
Readiness	Manage technology	Teachers are accustomed to using technology in speaking class	5,6,7
		Teachers are aware of zoom's current features	8,9,10
	Integrating technology into the learning process.	Teachers understand the proportional mix of technology and learning	11,12
Easiness	A simple technical support system and a time-saving feature	Zoom is easily accessible and affordable for teachers in speaking class	13,14
		Teachers believe zoom is an effective teaching tool in speaking class	15,16
	The headway of online learning	Teachers are aware of the development of zoom	17,18
Benefits	The online system offers benefits for self-development	The teachers feel that zoom improves their ability to use technology in speaking class	19,20
		Zoom makes it easier for teachers to deliver materials in speaking class	21,22
	Language and skill development can be achieved through the online system	The teachers think that Zoom develops students' language and speaking skills	23,24

E. Validity and Reliability

For this study, the instrument was tested for validity. A research instrument's validity is determined by how well it measures what it is intended to measure. Also, it refers to how truthful the results are. In other words, the instrument of research (questionnaire) must be appropriate to measure the study's concept (Pallant, 2011). Mohajan (2017) argues that the validity of qualitative research is determined by its trustworthiness, dependability, and utility.

According to (Creswell, 2014), content validity refers to a study's ability to measure whether the questionnaire and the score accurately reflect the questions that should be asked based on content or skill. Thus, it represents the theory or concept represented in the questionnaire. Since there is no statistical test to determine whether a measure adequately covers a content area, experts in the field are generally required to measure the content (Mohajan, 2017). For a questionnaire to be considered valid, researchers need to determine its content validity.

A reliability test is also conducted on the questionnaire to assess the consistency of the results. In (Creswell, 2014), reliability refers to the consistency of a score. In other words, when the same test is given to the group of people, the test should yield similar results. Multiple administrations and administrations at different times of the instrument should yield nearly the same score.

In order to estimate the internal consistency of a questionnaire, the researcher uses coefficient alpha or Cronbach's alpha. If the items are scored as continuous variables (e.g., strongly agree to strongly disagree), the alpha provides

a coefficient to estimate consistency of score on an instrument. Accordingly, researchers used this method to determine the level of instrument reliability in the current study.

F. Collection of Data

Several steps are taken by the researcher when collecting data. The first step is preparing the questionnaires, teachers self-perception toward the use of Zoom to facilitate speaking classroom consisted of 24 items with five points of Likert-scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5= strongly agree). The next step is to distribute the questionnaire online to the participants. During this step, more than one group of participants received the questionnaire. To complete the questionnaire automatically, the researcher must wait a week for the whole participants to fill it out. Finally, scoring the questionnaire results using Excel.

G. Data Analysis

Meleong (2001) defines data analysis as a process which involves the gathering, analyzing, and transforming of data. In light of the fact that the research involves a questionnaire, the data would be analyzed after the data was collected. As this is a survey study, data analysis will be in a quantitative descriptive format. The mean, median, and mode of the collected data were calculated using SPSS 21.0 to gain insight into the teachers' perception of Zoom as a speaking classroom facilitation tool. The ratings range from very poor to very good (1 - 5), with very poor being the lowest rating. According to the formula used, the assessment interval is as follows:

$$\text{Range} = \frac{\text{Max.score} - \text{min.score}}{\text{Range}}$$

$$\text{Range} = \frac{5-1}{5} = 0,8$$

From the calculation of the range between classes obtained a value of 0.8.

From these numbers, an interval scale can be made as follows:

Tabel 3.2
Criteria Interval Scale

Interval	Criterion
$1 < X \leq 1,8$	Poor
$1,9 < X \leq 2,9$	Less
$2,9 < X \leq 3,5$	Moderate
$3,5 < X \leq 4,3$	Good
$4,3 < X \leq 5$	Excellent

Source: Sugiyono, *Metode Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*

In general, the key findings can be analyzed by looking at the average score from highest to lowest. In a closed-ended questionnaire, the researcher will summarize the findings based on the data presented. The final step involves the researcher interpreting and drawing conclusions from the data analyzed based on how each criterion was answered.