

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

The method that the researcher uses is a descriptive case study. Ary, Jacobs, and Sorensen (2010) stated that descriptive case study is carried out to interpret experiences of others such as human acts, activities, habits, and others so that it can provide a detailed portrayal for people to understand. Yin (2003) also revealed that descriptive case studies are generally used to provide researchers with a rich description of the phenomenon being studied. Thus, a descriptive case study design was chosen for this study because this study deciphers how the Indonesian EFL teacher teaches online English language.

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

This study focuses on how two Indonesian EFL teachers teach online English language in senior high school. This study uses an online language teaching skills framework proposed by Hampel and Stickler (2005) which refers to a set of skills that every online English language teacher should have to be effective. The data was obtained from interview results with two Indonesian EFL teachers who teach online English language in senior high school.

#### **3.3 Setting and Participants**

This research was conducted in one of the senior high schools located in Tasikmalaya and in one of the vocational high schools located in Ciamis, West Java, Indonesia, because of two considerations: (1) this school enforces to quickly adapt to new technologies, and (2) the participant is the English teacher at the school. There are two teachers as participants who teaches online English. The first participant is 52 years old named Roselind (pseudonym). She has experiences in teaching English for 23 years. She graduated from Siliwangi University in 2001 with a Bachelor of Education degree. The second participant is 42 years old named Jasmine (pseudonym). She has experiences in teaching English for 18 years. She graduated from Siliwangi University in 2003 with a Bachelor of Education degree. They were recruited because remote education has created a

significant learning curve for everyone in the educational field, as they are forced to quickly adapt to new technologies. Thus, they use technological tools (e.g., laptop and mobile phone) and online media (e.g., Google Meet, Google Classroom, and WhatsApp) in their teaching online English.

### **3.4 Technique of Collecting the Data**

The data was collected through semi-structured interview. Semi-structured interview is used to obtain further data and evidence on how English teacher teach online English. Semi-structured interviews are interviews which are intended to be conducted only once and are estimated to last from thirty minutes to more than an hour (Jamshed, 2014). This makes them ideal for these studies because teachers have high workloads and tight schedules, so asking for an hour only on one occasion is more suitable than requiring shorter time over a longer period of time. Furthermore, semi-structured interviews are efficient to encourage interviewees to express their ideas and perceptions freely in a reflexive way (Neuman, 2010). It usually operates under a question and topic guide, and follows the responses of the interviewee (Li, 2006).

Interviews were conducted virtually through Skype application. Also, the researcher will give a consent form as an ethical code to the participant. Then, to collect the data, the researcher chooses a video recording and an interview as an instrument to obtain the data to be collected for the research. As Harrell and Bradley (2009) stated, interviews are discussions, usually one-on-one between the interviewer and an individual, intended to gather information on a specific set of topics. There are two guiding topics for teacher to talk about in the interview: technological online platform used (e.g., strategies adopted, advantages, and disadvantages), and application of the use of technology to teach online English (e.g., teacher and students interactions in learning with digital devices, learning materials and assignments given). The research participant is expected to response these topics of interviews. But the participant is not strictly limited by these topics. Instead, the participant is encouraged to express freely reflexively (Neuman, 2010). The researcher provides interviews in the form of the semi-

structured interviews. The interview was recorded by audio recording device and the results of the interview were transcribed by the researcher to highlight a statement that focuses on the research question of the study, to ensure the reliability of the data.

### 3.5 Technique of Analysing the Data

The data were analysed qualitatively using thematic analysis, which involves identifying, analysing, and reporting themes in the data and which organizes and describes the data set in (rich) detail. Braun and Clarke (2006) assumed that thematic analysis is an analytical procedure to analyse, manage, represent and inform themes contained in a data set. It is a flexible method that allows data to be analysed objectively as the teacher's experience is not visible prior to the interview. With this method the themes are seen when the data is analysed. Braun and Clarke (2006) suggested six steps to analyse data collected from interviews as follows:

#### 3.5.1 Familiarising the data

This process includes transcribing data, reading and re-reading the data, noting down initial ideas. This is the first phase where the researcher read all the data from the interview results in order to find meaning and patterns or themes that occurred within the data.

#### 3.5.2 Generating initial codes

This second phase includes identifying all relevant pieces of data within the entire data set to answer the research questions. The researcher highlighted the codes by colouring the data which is identified as the codes related to the purpose of this research.

*Table 3.1 Highlighted codes*

Components statements	Codes
P: Ibu memberikan materi kepada siswa menggunakan Microsoft Word, Power Point dan video juga selama pembelajaran online ini. Materi, tugas, penilaian dan pengumuman di share ke WhatsApp atau Google Classroom. Dari segi	Providing English language teaching materials, assignments, assessment and announcements in an online classroom Motivating students to participate in

penilaian kepada siswa, yang penting siswa tersebut berani berbicara. Mereka dipaksa untuk bisa ngomong ya, salah satu motivasinya seperti itu.	online classroom learning practices
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### 3.5.3 Searching for themes

During this third phase, the researcher identifies the themes from the data that has been categorized and highlighted. This is the process of selecting the data transcript and finding out something significant or interesting about the data based on research questions.

*Table 3.2 Searching for themes*

Appropriate and authentic English language teaching materials through online resources			Online classroom interaction through various technological devices		English teaching challenges through online classroom activities	
Providing English language teaching materials (e.g., Microsoft Word, Power Point, video, internet)	11	Motivating students to participate in online classroom learning practices	4	Adapting English teaching activities to online environments	7	
Providing assignments, assessment and announcements in Google Classroom and WhatsApp	11	Mitigating students' English speaking anxiety through online classroom learning practices	8	Encountering challenges of online English teaching practices (e.g., do not have enough quota, network problem)	6	

				Resolving challenges of online English teaching practices	4
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#### 3.5.4 Reviewing themes

In the fourth phase, the researcher develops or modifies the themes that have been identified in the previous step. It is the process of developing or modifying the themes that have been identified in the search for themes step. The researcher re-examined the themes that have been identified regarding online English language teaching practices to confirm the placement of the code has been grouped into the appropriate theme.

#### 3.5.5 Defining and naming themes

This fifth phase includes generating clear definitions and names for each theme. The researcher defines the nature of each theme and the relationship between them to analyse the data.

*Table 3.3 Defining and naming themes*

Themes		Sub Theme
Theme 1	Selecting appropriate and authentic English language teaching materials through online resources	- Providing English language teaching materials, assignments, assessment and announcements in an online classroom
Theme 2	Establishing online classroom interaction through various technological devices	- Motivating students to participate in online classroom learning practices - Mitigating students' English speaking anxiety through online classroom learning practices

Theme 3	Overcoming English teaching challenges through online classroom activities	<ul style="list-style-type: none"> <li>- Adapting English teaching activities to online environments</li> <li>- Encountering challenges of online English teaching practices</li> <li>- Resolving challenges of online English teaching practices</li> </ul>
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### 3.5.6 Producing the report

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

## 3.6 Steps of the Research

As the steps of the research, the researcher conducted these following stages:

*Table 3.4 Steps of the Research*

<b>Steps</b>	<b>Description</b>
<b>3.6.1. Identifying the problem</b>	Finding a phenomenon based on the experience of Indonesian EFL teachers who teaches online English language in senior high school located in Tasikmalaya and Ciamis, West Java, Indonesia.
<b>3.6.2. Reviewing Literature</b>	In order to support this research, the researcher reviewed several literatures of the related study such as books and research articles.
<b>3.6.3. Objectives and research questions</b>	The study deciphering how two Indonesian EFL teachers teaches online English language in senior high school.

<b>3.6.4. Collecting the data</b>	The data was collected through semi-structured interview. Semi-structured interviews are efficient to encourage interviewees to express their ideas and perceptions freely in a reflexive way (Neuman, 2010). It usually operates under a question and topic guide, and follows the responses of the interviewee (Li, 2006).
<b>3.6.5. Analysing the data</b>	The data were analysed qualitatively using thematic analysis. Braun and Clarke (2006) assumed that thematic analysis is an analytical procedure to analyse, manage, represent and inform themes contained in a data set.
<b>3.6.6. Writing the report</b>	After all of the steps above are conducted, the analysed data are interpreted before it finally presented as the result of the study.

### 3.7 Time and Place of the Research

*Table 3.5 Research Schedule*

No.	Activities	Feb. 2021	Mar. 2021	Apr. 2021	May. 2021	Jun. 2021	Oct. 2021	Aug. 2023	Des. 2023
1.	Submission of Research Topic								
2.	Research Proposal Writing								
3.	Research Proposal Examination								
4.	Data Collection								

5. Data  
Analysis
  6. Report
  7. Final Thesis  
Examination
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