

## CHAPTER III

### METHODOLOGY

This chapter presents the design of the study, settings, researches questions, technique of data collection, and followed by the technique of data analysis.

#### 3.1 Research Design

This study used qualitative research. The main reason for descriptive research in qualitative research begins with the question 'how' or 'what'. Qualitative research aims to explain the phenomenon profusely through deep data collection. A qualitative approach is a study that intends to understand the phenomenon of what is experienced research subjects such as behavior, perception, motivation, action, and so on.

Therefore, qualitative research is subjective and the results were more casuistic. Besides qualitative descriptive selection, topics need to be developed to see the extent to which students' perceptions of the use of Schoology in FLTMs class focus on student engagement in how Schoology can engage students that have been applied in their class. Engagement is a critical issue in the implementation of social networking learning management system in English language teaching and learning.

#### 3.2 Setting and Context

This study was conducted in the fifth semester of the academic year of 2019/2020. They were majoring in English Education Department at IAIN Kendari especially at Foreign Language Teaching Media class A which is there are 26

students in this class. The researcher chose the student by purposive sampling since the researcher interviewed which is the class of English Department that applied the Schoology in their class. Moreover, the fifth semester has been applied Schoology at Foreign Language Teaching Media class. So, I choose this class, as well as the lecturer, who is a native speaker and he has been applied to this application since the fourth semester.

### **3.3 Participant**

The participant of this study is from the students of Foreign Language Teaching Media Class A in the fifth semester of the academic year of 2019/2020. They were majoring in the English Education Department consist of 26 students including 4 male students and 22 female students. All students are 20 to 21 years old. They are a native speaker of Indonesia and spoke only Indonesia or their language at home. English is only their foreign language.

### **3.4 The instrument of the study**

The data for the study collected using two instruments they are; Questionnaire and Students' Reflection.

#### **3.4.1 Questionnaire**

The first instrument that the researcher used is a questionnaire. A questionnaire is an instrument of the study to gather information through the respondents' written responses to a list of questions. In this study, the researcher used a close-ended questionnaire adapted from (Crisentia, 2017)

In the close-ended questionnaire part, the researcher was provided 20 statements covering two aspects. Those two aspects could give proof to show the reliability and validity of the instrument. They were the process and the implication of using Schoology. The aspect of the process will represent twelve statements while the aspect of implementation is represented by eight statements. The close-ended questionnaire here used a rating scale questionnaire where the research uses a Likert Scale to get the information from the participants.

The Likert scale is to measure the extent of the subjects' agreement with each item. The extent is measured on a five-point scale. They were column 1, which means respondents strongly agree with statements, column 2, which means they agree, column 3, which means neutral column 4, which means they disagree, and column 5, which means they strongly disagree. In giving the response, respondents put a checkmark inside the column.

### **3.5 .2 Students Reflection**

The reflective practice helps students' link knowledge with practice and develops a sense of ethical management (Reina & Ichii, 2018). Reflections on this study were carried out in the classroom that was given about 15 minutes at the end of the course. Reflection is a critical component of service-learning is that used the experience in learning. Park (2003) argues that reflective journal writing offers students the opportunity to communicate with their instructors with confidence and motivation because there is no anxiety associated with judgment or assessment.

The reflection was in the form of questions related to the research topic. Reflection was given directly to students to be answered outside the class. A reflection related to learning was done by students in the class. In reflection, students answered questions leading to students' responses to the application used in class.

### **3.6 The technique of Data Collection**

The researcher collected data by using two instruments to gain information about students' perception of using Schoology in Foreign Language Teaching Media Class, the researcher used questionnaire and reflection as the instruments of the research. The first was a questionnaire. The researcher collected the questionnaire to gain insight into students' perception of using Schoology in Foreign Language Teaching Media Class generally in their fifth semester. The questionnaire is provided as an online survey and can be accessed via the internet named Google Form. The participants' answers were recorded automatically into a spreadsheet associated with Google form and the researcher noted and analyzed the result of that online questionnaire.

The researcher also uses reflection that needed to complete by the participants provided via Google form. The participant accessed the link given by the researcher then they answered the questions. The participants needed to complete their reflections in Indonesian, not in English since to make the flow of their thoughts not be blocked by the language difficulty (Nurfaidah et al., 2017). The respondents are given some weeks to complete their reflections, each student's reflection then is sent to the researchers.

### 3.7 The technique of Data Analysis

Analysis of data is done by looking at the data that has been collected and coding. Data analysis is done in writing and answering questions that have been provided by the researcher. Data collection is done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, it used steps proposed by Creswell which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper (Sukmahidayanti, 2015).

The data collected from the questionnaire are recapitulated in excel. There are five choices of responses to the statement on the questionnaire as follows; 1 was strongly agreed, 2 for agree, 3 for neutral, 4 for disagree, and 5 for strongly disagree. After that, the researcher counts the score (X score). Then, the total X score was divided into 26 as the number of students who answered the questionnaire. The researcher used the following formula based on Crisientia (2017) to calculate the results:

$$\bar{x} = \frac{(x_1 + x_2 + x_3 + \dots + x_n)}{n}$$

Information:

$\bar{x}$  = average count

$x_i$  = sample value i

n = number of samples (The total number of the students in the class.)

Furthermore, the process of calculating the data was the number of the students who chose the option from the questionnaire (n), divided by the total number of the students in the class ( $\sum N$ ), then multiplied by 100%. The result of the data questionnaire will be provided in a percentage. The researcher used the following formula based on Crisientia (2017). The formulation is seen below:

$$\text{Percentage} = \frac{n}{\sum N} \times 100\%$$

Information:

$n$  = The number of students who chose the option from the questionnaire.

$\sum N$  = The total number of students in the class.

After calculating the raw data, the researcher concludes the interpretation of the results in the form of written paragraphs.

While to gather students' reflections that contain students' answers concerning their perception of using Schoology application in Foreign Language Teaching Media class, then the data were highlighted, collected, and analyzed through coding and categorizing it in similar meaning. In coding, data applied coding to the transcript of focus in students' perception (Blair, 2015).

Students' reflection is read and underline to clustering different topics into the column and even reducing categories in which related each other to another topic by reading forth and back to data. Then, in the end, the data are assembling to display primarily analysis. The display of students' reflection is in a paragraph then interprets to elaborate what the findings mean.