

## **CHAPTER III**

### **RESEARCH METHODE**

#### **3.1 Research Context**

In this study, researcher discussed the perceptions of EFL students in youtube-based learning to find out the experiences they had, especially their experiences when learning and teaching using youtube. This research was conducted because almost all students learned to use e-learning during the pandemic, so this research needs to be done. This research can also motivate and encourage students to understand better in using youtube as a learning medium so that students can follow the times more broadly, and also for academic purposes and provide answers and solutions to problems.

According to Denzin's research, Lincoln (2009) also claims that the word qualitative implies an emphasis on processes and meanings that are not studied strictly or have not been measured in terms of quantity, amount, intensity, or frequency. So the data that obtained in qualitative research is data in the form of narratives from respondents, not data in the form of statistics or diagrams. The objects used in this study also be fewer than in quantitative research, because qualitative research methods emphasize data depth, not data quantity.

In describing the problem above, the researcher use qualitative methods to find out the answers to the problems developed by the researcher, because this study focuses on student perceptions of engagement strategies that applied in online learning to increase interaction in the learning. According to Bungin (2011), a problem in research qualitative territory in a narrow space, with levels of low variation, but has a great depth of discussion unlimited. Qualitative method is very suitable to be applied in this research because according to Bogdan and Taylor (1975), defines a qualitative research method is a research procedure that produces descriptive data in the form of written or spoken words from the people

and behavior observed. because the researcher also wants to know the preservice teachers of teaching and learning using youtube media.

### **3.2 Research Design**

According to Yin (2000: 65-85), in this case study design researchers can interact continuously with theoretical issues that can be studied with the data that has been collected. In this research design, it is discussed about events related to everyday life where this case study design leads to a detailed and in-depth description of the portrait conditions in a context, about what they really are according to data in the field. The research that will be obtained will be descriptive in nature, where the contents of the design that will be used will discuss the process of what, why, and how something happened, to lead to understanding the meaning of a phenomenon in the study. The evidence obtained in the case study design is recommended to come from 6 sources, first is: Documents, archival records, interviews, direct observation, participant observation, and the last is physical tools. These 6 sources provide support for the validity of the data to be obtained in the case study design.

According to Sugiyono 2010 claims that the research design is a strategy to obtain data, which is needed by the researcher for the purposes of testing the hypothesis in the study to answer research questions and has a function as a tool to control variables that affect the research process. The research design here aims to completely integrate the research components in a logical and systematic way to discuss and analyze what is the focus of the research. Research designs here also vary widely depending on the needs and context of the research itself. Research designs that are often used in both qualitative and quantitative research include an experimental, survey or cross-sectional, longitudinal, case study, and comparative research designs. Because in this study using qualitative research methods and the cases that examined are , how do students respond to the right

engagement strategy to be applied to online learning so as to create collaborative & interactive learning.

### 3.3 Participants

The role of participants in this study is very important because without participants, the researchers cannot collect data. Their function is as individuals who have information related to the research problem to be discussed. Participants here do not just provide responses to the research problem to be asked, but also must choose the desired direction in presenting information to researchers. According to Sutopo (2002: 50), dealing with participants requires a flexible, open, and critical attitude from the researcher. This is aimed at understanding various kinds of important information which later have an impact on the quality of research.

This study included three preservice teachers especially 8th semester. they were randomly selected preservice teachers who study in the Faculty of Teaching Education Program, English Education Department, Cirebon. The writer chose them because have experience using youtube as a learning media when studying in campus and teaching at high school during practicum PLP 2.

**Table 3.1 Data of Partisipants**

<b>Name</b>	<b>Gender</b>	<b>Classes</b>	<b>Years</b>	<b>Interview</b>
Luis (pseudonim)	Male	4 B	4 <sup>th</sup>	Yes
Athena (pseudonim)	Female	4 B	4 <sup>th</sup>	Yes
Freya (pseudonim)	Female	4 B	4 <sup>th</sup>	Yes

### **3.4 Data Collection Procedure**

The data collection procedure here explains the steps for collecting data including limiting the research, the place and time of the research, determining the type of qualitative data collection, and designing data recording efforts. This study will collect data according to the participant's situation and condition.

The researcher conducted face-to-face interviews by contacting participants one by one. The questions that will be asked are in accordance with the research questions being studied. The data that obtained in the interview process is in the form of recordings, where in the recording there are answers from the participants themselves and besides that the researcher write down important things related to participants' answers in a notebook. From the recorded interviews, the researcher reduce, verify and finally draw conclusions according to the purpose of this study. Evidence of interview results in the form of recordings and photo documentation.

### **3.5 Technique of Collecting Data**

#### **3.5.1 Interview**

Interview technique is a data collection technique through a conversation carried out with a specific purpose, from two or more participant. The interviewer is referred to as (interviewer) is the person who asked the question, while the person who the interviewee is referred to as (interviewee) has the role of a resource person provide answers to the questions submitted. In this study, after the participants were asked to fill out a questionnaire that had been prepared, the participants immediately entered the interview session where the questions to be asked were related to the research question in this thesis. There were five questions in the interview session related to the most appropriate engagement strategy for applying in online learning.

### 3.5.2 Questionnaire

According to Sugiyono 2005 questionnaire is a data collection technique carried out by researchers by giving a set of questions or statements in writing to respondents to be answered as research material. In qualitative research, questionnaires are conducted as the first step in collecting research data. The purpose of the researcher using the questionnaire here is to sort out the participants based on the answers, three participants selected based on their answers to questions about the use of YouTube as a learning medium. The questionnaire used in this study was adopted from Likert-type items and developed based on three types of interactions (Moore, 1993): student-to-student, student-to-instructor, and student-to-content. The questionnaire in this study consisted of six questions.

### 3.6 Data Analysis

The data studied in three steps in the qualitative technique, according to Miles & Huberman's 1984 interactive model data analysis. This interactive model's data analysis contains three parts: (1) data reduction, (2) data presentation, and (3) drawing conclusions. Because the interactions and linkages between the three components must be continuously compared to identify the conclusions of the contents as the ultimate result of the research, the three primary components contained in qualitative data analysis must be present in qualitative data analysis. The following is a chart that shows the details of the theory:

Data reduction is a type of analysis in which material is sharpened, categorized, guided, and deleted superfluous data before being organized in a way that allows final conclusions to be reached. During the data mining procedure in the field, the research data read. This reduction process continues as long as the research is continuing, and it begins when the researcher selects the case to be studied. When data collection occurs, data reduction is accomplished by taking brief notes on the content of data records collected in the field. In this step, the

researcher focus on “Preservice Teachers perceptions of teaching and learning based on youtube media during pandemic covid-19“.

Data display is the process of arranging a set of data in such a way that draw conclusions. Narrative text (in the form of field notes), matrices, graphics, and charts are all examples of qualitative data presentation. The data is usually provided in qualitative research in the form of a brief narrative, charts, and correlations between categories. According to Miles and Huberman, narrative language is the most common way to present data in qualitative research, hence the researcher's data display narrative. The goal of showing data is to use the data analysis process to solve research challenges. Therefore data needs to be packaged in a systematic form, in order to assist researchers in carrying out the process analysis.

Withdrawal Conclusion, the conclusion is the most crucial component of qualitative research. Because the researcher must endeavor to establish meaning based on evidence that has been carefully, totally, and deeply studied, The researcher distilled the essential points from all of the data gathered so that they would be clear. The conclusion will be an answer to the problem formulation at the outset.