

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research Design, (2) research site and participants, (3) data collection, (4) data analysis, and (5) establishment of trustworthiness.

3.1 Research Design

To determine students' perceptions using Google Classroom in learning reading comprehension at SMA Muhammadiyah 1 Palembang, this research used qualitative research as the design of the study. Qualitative research is the process of collecting and analyzing detailed data by adopting a research design that tends to be flexible and uses relatively unstructured data and involves verbal rather than statistical analysis (Hammersley, 2013). To provide a more detailed understanding of the type of qualitative approach in this research, this research is most appropriate to use a case study. Starman (2013), case studies are used in analyzing and explaining certain cases that will be observed, such as describing each person, group of people, problems, processes, phenomena, or certain events as a whole and this is part of a problem-solving procedure that shows facts based on the object situation or subject. By using a case study, the researcher has a detailed interpretation of the data collected as well as a better understanding.

3.2 Research Site and Participants

The research site of this study is SMA Muhammadiyah 1 Palembang, which is located at Jl. Balayudha KM. 4,5 Np. 21A, Ario Kemuning, Kec. Kemuning, Kota Palembang, Sumatera Selatan. Since this school is one of the schools in Palembang that implements Google Classroom to facilitate learning reading comprehension during the COVID-19 pandemic, so it is chosen as the research site.

The participant of this research that were observed in the 10th Olympiad IPS class and the researcher used purposeful sampling as the sample selection technique. Research to Patton (2005), there are three strategies of purposeful sampling. The strategies are maximum variation sampling, homogeneous sampling, and typical case sampling. In addition, this research most appropriately uses maximum variation sampling. The maximum variation sampling technique is used to capture a variety of perspectives that involve a variety of things that are interesting and should be investigated to get a wider picture of the phenomenon as well as viewed from various angles (Rai & Thapa, 2015). In this study, the researcher selected 3 students from the 10th Olympiad IPS class as the sample and separated students who had high, medium, and low achievement in learning reading comprehension.

3.3 Data Collection

3.3.1 Interviews

To obtain more in-depth information about students' perceptions in the use of Google Classroom in learning reading comprehension, the data collection technique used in this study was interviews. According to Jackson et al. (2007), an interview is a list of questions used as a data collection technique by researchers to ask respondents using structured, semi-structured, or unstructured question formats. In addition, this research used semi-structured interviews. Semi-structured interview was chosen as a data collection tool because it is very suitable for exploring respondents' perceptions and opinions on complex and sometimes sensitive issues and allows researcher for further information and clarification of answers (While, 1994). The interview session will usually generate data from respondents in the form of direct quotes based on their experiences, opinions, knowledge, or how they feel about something to be studied. In this research, there are 10 lists of interview questions as the technique for collecting the data. Hereafter, to record the results of the interviews, the researcher used an audio recorder.

3.4 Data Analysis Procedure

This research used thematic analysis in order to analyze the qualitative data. According to Braun and Clarke (2006), thematic analysis is a

method used to identify and analyze the meaning of the patterns in a dataset about specific research problems. Thematic analysis method can be used to analyze almost any kind of qualitative data such as interviews, focus groups, and qualitative surveys, using larger or smaller datasets. This data analysis method enabled the researcher to identify patterns and relationships that were known in general to answer the research questions of the study significantly.

In analyzing the data based on Creswell (2014), there are six steps of thematic analysis. First, organize and prepare the data for analysis. In this stage, the writer do some activities that implicate transcribing interviews, scanning material, typing field notes, cataloging the visual material, sorting and arranging the data among others. Second, read or look at all the data. The data that has been obtained is read and viewed again to gain a general sense of the information. Third, start coding all of the data. The writer organizes the collected data by categorizing the images and text then labeling the categories with a term. Fourth, use the coding process to generate a description of the setting, people, categories or themes for analysis. Fifth, advance how the description and themes will be represented in the qualitative narrative. The writer can use a narrative passage to confer the outcomes of the analysis. Last, making an interpretation in qualitative research.

3.5 Establish of Trustworthiness

In this research, there is a process to check the validity of the findings. Furthermore, to maintain validity in this qualitative research, the

researcher used member checking. Member checking is a part of qualitative research that can create integral trustworthiness (Candela, 2019). The function of this method is used to check whether the data is in accordance with the respondent's answers. The implement of data checking can be done at the end of the data collection period and through this process, the data that have been obtained can be added, reduced, or denied by an interview until a mutual agreement is reached between the researcher and the interviewees.