CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Setting

The research was conducted at Nurul Ilmi integrated Islamic junior high school on Jl. Kolam No.1 Medan Estate, Percut Sei Tuan Sub-District, Deli Serdang District, North Sumatra Province. The reason for choosing this place was because the researchers had done internship III activities at the school, which allowed them to conduct research comfortably in obtaining data. Then, the researcher conducted a survey of the place that was suitable for the research problem, which examined the use of Canva as a media for writing recount texts. The subjects of the study were 8th-grade students of SMP IT Nurul Ilmi, amounting to 22 students in the second semester of the 2023/2024 school year. Based on the explanation of the research subject, the researcher wanted to know about the perceptions of students in using Canva as a media for writing recount texts for 8th-grade students of SMP IT Nurul Ilmi. This past research aimed to investigate the use of Canva as a media for writing recount texts and the perceptions of 8th-grade students at SMP IT Nurul Ilmi regarding its use.

3.2. Research Participants

The data in this study were obtained from the results of interviews with students about their perceptions and experiences using Canva as a media for writing recount text in using the media. This research was conducted in grade 8 of SMP IT Nurul Ilmi. Participants in this study consisted of 22 students, including 16 male students and 6 female students. Every week, there were two meetings for English subjects in class 8th-grade students of SMP IT Nurul Ilmi. Researchers chose 8th-grade students at SMP IT Nurul Ilmi for this second semester because they would discuss recount text material in English subjects. The students who would become my participants had used this application in learning English in their class and this application would also be familiarly used when learning in recount text material. Then, their class was also willing to volunteer to become a participant and was willing to be interviewed. This can affect students' perceptions of their learning experience in using Canva as a media for writing recount text in their classroom. The selection of participants in this study is very important which significantly impacts the depth and richness of the data collected.

3.3. Research Method

The research methodology used in this study is qualitative. According to Alase (2017) phenomenology is a qualitative methodology that allows researchers to apply and apply their subjectivity and interpersonal skills in an exploratory research process. A phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it. The key question in phenomenology is “What is the experience of an activity or concept from the perspective of particular participants?” Rooted in philosophy and psychology, the assumption is that there are many ways of interpreting the same experience, and that the meaning of the experience to each person is what constitutes reality. This belief is characteristic of all qualitative studies, but the element that distinguishes phenomenology from other qualitative approaches is that the subjective experience is at the center of the inquiry. It is different in that phenomenology makes a distinction between the appearance of something and its essence (Ary et al., 2016). This study combined a qualitative approach with phenomenological types. By using phenomenological types, this type of phenomenology was suitable for exploring and explaining the meaning of individual life experiences, as well as understanding certain concepts or phenomena through exploring the structure of human consciousness and helped researchers in analyzing qualitative data well. This study investigated junior high school students' opinions of using Canva as a writing tool for recount texts. This study was observed through a group discussion in five groups in a classroom, each with five participants and two representatives who were interviewed.

3.4. Technique Collecting Data

Technique collecting data qualitative methodology with a phenomenological approach (Emery & Anderman, 2020) is used to understand phenomena from the participants' perspectives and the significance they assign to their experiences. Researchers comprehend the case from both the outside and the inside, each as a distinct and comprehensive entity. Because of this, one method of gathering data is through interviews. In this study, questionnaires and interviews were used for data collection techniques by the researcher. The stages of data collection techniques that will be carried out by researchers are as follows:

1. Questionnaires

A set of questions or written statements are provided to students as part of the questionnaire data collection technique. Providing students with a set of questions to answer or written statements. If the researcher is certain about the variables to be measured and is aware of what can be expected from the students, then the questionnaire is an effective tool to collect data. Furthermore, questionnaires work well when there are a sufficient number of students spread over a large location. The questionnaire may be distributed to students directly, via mail, the Internet, or in the form of closed or open questions, (Sugiyono, 2013 : 142).

The researcher used open-ended questions in the current study. Open-ended questions that are free-form and do not limit students' answers to a list of options are known as open-ended questions. People can think critically, exchange viewpoints, explore concepts, and have insightful conversations by using these questions. Open-ended inquiries are effective in collecting details, promoting discussion, and producing more in-depth understandings. Participants in the study will receive a written questionnaire with questions from researchers. After that, a written report containing the responses to the open questions will be provided. This will enable researchers to employ open-ended questions to gather rich qualitative data and comprehend the opinions, ideas, attitudes, and experiences of participants on a deeper level.

2. Interview

Esterberg (2002) suggests three types of interviews: semi-structured, unstructured, and structured. The researcher used semi-structured interviews as the interview type in this study. This kind of interview is categorized as the category of in-depth interviews, where it can be used more freely than in structured interviews. When parties are interviewed in this manner, their opinions and ideas are requested to elicit problems more directly. Using an interview guide as a guide, this semi-structured interviewing technique allows the interviewer to ask open-ended questions. Depending on the situation and the interviewee's answers, the interviewer may change the sequence, format, or addition of the questions. Interviewees can respond to open-ended questions in semi-structured interviews based on their knowledge and experience. This approach has the advantage of being more adaptable and capable of exploring more detailed data, (Sugiyono, 2013 : 233).

This method of interviewing works well for finding out how someone views a particular phenomenon. For example, it can be used to find out how junior high school students perceive using technology to learn English texts. In addition, group interviews (focus group discussions) can also be used to find the meaning of an issue by a group of people through discussion, which can help comprehend differing viewpoints in a social setting. In this section, the researcher used group interviews, this study will observed through a group discussion in five groups in a classroom, each with five participants and one representative who will be interviewed. A few procedures for carrying out a thorough interview: 1. Prepare questions in advance, 2. Create an environment of acceptance, 3. Give attention carefully and fully; 4. Create thorough notes. By employing this method, researchers hope to acquire an in-depth understanding of students' viewpoints and experiences about their participation as research subjects.

3.5. Technique Analysis Data

According to Sugiyono (2016:206) data analysis is "Activities after data from all students are collected". There are many different ways to analyze the qualitative data. In this research, the data is analyzed after it has been collected via questionnaires and interviews. There are many different ways to analyze the qualitative data. In this research, the data is analyzed after it has been collected via questionnaires and interviews. In this research, the researcher used the Likert Scale to analyze of the questionnaire after collecting the data from questionnaire. To get the main score of the students, the researcher used the following formula. There are several procedural steps that researchers must carry out, including:

1. Researchers collect quite a lot of items, have relevance to the problem being researched, and consist of items that are quite clearly liked and disliked.
2. Then the items are tried on a group of students who are quite representative of the population you want to study.
3. Students are asked to check each item, whether they like it (+) or don't like it (-). These responses are collected and the answer that gives an indication of liking is given the highest score.

When responding to questions on a Likert Scale, students determine their level of agreement with a statement by selecting one of the available options, in a format such as:

a) Strongly Agree = 5
b) Agree = 4
c) Neutral = 3
d) Disagree = 2
e) Strongly Disagree = 1

Formula:

The data interpretation stage is carried out using percentage calculations to compare the frequency of each alternative answer to the questionnaire. The percentage is calculated by formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

Which:

P = Percentage of answers

F = Frequency

N = Population

100% = Fixed numbers

Steps in data analysis:

1. Separating each respondent's answer according to the answers SA, A, N, D and SD. Transferring the number per item with the score of each answer that has been given.
2. Of all the answers SA, A, N, D and SD divided by the answers to the questionnaire multiplied by 100%.

After calculating the mean score, researcher classified the categories of students' perception.

Table 3. 1. Likert Scale Score

LEVEL	SCORE
Positive	61-100%
Neutral	21-60%
Negative	0-20%

The researcher used descriptive qualitative analysis to analyze the interview data because it provides a complete picture of Exploring Student's Perception of Using Canva as Media in Writing Recount Text at Junior High School. Aside from that, descriptive qualitative research seeks to investigate detailed descriptions of people, places, or even qualitative settings. (Creswell: 2008) An interactive analysis model was used to analyze the data in this study. In this research, the researcher analyzed the data interviews using three concurrent flows: data reduction, data display, and drawing conclusions or verification (Miles & Hubberman, 1994). A method for analyzing qualitative data are three steps can be involved in the processing of qualitative data:

1. Data Reduction

There is no denying that a significant amount of data was collected in the field, although in a less reliable format than quantitative data. As a result, data reduction is possible, which entails condensing, selecting the most important details, concentrating on what matters, searching for themes and patterns, and eliminating unnecessary information.

In this process, after the researcher collects data, the next step is data reduction or categorization. Data reduction involves selecting, focusing on simplifying, abstracting, and transforming the rough data that emerges from the field data. This process aims to simplify the data so that it is easier to analyze. Then the researcher categorized the data based on the patterns that emerged from the data reduction.

2. Data Display

The data needs to be displayed or presented to improve visibility after it has been reduced. The data presentation that is being discussed here can be as basic as neatly formatted tables, graphs, charts, pictograms, and the like.

The next stage is data display. The data that has been reduced and categorized, then the researcher compiles the data systematically and easily understood. Presentation of qualitative data can be in the form of narrative text, matrix, graph, network, or chart. In this case, researchers use data presentation in the form of narrative text from the data to be analyzed. Through this data presentation, it is hoped that the data will be organized and arranged in a relationship pattern, so that it will be easier to understand.

3. Conclusion Drawing/Verification

According to Miles and Huberman (1994), drawing and verifying conclusions is the third step in the qualitative data analysis process. The initial conclusions are exploratory and subject to change if compelling evidence is discovered to support the subsequent phase of data collection. And the conclusions are credible if the evidence holds up when the researcher returns to the field to gather more information, (M. Sobry & Prosmala Hadisaputra, 2020).

For the final analysis, the researcher looks for the meaning of the data collected by looking for relationships, similarities, or differences to conclude answers to research questions. The conclusion will also be written in language that is easily understood by the reader.

3.6. Trustworthiness

The member-checking strategy was employed by researchers to ensure the validity and reability of the data in this study. Comparing the data collected by the researcher with the data source was known as a member check. Determining how much of the data obtained came from the data giver was the goal of a member check. The researcher ought to check with the data giver if the data were not in agreement, as this indicated that the data were valid and becoming more credible. Suppose that the researcher found data that was not in agreement with the data giver, then there was an important difference and the researcher needed to modify his findings and take into account the information provided by the data giver. Therefore, the goal of the check was to ensure that the data collected and utilized to write the report accurately reflected the intentions of the informant or data source. Member checks could be put into use following the completion of a data collection period or upon the receipt of a finding or conclusion. The approach could be used individually, with researchers visiting the data provider, or via a forum for group discussion. The researcher presented the results to a group of data providers in a group discussion. There might be data in the group discussion that the data provider accepted, modified, added, or rejected. It also serves as evidence that the researcher completed a member check, (Sugiyono, 2013 : 276).

There were various techniques used in this study for member checking, such as examining the transcripts, which was the first step. Examining transcripts of participant interviews or focus groups was a popular technique for member checking. A copy of the transcript was provided to each participant by the researcher, who requested that they verify its accuracy. The transcript could then be reviewed by participants for any errors or misunderstandings, and the researcher could make any necessary revisions. After that, the results were discussed. Talking with the participants about the study's conclusions was another way to verify members. Participants were informed of the research findings, and researchers requested feedback from them regarding the degree to which the findings appropriately captured their perspectives and experiences. The findings could also be clarified by participants, who could offer different viewpoints. Lastly, the draft report was distributed. To get their opinion on the study findings, the participants were also shown a draft of the report by the researcher. After reading the report, participants were welcome to comment on any errors or misunderstandings. The report could then be updated by the researcher as needed to ensure that the research findings were accurate.

Triangulation was a technique used by researchers to assess the validity of their findings. In this study, the researcher used triangulation to assess the validity of the findings. Triangulation compared data sources with saturation to verify the authenticity of the data. The data collected for this study was accurate and in line with reality. Triangulation was first introduced by (Hardani et al., 2020). The use of method triangulation in qualitative research is one way to increase the validity and reliability of research results. In this study, the researcher used the method of triangulation. Method triangulation refers to using multiple data analysis methods to collect the same data. Researchers can use thematic analysis and qualitative analysis to analyze interview data. Thematic analysis refers to the use of codes of conduct to categorize data into relevant themes, while qualitative analysis refers to the use of deeper data analysis to find more specific themes. After obtaining conclusions from data analysis, researchers gave credit to data sources. Utilizing multiple data sources to verify the truth of information, such as observations, interviews with various subjects from various points of view, or interview results, was known as data source triangulation. In order to collect data for source triangulation, we sent a questionnaire to twenty-two students asking them to list the Canva media they often use to improve their writing skills. Conducting in-depth interviews with the students to learn more about their perceptions, which would probably vary, was the end result. Researchers could compare the answers given by one respondent with those given by another by using responses from multiple sources. As a result, the differences in responses could be used to determine how comprehensive the research was.