

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) method of the study, (2) operational definition, (3) subject of the study, (4) technique for collecting data, (5) technique for analyzing data, and (6) establishment of trustworthiness

3.1 Research Methodology

In this study, the researcher used qualitative as research method. Creswell (2012) asserted that in qualitative research, these issues are related to understanding central phenomena. To ask participants broad, general questions, collect detailed views of participants in words or pictures, and analyze information descriptions and themes. In qualitative research is analyzing the data for description and interpreting the findings into the larger meaning (Creswell, 2012). In brief, this study used the qualitative research method.

In relation to this, this study was concluded in a case study as design. Creswell (2012) indicated that case study is to develop an in-depth understanding of a case process event or activity, and the researcher collects as many types of data as possible to develop this understanding including the study of students or teachers. Descriptive qualitative analysis, with a case study approach, was chosen since this study focuses on the phenomenon of the perceptions of junior high school English teacher on the use of WhatsApp for reading activities. The results of this analysis were defined descriptively. The data for this research were obtained by having an interview with the teacher.

3.2 Operational Definition

The title of this research is Teacher's Perceptions on the Use of Whatsapp Application in Reading activities: A Case Study at SMP N 48 Palembang. In order to avoid the possibility of misunderstanding about some terms in this research. Here, there are brief explanation of terms used in this reserach.

Teacher's perception are the potential to feel and know information or respond to something in an experiential situation. This study is intended to understand and know in depth how the perception of English teachers at SMP N 48 views advantages and disadvantages of WhatsApp in reading activities.

WhatsApp is a free messenger application that uses users' internet data plans to help them socially network in real time, and this application is being widely used among students to send multimedia messages, such as photos, videos, and audios along with simple text messages.

Reading Activities is process of understanding text, vocabulary, fluency and understanding of translating letters or symbols to find out the meaning of the text, therefore the teachers develop a strategies to work with students who have difficulty understanding reading for example teacher gave assignment such as some questions about text reading, teacher gave assignment text reading and then students made a video with read text reading. in this case to the ninth grade students of SMP Negeri 48 Palembang.

3.3 Research Participants

In this study the reseacher chose one of English teachers as participant by using convenience sampling technique. Creswell (2012) indicated that a

qualitative sampling approach in which the researcher selects participants because they are willing and available to be researched is known as convenience sampling. In addition, convenience sampling is used to find out teachers' perceptions on the use of WhatsApp in reading activities at SMPN 48 Palembang. However, there were five teachers at SMPN 48 Palembang, there are three English teachers who use Google Classroom in their English Class and there are two English teachers who use WhatsApp. In addition, the researcher took one of the English teacher at SMPN 48 Palembang because the teacher was used WhatsApp to teach reading and willing to participate in this study. The teacher taught in ninth grade at SMPN 48 Palembang. Other English teachers use WhatsApp in teaching English. she was not willing to take part in this research. Therefore, she is not willing to be a participant. Briefly, the researcher took one of the teacher English to be the participant in this study.

3.4 Data Collection

For the data collection, there was only one instrument utilized in this research namely interview.

Interview is the most important instrument used in order to collect data. According to Sherman and Webb (2005), interviews are informal in nature and add to formal observations that serve to clarify the meaning of participants in certain situations and even interviews help researchers see the situation through the experiences of the participants. Cresswell (2012) mentioned that when researchers ask one or more participants general, open-ended questions and record their responses, this is known as an interview. Gill, Stewart, Treasure and

Chadwick (2008) stated that interviews are questions to examine views, experiences, beliefs or produce as much information as possible about the research phenomenon and can also answer the aims and objectives of the research. Importantly, interview was used in this study to explore data about an incident from the experiences of participants.

To obtain in depth information, semi-structured interview was utilized in this study with one teacher and about teachers' perceptions on the use of Whatsapp in reading activities. DeJonckheere and Vaughn (2019) indicated that semi structured interviews is to gather information from personal experiences, attitudes, perceptions and beliefs related to a research topic. Furthermore, the interview was recorded and transcribed into English.

Before conducting the interview, the researcher explained the purpose of the interview and the researcher recorded the audio during the interview as evidence to find out information from the participants. Interview was used to know the teachers' perceptions on the use of Whatsapp in reading activities. In relation to this, there were 42 items in the form questions related to what the teachers' perceptions on the use of WhatsApp. Afterwards, the interviews were conducted to get more detail information and to support data about the teachers' perceptions on the use of Whatsapp in reading activities.

3.5 Data Analysis

The researcher applied thematic analysis through analyzing the data to find out the teacher's perceptions on the use of WhatsApp in reading activities at SMP N 48 Palembang. Ibrahim (2012) argued that thematic analysis is capable to

discover and understand factors or variables that influence any issue generated by the participants. It allows the researcher to relate an analysis of the frequency of a theme with one of the whole content. Braun, Virginia, Clarke and Victoria (2006) asserted that thematic analysis is a method for describing data sets in detail, analyzing, and reporting participants' experiences, meanings, and realities or thematic patterns in the data. It can be concluded that the purpose of a thematic analysis is to provide a more detailed description of a particular theme, or group of themes, in the data.

There were six phases of thematic analysis (Braun and Clark, 2012). They are:

1. Familiarize yourself with the data. It means that this phase involves the researcher made transcript annotations, re-read the data, look for significance, themes.
2. Generating initial codes. It means that the researcher described and identified the data code that is relevant to the question during the interview in this phases.
3. Searching for themes. It means that the researcher made themes based on code.
4. Reviewing themes. It means that the researcher checked the themes that the researcher has made.
5. Defining and naming themes. It means that to be specific, the researcher redefined and renamed the theme and then provided a coherent overall story about the data.

6. Producing the report. It means that the researcher made the clarification of the results about the teacher's perceptions that faced by English teacher at SMP N 48 Palembang.

3.6 Establishment Trustworthiness

In this study, Establishment of the trustworthiness was reflected the meaning of validating qualitative data and ensuring that the findings would be accurate and credible. White, Oelke and Friensen (2012) argued that trustworthiness is a collection of qualitative data that ensures accuracy in collecting, presenting, and interpreting data. therefore, specific guidelines must be strictly followed to ensure transparency, logical reasoning, and criticality in developing processes for analyzing data. Creswell (2012) confirmed that the validation of findings relates to the researcher's process of selecting accuracy and credibility findings using several methods such as member checks and triangulation.

Additionally, the researcher applied member checking as a technique to check the findings and decide if they were accurate. Birt et al. (2016) indicated that member checking is an activity of examining interviews or interpreted data which focuses on confirmation, modification, and verification of interview transcripts. Creswell (2012) asserted that member checking is a process in which a researcher engages one or more participants in a study to double-check the accuracy of a report. To check the accuracy of the interview results. The researcher asked participants to recheck the transcripts of interview as confirmation of the information data participants had provided in the interview.

Then, the researcher asked the participants about the transcripts that had been made, such as whether it was complete and realistic based on their answer or not. Then, they said that these transcripts were appropriate with what they meant. It was applied to validate the data and check the correctness of trustworthiness of the data. Finally, member checking was used to recheck the correctness of the data.