CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed the following points: setting of the study, method of the study, population and sample, technique for collecting data, and technique for analyzing data.

A. Setting of the Study

This study was conduct in SMK Negeri 02 OKU. This school located on Jalan Tj. Baru, Kecamatan Baturaja Timur, Kabupaten Ogan Komering Ulu, Sumatera Selatan. The subject of this study was tenth grade students of SMK Negeri 02 OKU. This study was conducted on April 2022.

B. Method of the Study

This study was used by qualitative design, because the focuses of the study were to find out the students' challenges of hybrid learning during in COVID-19 Pandemic. Qualitative research is a research method used to explore and understand meaning (Creswell & Creswell, 2018). The methodology of this research was descriptive qualitative. The descriptive qualitative can obtain a general overview of phenomenology in social context study. According to Sugiyono (2018) descriptive research is research that carried out to determine the value of the independent variable, either one variable or more (independent) without comparison, or connected with other variables. The descriptive method also designed to obtain the current status of phenomenon and is directed toward

determining the nature of situation as it exists at the time of the research. The descriptive research attempted to looks at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constituted their various fields of inquiry. It was concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that were held; processes that are going on; effects that are being felt; or trends that were developing.

The researcher assumed that by qualitative descriptive in this study was appropriate, because the researcher want to know, to understand the challenges of hybrid learning and to describe the results of the students challenges.

C. Population and Sample

1.   Population of the Study

Population is a complete set of elements (person or object) that possess some common characteristic defined by the sampling criteria establish by the researcher. The population is as an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. In this study, the population was the students at SMK Negeri 02 OKU. There were 263 students from nine (9) class, and the number of the students of each class can be seen in the following table:

Table 1

Population of the Research

No	Class	Number of the students
1	X Culinary	30
2	X Fashion 1	33
3	X Fashion 2	34
4	X Beauty	26
5	X Computer and Network 1	34
6	X Computer and Network 2	34
7	X Hotel's Accommodation	21
8	X Accounting	24
9	X Accounting 2	27
	Total	263

Sources: SMK Negeri 02 OKU in Academic 2021/2022

2. Sample of the Study

This study used "Cluster random sampling", is a sampling method in which the researcher divides the population into several groups based on natural categories or characteristics. Cluster random sampling is random sampling who are not individuals, but small unit groups. The reason researcher used the cluster random sampling because the researcher randomizes from a large population. In this study the sample were three class, they are class x fashion 1, x hotel's accommodation and x beauty. Steps to take a sample, as follows :

1. The researcher write nine classes that are the population in this study on paper.

2. The researcher shakes the paper containing the names of nine classess, like playing the lottery.

3. Then the paper that comes out, becomes the sample in this study.

There were 80 students from three (3) class, and the number of the students of each class can be seen in the following table :

Table 2

Sample of the Research

No	Class	Number of the students
1	X Fashion 1	33
2	X Hotel's Accommodation	21
3	X Beauty	26
Total		80

Sources: SMK Negeri 02 OKU in Academic 2021/2022

D. Technique for Collection Data

In collecting data for this study, the researcher used qualitative technique. The data were gained by using questionnaire. The questionnaire consisted of the questionnaire included the challenges of hybrid learning faced by tenth grade students at SMK Negeri 02 OKU.

According to Cresswell (2018), questioner is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this study, the researcher provided a closed-ended questionnaire which comprised of 20 questions about challenges of hybrid learning. The questionnaire is distributed to students to know their challenges of using hybrid learning model. The researcher has provided options for each question, the options would be chosen by the students based on their point of view

about challenges of hybrid learning. The researchers adopted and modified a questioner from Sri Sherli Novianti Talis, 2018. The researcher modified the sentences from the questionnaire adapted to adjust the indicators in this study, namely the five keys to implementing hybrid learning.

The researcher given the questionnaire for the sample that consisted of 20 close-ended question. In this study, the researcher also used Liket Scale. According to Sugiyono (2017) the Likert Scale is used to measure attitudes, opinion and perceptions a person or group of people about social phenomena. In this form of likert scale it has 5 optional answers: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

Table 3

Score Range of Questionnaire

Likert Scale	Value	
5	Strongly Agree	SA
4	Agree	A
3	Neutral	N
2	Disagree	D
1	Strongly Disagree	SD

Source : Sugiyono (2017)

In this study, the research instrument used by the researcher is an instrument in the form of a questionnaire the use of hybrid learning which consist of 5 indicators, these indicators are form the five main keys implementing hybrid learning. This indicators was put forward by Carman (2005) and modified by researcher.

Table 4

Specification Questionnaire Items

Aspect	Description	Indicator	Question	Number item
1.Live Event	Face to face learning that is carried out synchronously in the same time and place. It could also be the time in a different place	-Students complain that they don't understand the lesson -Reduced interaction with classmates	1,2,3	3
2.Self paced learning	Combines independent learning that allows students to learn anytime and anywhere online.	-Students are more silent, don't ask -Students have difficulty in managing time in learning	4,5,6,7,8,9,10	7
3.Collaboration	Collaboration between teachers and students, as well collaboration between fellow students in teaching and learning activities.	-Students are not enthusiastic in discussion -Students don't listen when teacher explain	11,12,13,14	4
4.Assessment	The teacher must be able to mix a combination of online or offline assessment types. The form can be in the form of the tests or non-	-Many students do not submit assignment -Students complain too much assignment -Students are late in submitting assignment	15,16	2

	tests			
5.Performance Support Learning	Ensure learning materials are prepared in digital form. The goal is that these learning materials can be easily accessed be students, both online and offline	-Reduced student attendance - Students complain that they don't have internet packages	17,18,19,20	4
Total Number				20

The first thing to do after making the instrument is to test the instrument by an expert or called the Gregory test or Judges test. The validation of this instrument was carried out by 2 expert lecturers from English education study program. Raters 1 is Mrs. Yunda Lestari, M.Pd and raters 2 is Mrs. Henny Yulia, M.Pd. To determine the coefficient of content validity, the results of the assessments from the two experts were entered into a 2 X 2 cross tabulation consisting of columns A, B, C, and D. Column A is a cell that shows the disagreement between the two raters. Column A is showing the disagreement between the two raters. Columns B and C that show differences in views between the first and second raters (the first rater agrees, the second rater disagrees, or vice versa). Column D shows the agreement between the two raters.

Content validity is the number of items in column D divided by the number of items in column A+ B + C + D. After the item content was validated by 2 experts, then it was analyzed using the calculation according to Gregory as

follows. Calculation of content validity by 2 experts using the Contruct Validity formula as follows:

$$Vc = \frac{D}{A+B+C+D}$$

Note :

       Vc   : Construct Validation

       A   : Both raters disagree

       B   : Rater 1 agree, rater 2 disagree

       C   : Rater 2 agree, rater 1 disagree

       D   : Both raters agree

Validity criteria:

0.80 – 1.00	very high validity
0.60 – 0.79	high content validity
0.40 – 0.59	medium content validity
0.20 – 0.39	low validity
0.00 – 0.19	very low validity

Table 5

Cross Tabulation (2 x 2)

Tabulation of Ratings from Experts		Rater 1	
		Not very relevant score 1-3	Very relevant score 4-5
Rater 2	Not very relevant score 1-3	A (2) 1	B (1) 3
	Very relevant score 4-5	C (3) 0	D (4) 16

$$Vc = \frac{D}{A+B+C+D} = \frac{16}{1+3+0+16} = 0,8$$

Thus, from Gregory's calculation results obtained content validation 0, 8 means the item has high content validity.

E. Technique for Analyzing the Data

To know students' challenges of hybrid learning the researcher administered a questionnaire. After the questionnaires are collected, the researcher input response data from 80 students. After input the data, the researcher calculated how many percent students answer strongly agree, agree, neutral, disagree, and strongly disagree. The researcher analyzed the data by counting the percentage the questionnaire the students. The data obtained from the questionnaire is analyzed uses the formula from Anas Sudjiono (2012). To find out the most challenges faced by students, the researcher used excel to counting the average of the data in

each indicator. To got the percentage score per item for each questioner, the researcher used the following formula:

Table 6

Percentage Formula

$$p = \frac{f}{N} \ x \ 100 = ...\%$$

Source : Anas Sudjiono (2012.p. 40)

Note : P = Percentage of students' answer

f = The total of students' answer

N = The number of the sample