

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The research method is the steps and ways of finding, formulating, extracting data, analyzing, discussing, and concluding problems in research. According to Sugiyono (2016: 9) qualitative research methods are research methods used to examine the condition of natural objects where the researcher is the key instrument.

In this study, researcher used qualitative methods because the results of the study are focused on data in the form of interview. This descriptive design is used to find out School closures during the pandemic, What has been lost? Moleong (2002:3) states that qualitative research is research that produces descriptive data in the form of written and spoken words from people and observed behavior.

#### **B. Location and Time of the Research**

##### **1. Time of the Research**

The research was conducted on July 2022.

##### **2. The location of the Research**

The research was conducted at SMP Negeri 02 Jelai Hulu and SMK Negeri 1 Jelai Hulu.

#### **C. Research Subject**

In this study, there are two subjects of study, namely SMP Negeri 02 Jelai Hulu and SMK Negeri 1 Jelai Hulu. The reason I chose this school was because it was affected by the learning process during the pandemic, and had a limited learning process. In the school, 4 teacher and 4 student in one school. In class VIII, IX, XI and XII used be selected by purposive selection.

Selected based On 4 criteria :

1. Active teaching during the pandemic
2. Representatives from the social sciences clump include BK or PPKN teachers, Mathematics teacher, religion teacher, language teachers (Indonesian / English)
3. School leaders or representatives.
4. Students of class VIII, IX, XI and XII each represent 2 people. To collect data in this study, we used collect data through 2 schools selected by purposive selection.

The from of this research is using purposive selection, with 4 respondents in one school, so a total of 8 respondents in 2 school. The selected conditions with 4 criteria as follow:

1. Principal / deputy principal
2. Language Teacher (English/Indonesian)
3. Teacher (BK / Religion / Mathematics / PPKN)
4. Students of class VIII, IX, XI, and XII.

#### **D. The Technique of Data Collection**

Researcher use direct communication by using communication interview . Furthermore from Joyce (2012), "Direct communication is to say what they think face to face". Data collection techniques are one of the most important elements in research.

According to Sugiyono (2013:224), "Data collection techniques are the most strategic steps in research, because the main purpose of research is to collect data". This means that data collection techniques are one of the most influential aspects of research to obtain data. Transcript of the interview can be seen in appendix III.

##### **1. Interview Guideline**

Researcher used interview guidelines to collect deeper data from participants to make accurate data. According to Yunus (2010), in order for an interview to be effective, several stages must be passed, namely introducing oneself, explaining the purpose of the visit, explaining the

interview material, and asking questions. In conclusion, researcher used interviews as reinforcement and support for the questionnaire to obtain more accurate data. Interviews used be conducted with teachers and student to get more in-depth information about the teacher's responses in carrying out learning, especially during the pandemic. Interview guideline can be seen in appendix I.

#### **E. Technique of Data Analysis**

Techniques Data Analysis is one of the processes to find and compile a data that has been obtained. According to Sugiyono (2017.244) states that data analysis is a systematic process of finding and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking down into units, synthesizing, compiling patterns, selecting What is important and what used be studied, and draw conclusions so that they are easily understood by themselves and others Meanwhile, according to Moleng (2017.280) states that data analysis is the process of arranging the order of data, organizing it into a pattern, category and basic unit of description . The purpose of analyzing and interpreting data in a research is to answer the problems that have been formulated.

Researcher used qualitative data analysis to measure the data. Interview is a form of verbal communication that aims to obtain information from sources Interviews were conducted with the of gaining a deeper understanding of the challenges, strategies and learning needs of today's era Interviews were used to collect data from teacher and students . In this interview, the researcher used thematic analysis and contraction analysis.

In this study, the researcher used thematic analysis to analyze the data obtained from discussion sheets and interview. Thematic analysis refres to appropriate qualitative methods that can be used when working in research groups and analyzing a large number of different qualitative data sets (Nowell, Noris, White, & Moules, 2017), Specific constructs or themes from discussion sheets and interviews are identified, analyzed, and reported. Cross-case

analysis used be carried out with the aim that researchers can broaden their point of view. The researcher used ask the opinion of students and parents about strategies, challenges and what is needed in learning today. In the interview process, the researcher recorded the respondents' answers, then wrote down the answers. The purpose of the interview is to understand more deeply about learning.

Data analysis used be use is thematic analysis. Thematic analysis is the process of identifying patterns or themes in qualitative data (Maguire and Delahunt, 2017). The purpose of thematic analysis is to identify themes, patterns in the data that are important or interesting, and use those themes to answer research or say something about a problem. The thematic results of the analysis can be seen in appendix II.

According to Braun and Clarke (2013), there are six phases of the framework for conducting thematic analysis as follows:

1. Become familiar with the data

The first step is to know the data. It is important to get a thorough overview of all the data that has been collected before starting to analyze each item. This involves transcribing videos, reading text and taking initial notes, and generally looking through the data to get used to.

At this stage the researcher looks for a comprehensive picture of all the data that has been obtained, the researcher sees the video of the results obtained, reads the results of the LKS obtained and makes the initial notes needed to proceed to the next stage.

2. Generate initial codes

Next, encode the data. Encoding means highlighting a part of our text usually a phrase or sentence - and coming up with a label or abbreviated "code" to describe the content. At this stage the researcher made a code from the results of the study which was used to describe the data obtained.

### 3. Search for themes

Next, examine the generated code, identify patterns between them, and start creating themes from the coded data. At this stage the researcher examines each code that has been generated and identifies each code and creates a theme from the coded data.

### 4. Review themes

Now make sure that our theme is useful and is an accurate representation of the data. Here, the researcher returns to the data set and compares the themes. If the researcher finds a problem with the theme, the researcher shares it, combines it, discards it, or creates a new one, whatever makes it more useful and accurate. At this stage the researcher ensures that the required themes are obtained from accurate data, the researcher divides, combines and creates new themes that make the theme more useful and accurate.

### 5. Define themes

Now that you have the final list of themes, it is time to name and define each one. Defining themes involves formulating exactly what each theme means and figuring out how it helps make sense of the data.

At this stage the researcher gave a name for each theme and defined each theme. The themes obtained are formulated appropriately by giving the right meaning so that they can understand the theme correctly.

### 6. Writing up

Finally, the researcher wrote an analysis of the data obtained and explained how the researcher conducted the thematic analysis. At this stage the researcher wrote an analysis of the data that had been obtained and explained the thematic analysis process.

## F. Research Procedures

In carrying out the research, it used be arranged with the following activity steps:

### 1. Planing

In this research, it is arranged to make a research plan. Analysis of the data used using thematic analysis

### 2. Preparation

The second step that must be done in research is preparation to find the formulation of the problem, research objectives and research benefits.

### 3. Collecting data in the field

Researcher set aside time to conduct direct interviews with a predetermined subject of study and collect documents to support the research

### 4. Processing and data analysis

After getting the data, the researcher proceeds to the next stage, namely processing and analyzing the data

### 5. Make a research report

After analyzing the data obtained in the study, the researcher used make a research report and draw conclusions from the research.

## G. Research Plan

**Table 3.1**  
**Research Plan Table**

No	Acitivity	Year 2022								
		Feb	Mar	Apr	May	Jun	Jul	Ags	Sep	Okt
1	Submission of title snd outline									
2	Advisory lecturer submission									
3	Drafting Design									
4	Design Consulting									
5	Design Seminar									

