

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design for this study was a descriptive case study. The term “detailed examination of an event (or series of related events) which the analyst believes exhibits (or exhibits) the operation of some identified theoretical principles” is used to describe the descriptive case study (Mitchell, 1983). Furthermore, the descriptive study also focuses on covering the background information and accurate description of the case in question. Thus, it aligned with the aim of this study to identify the students’ challenges in online English learning during the pandemic at one of the junior high schools in Purwasari, Cilacap, Central Java.

3.2 Setting and Participants

This research was conducted at a junior high school in Cilacap, Central Java, specifically in the 9th grade. The school was chosen for research because the school is in a remote area where access and facilities for conducting online learning are still lacking, so researchers will get more in-depth about the challenges faced by students while conducting online English learning during covid-19 pandemic. Additionally, the school implemented fully online English learning during the pandemic. The school adopted an online English learning system using WhatsApp groups as the media learning platform. Each teacher was responsible for creating a WhatsApp group involving the students and relevant teachers. However, the observed phenomenon was the presence of students who did not submit assignments, either due to infrequent submission or late submission. The learning process within the WhatsApp group was conducted according to the provided schedule. Each subject lasted for 30 minutes. During the learning process, students were required to be available in the chat room. In practice, the teacher took 5 minutes to take

attendance, after which the teacher provided learning materials in the form of Microsoft Word documents or images through the WhatsApp group. Subsequently, for 25 minutes, the teacher explained the material using voice notes or written messages in the WhatsApp group. Students were allowed to ask questions during the learning session if there was something they did not understand. Upon completion of the learning session, the teacher assigned tasks to measure students' understanding by summarizing the given materials. Students were asked to submit their assignments through private chat with the teacher in the form of a photo of their notebook containing the summary. The deadline for submitting assignments was 24 hours. Furthermore, the teacher also granted students the freedom to have private conversations if they faced obstacles, difficulties, or lacked understanding of the given materials.

Three students from a junior high school in Purwasari, Cilacap, Central Java were chosen to become research participants. Three students should be comprehensive because that's enough to make the results credible and reliable. The reason why the participants are 3 is based on the grade they got from the English subject. Participant A is a student who diligently submits assignments, participant B is a student who submits assignments but is outside the deadline and Participant C is a student who rarely submits assignments. Because the one crisis in qualitative research is collecting the data with big numbers without a clear way to investigate, three selected students are sufficient. Forman & Damschroder (2015) argued that risk in qualitative research is gathering enormous amounts of data without any obvious way to arrange or understand it. Because the one crisis in qualitative research is collecting the data with big numbers without a clear way to investigate, three selected students are sufficient. The decision was made to allow the researcher to investigate in-depth the challenges faced by these students in online English learning.

Before involving research participants, the researcher asked the participants to read, fill in and sign a consent form conscientiously. It was

important to ensure the participants allow the researcher to analyze the data and use it for publication purposes while preserving the privacy of participants. It is lined with Heryana, A., & Unggul (2018) who stated that the sample size for qualitative research has no set minimum number. A tiny amount of data is typically used in qualitative research. Even in some circumstances, only one informant is used. Furthermore, three students were selected to be participants for interviews to fulfill the research objectives. Researchers use a triangulation technique for collecting data to obtain comprehensive findings Oesterreich & Teuteberg (2016).

To select research participants, the researcher set certain considerations for students. The students required for the research were the ones having access to their own WhatsApp accounts or their parent's phone. Additionally, they were all 9th graders who learned English through the application with their teacher during the pandemic. Additionally, the selected participants were the left-behind students who were the poorest in learning participation in online learning.

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3.3 Data Collection

This research utilized an online semi-structured interview method through WhatsApp with all participants. The interview technique was chosen due to its ability to gather naturalistic data and expand the understanding of the investigated phenomenon, specifically related to the student's experiences (Alshenqeeti, 2014). In this study, the research was conducted with each participant to obtain comprehensive information and deeper insights into the challenges faced by students in online English learning. Interview questions were adapted based on the concept proposed

by Efriana (2021), which identified found discovered issues faced by students such as inactivity in participating in learning, limited supporting facilities, access to the internet network, and the limited time of parents in accompanying students in learning. By conducting the research, the researcher aimed to gain a more comprehensive and profound perspective on the experiences and challenges encountered by students in engaging in online English learning.

The interviews were carried out through audio recording using WhatsApp to investigate the students' challenges in online English learning. In practice, the interviews were addressed to three participants that are students willing to join as participants in this research.

3.4 Data Analysis

The data from the interview were analyzed using thematic analysis. The aim is to find relevant or intriguing themes and patterns in the data that may be further explored. The process for discovering, analyzing, and reporting themes in the data that has been collected is consistent with the way that the data from this study are reported from what the perceptions had toward some issues (Clarke & Braun, 2017). This method is simply used for those who are new to qualitative research. There are 6 phases in the thematic analysis as follows:

3.4.1 Familiarizing with the data

The form of the data was an audio recording from the interview. The researcher also listened and transcribed the audio completely including filler, silence, or another feature spoken into a notebook at the same time, after the data has been transcribed fully, it also read more than once to be familiar with the data. The researcher read and reread the transcription of the semi-structured interview result obtained from the participants. It was done to optimize the researcher's understanding of the data. The

understanding required by the researcher was related to any information revealing various kinds of challenges faced by the participants.

3.4.2 Generating initial codes

After having an adequate understanding of the research data, the researcher identified and highlighted the data that were potentially relevant to the research problem. The data identified and highlighted by using different colors as the challenges faced by the participants in online English learning eased the researcher to distinguish the challenges. Afterward, the researcher made codes for all of the challenges found.

Table 3.1 Generating Initial Codes

Students 1		
<p>R: <i>selama pembelajaran online ini kamu menemukan hambatan atau engga? Seperti permasalahan-permasalahan yang mempengaruhi belajar kamu gitu?</i></p>	<p>S : <i>Terus juga kalo belajar online banyak banget tugasnya, setelah ngasih materi pasti guru langsung ngasih tugas, entah itu merangkum atau mengisi soal; soalnya selalu ada tugas tiap hari, jadi bikin malas belajar bu</i></p> <p>S : <i>Kadang kalo minta uang orang tua suka dibilang kenapa boros banget; Engga mendampingi saya bu, orang tua saya sibuk kerja, Saya memerlukan pendampingan orang tua, namun jarang karena orang tua saya sering sibuk bekerja pada saat jam sekolah</i></p>	<p>Lots of Assignments</p> <p>Parental Support</p>
Students 2		

R: selama pembelajaran online ini kamu menemukan hambatan atau engga? Seperti permasalahan-permasalahan yang mempengaruhi belajar kamu gitu?

S : Saya ga punya hp sendiri bu; Engga semangat bu, ribet sekolah online, harus punya hp; soalnya kan saya ga punya hp sendiri; tapi repot juga bu karena ga punya hp sendiri; Saya ndak bisa mengerjakan tugas tepat waktu karena hp nya nggak selalu ada; ga punya handphone sendiri bu, jadi terkadang saya udah malas duluan

Limited Access to Mobile Phones

S : Kalo malas ada bu, soalnya kalo jam pelajaran jarang ada interaksi bu; Karena guru cuma ngasih materi aja tanpa ngejelasin; jadi kalo bingung gabisa langsung tanya jawab langsung

Less Interaction with Teacher and Fellow

Students 3

R: selama pembelajaran online ini kamu menemukan hambatan atau engga? Seperti permasalahan-permasalahan yang mempengaruhi belajar kamu gitu?

S: jadi makin ga semangat sekolahnya, terus juga kuota internet yang boros sama jaringan internetnya yang jelek; saya jarang mengerjakan tugas bu, soalnya kadang saya ga punya kuota; Jadi lama banget kalo mau buka gambar materi yang dikasih guru. Ngerjain tugas juga harus nunggu jaringan bagus dulu. Nggak nentu waktu bagusnya kapan; Yang pasti jadi lelet ya bu. Ngerjain tugas jadi lambat, lama selesainya karena mau buka internet tidak bias atau lama.

Limited Internet Connection

S : Kalau belajar cuma lewat WA aja jadi itu

Limited Supporting Application

*jarang ada diskusi bu;
Cuma lewat whatsapp
grup aja. Gitu gitu aja,
ngasih materi sama
tugas lewat whatsapp*

5 codes represent different aspects reflected by the participants based on their interviews. Based on the data, the frequency of each code varied from 12 emergences as the highest to 5 emergences as the lowest. Here are the list codes.

Table 3.2 List Initial codes

Initial codes	Participant 1	Participant 2	Participant 3	Total
Limited Supporting Application	3	1	2	6
Limited Internet Connection	2	1	4	7
Limited Access to Mobile Phones	-	6	1	7
Parental Support	3	-	1	4
Lots of Assignments	2	1	3	6
Less Interaction with Teacher and Fellow	2	3	1	6

3.4.3 Searching for themes

In this part, the researcher moves from codes to themes. It also involves reviewing the coded data to identify areas of similarity and overlap between codes. Having identified and highlighted data with its codes, the researcher attempted to search for themes of the research by sorting them into groups. It was done so that the researcher was able to categorize the challenges found into candidate themes of the research. Another important part of this phase is exploring the relationship between codes and making sure that they will work together in telling a whole story about the data.

Table 3.3 Grouping the highlighted idea

No	Themes	Codes
1	Students' Digital Burdens	Limited supporting applications, limited internet connection, limited access to the mobile phone
2	Learning Environment	Parental Support
3	Uninteresting Learning Process	Lots of Assignments. Less interaction with the teacher and fellow

3.4.4 Reviewing potential themes

In this session, the researcher investigated the result of emerging themes with several considerations that are congruent with the present research by adding or deleting the information that does not need. Also, it involves considering the themes through several keys as differentiating among themes and codes, quality of the themes, boundaries, checking the data whether is meaningful or not to support the themes, and finally the coherence.

3.4.5 Defining and naming the themes

After reviewing the potential themes for the present study, 3 main selected ideas have been chosen, they are: 1) Students' Digital Burdens 2) Learning Environment, and 3) Uninteresting Learning Process.

3.4.6 Producing the report

The researcher wrote all of the ideas, the result from data collection, and another process considering many references and journals, and previous studies.

3.5 Research Schedule

Table 3.4 Research Schedule

No	Description	Sep- Des 2021	Jan- May 2022	Jul 2022	Aug -Dec 2022	Jan- Feb 2023	Mar- Apr 2023	May -Jun 2023
1	Tentative Writing	■						
2	Research Proposal Writing		■					
3	Research Proposal Examination			■				
4	Data Collection				■			
5	Data Analysis					■		
6	Comprehensive Examination						■	
7	Post-Comprehensive Examination							■
8	Thesis Examination							■