

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

In this research, the researcher used a descriptive case study. The researcher looked at the teachers' perceptions of the use of the website whiteboard.fi in EFL Classroom. It is a research approach to discovering relatively new phenomena because of its early stage based on the existing body of knowledge (Yin, 2003) . This research used a descriptive case study because the researcher wanted to explore new phenomena in using whiteboard.fi in EFL Classroom.

In this research, the focus is on describing and exploring the benefits of teachers' perceptions towards using the website whiteboard.fi in the EFL Classroom, and also giving information on using whiteboard.fi. Therefore, this research is in the educational field.

3.2 Setting and Participant

The research was conducted at one of the junior high schools in Tasikmalaya, West Java, Indonesia. The participant involved in this research was a teacher in the junior high school. She has been teaching English for more than 10 years and also has experience using LMS. She always compares online teaching media until finds the right one. One of the right media that she found was Whiteboard.fi. In addition, she has experience using Whiteboard.fi as one of the online platforms used during the Covid-19 pandemic. The reason researcher chose the teacher in this school is because the participant already has long experience teaching English. She has been carefully chosen as a participant to be a resources person because of her experiences using Whiteboard.fi and her ability to represent everything researched by the researcher.

3.3 Technique of Collecting the Data

To collect the data, the researcher employed a semi-structured interview. A semi-structured interview is an interview where the interviewer has a clear description of a topic that is going to be discussed, yet the interview is possible and prepared to develop in unexpected directions that open up a new important area (Heigham & Croker, 2009) by directly asking questions to the respondents. This method of data collection was chosen due to its ability to explore individuals' experiences, beliefs, perceptions, and motivations in a depth that is not possible with the questionnaires (Heigham & Crocker, 2009, p. 187). The questions were designed by the researcher and adapted from certain scholars' theories of related research that became a reference and indicators for the questions.

The interviews were conducted privately and twice, the first on 22 June 2023 and the second on 1 September 2023. The second interview was conducted to fulfil the data needs of this research. The entire conversation was recorded using a phone as a means of data source and documentation. Furthermore, the conversation was conducted in *Bahasa* to minimize the possibility of miscommunication and misunderstanding between the researcher and the participant.

3.4 Technique of Analyzing the Data

The analysis of the data for this research will use a thematic analysis. (Braun et al., 2006) "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail." In thematic analysis, there are six phases (Braun et al., 2006) :

3.4.1 Familiarizing with the data.

The form of the data was a sound recording from the audience or interview. The recording data was already transcribed and turned into written data before it was analyzed. Familiarization includes starting to identify and record

interesting aspects of the data which are important to the research question by highlighting the information collection.

3.4.2 Generating initial codes.

In the second phase, the researcher will make a code in the transcribed data, and the result is related to the interview question. The researcher gives some marks to the codes that can possibly answer the problem in the research question. There are several codes discovered as follows.

Table 3.1 Generating Initial Codes

Speech	Initial Codes
<p><i>Bermanfaat sekali, terutama dalam pembelajaran daring ya, untuk mengecek secara langsung pekerjaan anak, bisa writing, itu dengan whiteboard.fi itu kita bisa mengecek langsung, kalau di z** itu kan agak sulit jika mengecek penulisan secara langsung nah dengan ini kita bisa cek dan kita simpan pekerjaannya dan bisa kita nilai pekerjaannya. Nah itu makanya kenapa saya menggunakan whiteboard.fi.</i></p> <p><i>Bisa mengecek secara langsung pekerjaan anak. Bisa writing maksudnya bisa merespon secara tertulis apa yang ditanyakan oleh kita secara langsung, tidak ditunda-tunda dulu. Kalau di PR-kan atau dibuat sesudah pertemuan di dalam G** dengan kita, itu bisa saja dibantu oleh orang lain. Nah sedangkan dalam whiteborad.fi itu langsung siswa mengerjakan dan kita bisa mengoreksinya karena langsung muncul dalam whiteboard itu</i></p>	<p>Real-time</p> <p>monitoring</p> <p>students' work</p>

Speech	Initial Codes
<p><i>...Tapi dengan whiteboard kita bisa mengecek langsung pekerjaan mereka dan hal itu bisa mempercepat waktu penilaian saya juga.</i></p> <p><i>Pengecekan bisa saja langsung dilakukan pada saat menggunakan whiteboard tersebut. Tapi kalo misalkan waktunya tidak cukup banyak, maka kita bisa mendownload hasilnya dan kemudian mengeceknya nanti.</i></p> <p><i>kita bisa langsung download hasil pekerjaan mereka. Jadi kita bisa langsung mengeceknya satu-satu, tanpa siswa harus menyetorkan hasil pekerjaan mereka kepada kita. Karena kita langsung download dan langsung diperiksa.</i></p>	<p>Time management or Saving time</p>
<p><i>...lalu ini lebih akurat dalam proses pembelajaran serta penilaian nya. Kalau kita menggunakan G**, anak foto pekerjaan nya dan mengirim ke g**, kalau itu kan anak bisa menyontek pekerjaan nya dari temannya,</i></p> <p><i>Saya mengatakan ini akurat karena mereka mengerjakannya insya Allah itu masing-masing, sendiri-sendiri. Karena mereka ga bisa diskusi, mereka langsung nulis disitu dan waktunya juga terbatas. Kalau mereka tidak mengerjakannya pada saat itu juga, mereka tidak mendapatkan nilai.</i></p>	
<p><i>Saya memilih ini karena saya belum menemukan media lain. Media yang bisa mengoreksi dan menilai pekerjaan anak secara langsung. Ya karena saat ini saya hanya menemukan media ini,</i></p>	<p>Useful media</p>

Speech	Initial Codes
<p><i>...mereka berusaha untuk mencari cara melakukan pembelajaran secara daring supaya menarik. Dan salah satu nya ada yang menggunakan whiteboard.fi.</i></p> <p><i>Untuk anak-anak, mungkin yang menarik bagi anak-anak kalau kita menggunakan whiteboard.fi itu, biasanya anak-anak paling malas kalau harus mengerjakan tugas. Tapi karena anak-anak langsung mengerjakannya disitu, tidak dijadikan beban untuk PR seperti itu, mereka dengan senang hati mengerjakannya disamping itu dilakukannya secara online.</i></p>	<p>Interesting to use</p>
<p><i>...kalau itu kan anak bisa menyontek pekerjaan nya dari temannya, nah kalau whiteboard ini tidak bisa, ini tuh pure asli pekerjaan mereka sendiri.</i></p>	<p>No cheating</p>

3.4.3 Searching for the Themes.

In the third phase, the researcher collected the codes which possibly belonged to a similar theme by decreasing and identifying the discards of excerpts differently to make it easier to analyze.

Table 3.2 Searching for Themes

Initial Codes	Total
Real-time monitoring students' work	6
Saving time	2
Highly accurate	2

Initial Codes	Total
Interesting to use	3
No cheating	2
Useful media	2

3.4.4 Reviewing Themes.

In the fourth phase, the researcher reviewed and scanned the result from the following themes to ensure that the themes were most relevant and coherent with an evident concept. And the reviewing process ended with several keys of the themes.

3.4.5 Defining and Naming Themes.

In the fifth phase, after reviewing the themes, several selected ideas have been chosen, the themes are below on the table

Table 3.3 Defining and Naming Themes

Themes	Potential Themes
Whiteboard.fi an Engage Media for Online Learning	Useful Media and Interesting to Use
Whiteboard.fi in Supporting Direct Interaction with the Work of the Students	Monitoring students work
Whiteboard.fi Direct Assessment in Creating Effective Learning	No Cheating Highly accurate Time management or Saving time

3.4.6 Producing the Report

In the last phase, the researcher reported what was received from this research. The researcher will consider many references, journals, and previous studies.

3.5 Steps of the Research

Table 3.4 Steps of the Research

1	Identifying the issue	The researcher tried to find out the benefits or phenomenon from the researcher's environment about the use of website whiteboard.fi.
2.	Reviewing the literature	The researcher explored some literature related to the teacher's perceptions toward using website whiteboard.fi
3.	Determining the objectives and research question	The research determined the purpose of the research and made a research question related to the research
4.	Collecting the data	The researcher collected the data from the participant using semi-structured interviews that related to the research question.
5.	Analyzing the data	The researcher analyzed the data from the participant using thematic analysis
6.	Producing the report	The researcher reported the results about teacher's perceptions toward using website whiteboard.fi.

Time and Place of the Research

Table 3.5 Research Schedule

No.	Activity	Month						
		October		November				Dec.
		Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1
1.	Planning the research project							
1.1	Choose the project topic and annotating relevant literature							
2.	Compiling research background and research topic							
2.1	Compiling the introduction and formulation of the problem							
2.2	Formulating operational definition, aim of the research and significances of the research							
3.	Reviewing literature							
4.	Systemize Research Method of the research: Research Design, Setting and							

	Participant, Data Collection, Data Analysis and Research Schedule							
5.	Editing and finishing the draft							