

CHAPTER III

METHODS AND PROCEDURES

This chapter discusses: (1) Research Design, (2) Operational Definitions, (3) Participant of the Study, (4) Data Collection, (5) Data Analysis, and (6) Establishment of Trustworthiness.

3.1 Method of Research

In conducting this study, the writer used qualitative study. A qualitative study is a research method that enables a researcher to investigate and better understand the complexities of a phenomenon (Mohajan, 2018). One of the most important aspects of qualitative research is the exploration of a problem and the development of a detail, as well as the understanding of the central phenomenon (Creswell, 2012). In conclusion, this study used qualitative research method.

The case study research design was chosen in this study. According to Creswell (2012), a case study is a problematic study that focuses on determining the internal understanding of a case or a limited system, and it entails comprehending a phenomenon, activity, process, or one or more individuals. The purpose of this study is to find out teachers' perceptions in teaching writing using WhatsApp application. In this study, the teachers at SMPN 44 Palembang have been chosen as participants.

3.2 Operational Definition

The title of the study is teachers' perceptions in writing by using WhatsApp. To avoid the misinterpretation in this study, especially in the part of title, some definitions provide.

Teachers' Perceptions refers to perceptions come from the teachers in interpreting, selecting and organizing the information about something in teaching.

Teaching Writing is the teaching conducted by teachers of 7th and 8th grade of SMPN 44 Palembang. The teachers teach sentence writing in the class.

WhatsApp is a tool or an application that used by students and teachers in distance learning in supporting teaching and learning process.

3.3 Participants of the Study

In this study, the writer took two teachers at SMPN 44 Palembang as participant. Purposeful sampling technique was used to choose the sample in this research. According to Palinkas et al. (2015), purposive sampling is commonly used to identify and select information-rich cases related to an interest phenomenon. Additionally, researchers purposefully choose individuals and locations in order to learn about or comprehend the central phenomenon (Creswell, 2012). Purposeful sampling is used to find out the teachers' perception in teaching writing using WhatsApp. There are two criteria to select the participants in this study: (1) the participants are teachers with at least five years of teaching experience, (2) teachers who use of WhatsApp as an application in teaching. Indeed, there are four English teachers in SMPN 44 Palembang. However, only two teachers are appropriate to this study since those two teachers are the ones who used WhatsApp in the class and other teachers use different

application in teaching. Therefore, the writer took these two English teachers at SMPN 44 Palembang as participants.

3.4 Data Collection

In this research, the interview was used as the main instrument to collect the data to answer the research problem. Face-to-face interview was applied to participants in this study. In fact, interview is a conversation for gathering information (Easwaramoorthy & Zarinpoush, 2006). In this study, semi-structured interview was used to collect the information about teachers' perceptions in teaching writing using WhatsApp. According to McIntosh and Morse (2015), a semi-structured interview is designed to elicit people's subjective responses to a specific situation or phenomenon related to their experience. The interview was recorded and transcribed into English. The writer was explaining the purpose of the interview and the use of an audio recorder before conducting the interview.

3.5 Data Analysis

In analyzing the data, the writer used thematic analysis to know teachers perception in teaching writing by using WhatsApp. According to Braun and Clarke (2006), thematic analysis is a method for detecting, analyzing, and reporting data patterns (themes). According to Braun and Clarke (2006), there are six phases of thematic analysis, they are:

1. Familiarize with the data. It implies that researchers must immerse themselves in data and become intimately acquainted with it by reading and rereading it.

2. Generate initial codes. It means that the researcher must read and familiarize themselves with the data, and generates initial list of ideas about what is in the data.
3. Search for themes It means that after all of the data has been initially coded and compiled, the researchers will have a long list of the various codes. In this step, the researchers re-focus the analysis at the boarder level of themes rather than codes.
4. Review themes. It means that the researcher must develop a set of candidate themes and refine those themes.
5. Define and naming themes. In this step, the researchers define and refine the themes that will be presented for analysis, as well as analyze the data contained within them.
6. Produce the report. It means that the researchers have a set of fully developed themes, are involved in the final analysis, and are writing a report based on the themes and codes.

3.6 Establishment of Trustworthiness

Trustworthiness was used for evaluating qualitative data analyses. According to Hodson (2004), trustworthiness is a set of trustee behaviors that support the trust's expectations or are essentially a characteristic of the trustee in question. Moreover, Creswell (2012) indicated that validating findings entails the researcher determining the accuracy or credibility of the findings using strategies such as member checking.

In order to analyze the data, in this research the researcher used member checking to check the validity of the data. According to Creswell (2012), a member checking procedure is one in which the researcher asks one or more study participants to verify the accuracy of the account. In checking the accuracy of interview results, the researcher asked the interviewer to recheck transcripts of the interview whether it is complete and appropriate based on their answer or not. If they think it is not accurate in accordance with what they mean, the researcher asked them which part and re-wrote the transcripts again until the participant get the accurate result. In short, member checking was used to double-check the data's credibility.