

## **CHAPTER III**

### **RESEARCH PROCEDURES**

This chapter presents details about the research methods employed in this study. It includes information about the research topic, setting, and participants, as well as the techniques used to gather and analyze data, study phases, and the time and place of the study.

#### **3.1 Method of the Research**

This study employed a qualitative approach. Therefore, the design of this study is a descriptive case study. However, this study design is appropriate for the study's objective. The researcher investigated students' perceptions of blended learning in English courses during the pandemic. An in-depth investigation of a single social phenomenon using qualitative methods is known as a case study (Feagin et al., 1991). Further, A case study is advantageous in discovering or explaining a poorly understood phenomenon from a "big picture" perspective (Yin, 2017).

Qualitative research is an approach that aims to interpret and gain insights into specific meanings and behaviors of a particular social phenomenon (Polgar & Thomas, 2000). This approach explores these meanings and behaviors to achieve the desired results. According to Creswell (2012), a qualitative research study is necessary to examine this phenomenon from the perspective of distance education students.

The qualitative case study is a research approach that helps explore a particular phenomenon within its context using various data sources. The qualitative case study is a research approach that helps explore a specific phenomenon within its context using multiple data sources (Baxter & Jack, 2008). It involves studying a problem or a "case" in detail, which provides a comprehensive understanding of an event, activity, process, or one or more individuals involved in it (Creswell, 2002). Therefore, a case study is an effective way to explore a phenomenon through data sources.

### **3.2 Focus of the Research**

In contrast to Simbolon's (2021) previous research, the study examines the perceptions of English as a Foreign Language (EFL) students regarding blended learning in their language courses. The research focuses on how students view their learning experiences using a blended learning approach that integrates social media applications such as WhatsApp and Google Classroom. Otherwise, this study focused on students' perceptions of blended learning practices in English courses. The main focus is on the senior high school students in English courses while applying blended learning. Additionally, this research was conducted in one of the senior high schools, in contrast with the previous study conducted on the university scale.

### **3.3 Setting and Participants**

This research setting is in one of the senior high schools in Tasikmalaya. The research location is based on the consideration that the school is one of the best and favorite state schools in Tasikmalaya and has A accreditation. The participants of this study are three students in grade eleven in one senior high school in Tasikmalaya, especially in the social program. The selection of participants for the study was done prior to observation. The researcher chose students who had previous experience with blended learning. One of the blended learning models, blended learning presentation and interaction, was implemented in the class. In this model, the teacher provides material for students to read and understand at home before class. Students are divided into groups during the course, and each group presents a specific topic. After the presentation, there is a group discussion where students can ask questions to clarify doubts. The teacher then provides additional reinforcement material and a quiz link to test the students' understanding. Finally, students are assigned practical assignments or quizzes in Google Classroom to be completed at home. Moreover, in Google Classroom, students are free to ask questions and discuss in the provided forum feature. To sum up, based on the researcher's experience, the participants in this study have

experienced blended learning, have different motivational variations in learning, and are highly interested in online learning media in the classroom.

In conclusion, the researcher used purposive sampling to get the participants. The criteria recruited participants: (1) The students who experienced blended learning, (2) The students in the social program, (3) The students in grade eleven, and (4) The students with high, medium, and low participation. The participants were recruited based on their willingness to participate in the study.

### **3.4 Techniques of Collecting the Data**

The data collection technique is used to obtain the necessary information or evidence for research. This research aimed to determine the students' perceptions of blended learning. In this study, researchers used semi-structured interviews to collect data.

Interviews can provide rich qualitative data and flexibility to explore different points of view (Bacon-Shone, 2013). Moreover, Semi-structured interviews offer broader and more in-depth information, opportunities to discover respondents' experiences and interpretations of reality, and access to people's ideas and thoughts (Blee & Taylor, 2002). Therefore, through the interview, the respondents freely talked about their feelings about implementing blended learning in learning English.

In conducting the interview, the researcher decided on three participants. Those are senior high school students. The participants in this study are based on their high, medium, and low participation. There were five questions in the interview. One of the questions attempted to support data concerning the research question, "What media are usually used in the classroom?". Meanwhile, the rest of the questions attempted to gain data support about the senior high school students' perceptions of implementing blended learning in the English classroom.

The interview was conducted online using WhatsApp and recorded as the data source and documentation. Further, the data were transcribed, and the words were said. Moreover, each participant was interviewed with an estimated 15-30 minutes per session. It may be more or even less, depending on the participant data.

The questions will be delivered in Indonesian to make the participants understand the questions more easily.

### 3.5 Technique of Analyzing the Data

After collecting the necessary data, the researcher proceeded to analyze it. The researcher employed thematic analysis to analyze the data. Braun and Clark (2006) defined thematic analysis as an analytical tool to manage, represent, and identify themes in a given data set. The researcher found thematic analysis to be a flexible approach to interpreting the data, and it allowed them to easily extract substantial data sets by organizing them into themes. In practice, conducting thematic analysis involves several steps outlined below.

#### 1) Familiarizing the data

Transcribing data involves reading and re-reading the interview transcript and taking notes. During the first phase, the researcher analyzes the data to identify any patterns, themes, or meaningful information within the data.

#### 2) Generating initial codes (coding)

In the second part of the study, the researcher needs to identify all the relevant data from the entire dataset to answer the research questions. To accomplish this, the researcher creates a set of initial codes that represent the meanings and patterns found in the data. These codes are then highlighted by coloring the data, making identifying the codes related to the study's purpose easier.

**Table 3.1**

Generating Initial Codes

Time	Utterances	Initial Codes
00:01:06 – 00:01:28	I: <i>Dimasa transisi ini, proses belajar kan tidak efektif, ada kala online dan offline, pasti susah menyesuaikan dengan situasi yang terjadi saat ini, apalagi belajar Bahasa asing. Apakah</i>	

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	<i>pengajaran Bahasa Inggris menggunakan kombinasi media?</i>	
00:01:29 – 00:01:33	P: <i>Iya, menggunakan beberapa media.</i>	Using Various media
00:01:33 – 00:01:42	I: <i>Media apa saja yang digunakan?</i>	
00:01:42 – 00:02:20	P: <i>Media yang digunakan dalam pengajaran offline biasanya berupa buku fisik, dan tatap muka langsung bersama pengajar. Sedangkan dalam pengajaran online, media yang dipakai lebih mengandalkan teknologi seperti adanya e-book, video materi, dan biasanya menggunakan beberapa aplikasi penunjang seperti, Google classroom, zoom meeting, google meet, google drive.</i>	Using Various media
00:02:21 – 00:02:33	I: <i>Baik, Apakah dengan penggunaan media tersebut dapat menciptakan suasana belajar yang baik/menarik?</i>	
00:02:34 – 00:03:00	P: <i>Saya rasa iya. Dengan adanya aplikasi/media yang lebih berteknologi (tidak hanya buku cetak atau kertas ujian) di dalam kelas membantu saya untuk lebih memahami pelajaran.</i>	Helping to understand
00:03:01 – 00:03:20	I: <i>Menurutmu, apa manfaat yang dirasakan dalam menerapkan metode blended ini atau</i>	

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*mengabungkan beberapa media dalam kelas Bahasa?*

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00:03:21 – 00:05:00 P: *Penggunaan media tersebut dalam sistem pengajaran online membantu saya dalam mengakses materi, mengumpulkan tugas dan mendiskusikan materi bersama guru.* Dalam pengajaran online, aplikasi tersebut sangat membantu. Namun, jika membandingkan dengan pengajaran offline, ada banyak kekurangan dalam sistem online. Salah satunya seperti kendala dalam internet. Hal tersebut membuat kegiatan belajar-mengajar terganggu. Hal itu menjadikan materi pelajaran tidak tersampaikan dengan baik dan tidak menarik.

Seperti, *Google classroom membantu interaksi guru dan murid dalam permasalahan tugas, presensi, materi dan informasi lainnya.* Menurut saya, aplikasi seperti itu membantu Interaksi guru dan siswa tetap terjaga selama pengajaran online

Accessible

Helping to collect the assignments

Helping to discuss with teacher

unreliable internet access

Unclear explanation

Using Various media

Helping to discuss with teacher

Helping to discuss with teacher

Using Various media

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00:05:01 – 00:05:42 I: *Oke baik, selain itu, penggunaan blended learning atau media yang biasanya digunakan dikelas*

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*sebagai salah satu platform pembelajaran online maupun offline punya pengaruh gak ke diri sendiri misalnya, bisa improve your skill like writing or speaking, may be atau apapun itu ke diri kamu pribadi?*

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00:05:43 – 00:07:00 P: *Ada. Karena dengan pemanfaatan teknologi dalam pembelajaran di kelas membantu saya dalam mengakses kembali materi yang pernah guru sampaikan. Contohnya dalam penggunaan powerpoint, video materi pembelajaran atau lainnya, jika saya lupa akan materi tersebut, saya bisa membuka file yang pernah guru bagikan. Dalam pengembangan skill, hal itu membantu saya untuk mencoba belajar secara mandiri. Saya juga bisa membuat powerpoint sendiri atau melatih public speaking saya jika ada tugas pembuatan video dan lainnya*

Accessible  
Using Various media  
Accessible  
Helping to study  
Speaking

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00:07:01 – 00:07:16 I: *Apakah ada kendala dalam pengaplikasian blended learning atau pengkombinasian media tersebut?*

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00:07:17 – 00:07:40	P: <i>Kendala yang dihadapi lebih ke jaringannya yang tidak stabil bu.</i>	Unstable internet access
00:07:41 – 00:07:50	I: <i>Okey terimakasih banyak ya wulan atas waktunya, nanti kalo ada apa-apa mungkin ibu akan hubungi lagi...</i>	
00:07:51 – 00:07:58	P: <i>Oke siap bu, sama sama</i>	

*Note.* As shown in Table 3.1, the researcher highlights the utterances interpreted as important essential various colors and gives initial codes. After generating initial codes, the researcher counts the initiate total and presents them in a table, as shown in Table 3.2 below.

**Table 3.2**  
Initial Codes and Their Frequency

Initial Codes	Total	Source
Using Various media	7	Obtained participant transcriptions
Helping to understand	3	Obtained participant transcriptions
Accessible	3	Obtained participant transcriptions
Helping to collect the assignments	1	Obtained participant transcriptions
Helping to discuss with the teacher	3	Obtained participant transcriptions
Unstable internet access	3	Obtained participant transcriptions
Helping to study	2	Obtained participant transcriptions
Speaking	2	Obtained participant transcriptions
Interesting	4	Obtained participant transcriptions
fun	4	Obtained participant transcriptions
Motivating	3	Obtained participant transcriptions
Listening	1	Obtained participant transcriptions



English skill	1	Obtained participant transcriptions
Unclear explanation	2	Obtained participant transcriptions
Insufficient audio	1	Obtained participant transcriptions

*Note.* In Table 3.2, each initial code generated from interview transcriptions with its frequency of occurrence is presented sequentially from the most to the least.

### 3) Searching for themes

In the third phase, the researcher identifies themes from the categorized and highlighted data. The researcher then collates codes into potential themes and gathers all data relevant to each potential theme.

**Table 3.3**

Process of Searching for Sub-Theme and Themes

No	Initial codes	Sub-themes	Themes
1.	Helping to understand	The benefits of blended	The positive
2.	Helping to collect the assignment	learning for Students learning English	perceptions of implementing
3.	Helping to discuss with the teacher		blended learning in English classroom
1.	Using various media	The contributions of	
2.	Accessible	blended learning for EFL	
3.	Interesting	students in learning	
4.	Fun	English	
5.	Motivation		
6.	Speaking		
7.	Listening		
8.	English skill		

1.	Unstable internet access	The problems of using blended learning in English classes	The negative perceptions of using technological instructions in English classroom
2.	Insufficient audio		

#### 4) Reviewing themes

In the fourth phase, the researcher develops or modifies the themes identified in the previous step. The researcher reviews the following themes to ensure the most appropriate ones.

#### 5) Defining and naming themes

The fifth phase involves generating clear definitions and names for each theme. Finally, the researcher defines the nature of each theme and analyzes their relationships to interpret the data.

**Table 3. 4**

Defining and Naming Sub-Themes and Themes

Themes	Sub-themes	Definition
	The benefits of blended learning for Students learning English	Students' perceptions of blended learning benefit them in their English learning (Interest).
The positive perceptions of implementing blended learning in English classroom	The contributions of blended learning for EFL students in learning English	The students perceive how blended learning contributes to learning English, such as media help them practice, learn English, and communicate with teachers and groupmates in their learning process

	(collaboration), improve their learning motivation, interest, and performance in their English learning (interest), and improves their English skills (interest).
The negative perceptions of using technological instructions in English classroom	The student's perceptions of the issues or challenges related to the use of technological instructions to support English learning (Negative)

### 6) Producing the report

In the final phase, the researcher reports the result of this research as the last opportunity for analysis.

### 3.6 Steps of the Research

As part of the steps of the research, the researcher will be conducted the following stages:

**Table 3.5**  
Steps of The Research

Steps	Descriptions
1. <b>Identifying the problem</b>	The writer begins the research by identifying the problem. The problem is the existing problem in language learning during the COVID-19 pandemic.

	Identifying the research problem consists of specified issues.
<b>2. Reviewing the literature</b>	The writer reviews the meaning of the critical points of the study. It is to extend the importance and the purposes of the study.
<b>3. Specifying the Purposes for Research</b>	After reviewing the literature, the writer specifies the purpose of the research. It is to focus the research statement, minimize the scope of the study, and gain a better research purpose based on the problem.
<b>4. Collecting the data</b>	The data collection will apply semi-structured interviews. Semi-structured interviews provide broader and more in-depth information, opportunities to discover respondents' experiences and interpretations of reality, and access people's ideas and thoughts (Blee et al.; V., 2002).
<b>6. Analyzing and Interpreting the Data</b>	After collecting the research data, the writer analyses and interprets the data from the interview results. It is to gain the result of the study.
<b>7. Reporting and evaluating research</b>	After analyzing and interpreting the data, the researcher reports and evaluates the research. The researcher starts to write their research as the new finding or the completion of the previous study. Then, the result of the research is evaluated.

