

CHAPTER 3

RESEARCH PROCEDURES

3. 1 Research Design

This research uses a descriptive case study because the phenomenon occurring in this study were effectively investigated. Besides, this study aimed to describe teachers' perceptions of the use of Google Classroom as an online teaching platform in CDA in ELT course. In this regard, Yin (2014) argues that a descriptive case study is very useful to describe a phenomenon in its real-world context. Thus, case study is the research method that appropriate to extract teachers' perceptions towards Google Classroom used in CDA course. Besides, it is appropriate to do qualitative research because the writer focuses on phenomena-where the accident is occurring (Yazan, 2015). Therefore, the writer chooses this research design to use in this research to gain an extensive and in-depth concern of the phenomenon (Heigam & Chroker, 2009). This research aims to investigate the teacher's perception of the use of Google Classroom-based teaching activities in the English Critical Discourse Analysis course.

3. 2 Focus of the Research

The focus of the study is to decipher the teacher's perceptions on the use of Google Classroom in the CDA in ELT course.

3. 3 Setting and participant

The setting of this research is in an English Education Department Faculty of a university in Tasikmalaya, West Java. This place was selected because the lecturer is

consistent in collecting the task in the Critical Discourse Analysis in English Language Teaching (CDA in ELT) course by using the Google Classroom platform. The English lecturer in this college utilized Google Classroom to make the teaching and learning process more effective.

The participant in this research is a lecturer in the English Education Department that is using the Google Classroom platform in a CDA course. She has been teaching in this college since 2005 until now, and she is 39th years old. She has started using Google Classroom in teaching CDA courses since early 2018. She is a Doctor in Linguistics who has been teaching at the college since 2015. In a week, she was teaching CDA in 3 classes. She is fluent in Sundanese as L1, Indonesian as L2, and English as Foreign Language. However, this was her first-time experience where Google Classroom was used for teaching English and she has no difficulties with it. The researcher chooses her as a participant because she consistently uses Google Classroom for checking students' attendance, giving information about materials, and collecting the task. Besides, the lecturer is willing to be a participant as well as sign the consent form.

Some consideration of recruiting her as single participant of this study. First, she consistently utilized Google Classroom as a platform to teach her course (CDA in ELT). In particular, she applied Google Classroom for sharing teaching materials assigning task, and checking students' presence. Second, although here might be other teacher using Googl Classrom on their teaching practice in various courses (English speaking, extensive, reading, English literature, etc.), the use of Google Classroom to teach CDA remains scare (see Sholah, 2020; Ratnaningsih, 2019; Jiemsak, 2021). Hence, recruiting a teacher

teaching CDA in ELT course aims to fill this gap, third, CDA-based research tends to focus on analyzing the ideologies, identities, framing, power relation, hegemonic struggles, and other discursive issues. Little attention is given to how CDA is taught, especially in an online mode (the use of GC). Therefore, focusing on the teacher's perceptions on using Google Classroom when teaching CDA is an attempt to investigate CDA from a pedagogical perspective.

3. 4 Data Collection

To collect the data in this research, the writer used a semi-structured interview. It is based on the plan and interview guidelines. The use of semi-structured interviews is to collect the data in this research so that the questions given to the participant can be developed automatically and should not be rigid (Heigham & Croker, 2009).

This study adopted the Interview Protocol Refinement (IPR) framework by Castillo-Montoya (2016). This framework is believed as one of the most appropriate methods in refining structured and/or semi-structured interviews that also allows the researcher to develop non-structured interviews for a particular topic in a discussion or a set of questions to facilitate the conversation Castillo-Montoya (2016).

The researcher contacted the participant to check her availability and appoint a time for the interview. The researcher made a list to identify preparations before starting the interview (Rose, 1994). The researcher also prepared the listed question related to the topic for the interview session. The topic covered the use of Google Classroom, the rationale of Google Classroom, the implementation of Google Classroom, and the benefits of Google Classroom in CDA in the ELT course. The interviews then were conducted at

the time that had been appointed. The interviews were conducted via the ZOOM application because of the pandemic. The interviews were recorded by a recorder application on a smartphone as a tool for data collection. Rubin & Rubin (2005) stated that it is the general way the researcher used methods of recording interview data. After the data had been collected from the recording sessions, the data were reviewed for accuracy of the data. Afterward, the data were transcribed in English and then analyzed by using Thematic Analysis (Braun and Clarke, 2006).

3. 5 Data Analysis

Thematic analysis is a method to help the author to find the data, themes, or patterns. Boyatzis (1998); Roulston (2001) argued that thematic analysis is a data qualitative analysis method widely used by researchers to search the patterns or themes. The advantage of thematic analysis is its flexibility. It is divided into two methods, 1) based on a particular theory such as conversation analysis (eg, Hutchby and Woof, 1998). 2) the method is independent of the theory and epistemology. The reason the author used thematic analysis is because of the data analyzing method based on the theme. The steps of thematic analysis (Braun & Clarke, 2006) include:

1. Familiarizing the data

At this point, the writer re-reads the result of the interview on the transcript about the teacher perceptions related to the topic of this research.

2. Generating Initial Codes

In this step, the results of the interview were analyzed into small chunks meaning. Further, the writer related the data as a measure based on the aims of the topic.

Table 3.1 Generating Initial Codes

<p>From my experience I felt that it is very helpful in administering students' attendance, informing assignments and then recording them, saving grades, then being able to share materials for lectures.</p>	<p>Helpful online learning</p>
<p>If my suggestion is, Google Classroom is good for lecturers/teachers or students because the media helps in the teaching and learning process only. For example, Google Classroom helped me deliver the teaching materials effectively because the students can understand them, especially in 'social actors'. In social actors, the students should understand what social actors are, the types of social actors, the context of social actors, and how social actors are discursively constructed in a text.</p>	<p>Digital platforms.</p>
<p>If I personally to fairness in transparent assessing, so the students when uploaded the task to me further giving feedback, then I gave the score and the students can see now. The assessment, attendance list, or mid and final examination results were directly shared with the students. So that, if in case I didn't share the calculation results or their score they have already known. Why have they already known? Because since the beginning of the class, I already gave them the rules of assessment for the subject.</p>	<p>Assessing tool</p>
<p>For me, Google Classroom is easy to use, why? Because when the first time I used Google Classroom, I could easily access it without spending more time learning to operate it.</p>	<p>Easy digital teaching tool</p>

Also, the student is engaged in using the application. I think the student who attends the class can operate Google Classroom because their name appeared on the application which indicates that they are familiar with the application.

3. Searching for Themes

It is the process of finding significant data by the writer based on a research question. After that, identify the theme from the data that has been categorized in the second step.

Table 3.2 Grouping the codes

1. Teaching online platform learning	1
2. Digital platforms to help learning	1
3. Transparent assessing tool	1
4. Easy digital platform for teaching	1

4. Reviewing themes

At this point, the writer is modifying or developing the theme that has been identified in the previous point. Also, re-examined the theme about the use of Google Classroom in the CDA course in ELT.

5. Defining and Naming Themes

This process is to determine and give names for the theme based on the data gained. Namely about the use of Google Classroom-based teaching activities in CDA course in ELT focusing on teachers' perceptions.

Table 3.3 Defining and Naming Themes

Themes
<ol style="list-style-type: none">1. Online classroom learning management.2. Supporting digital platforms to help students understand teaching materials.3. Accessible and transparent assessing tool.4. User-friendly digital platform for teaching.

6. Producing the report

In the last point, the writer explains the result of this research about Google Classroom-based teaching activities in the English Critical Discourse Analysis course: Focusing on the teacher's perceptions.

3. 6Time and Place of the Research

Table 3.4 Research Schedule

No	Description	Nov 2021	Des 2021	Jan 2022	Feb 2022	Mar 2022	Sep 2022	Nov 2022	Des 2022	Jan 2023	Feb 2023	Mei 2023
1.	Research proposal writing											
2.	Research proposal examination											
3.	Data collection											
4.	Data analysis											
5.	Report											
6.	Thesis Examination											