CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

In this study, the researcher applies a descriptive case study to examine teachers' and students' perceptions of implementing Quipper School as an online platform during online English learning. According to Yin (2017), case studies are useful in uncovering and clarifying a phenomenon that is not well understood from a "global" perspective. Therefore, case study research is a type of research design and analysis and is the most widely used approach to qualitative research in education (Gall & Borg, 2003). This approach is considered an applicable method for in-depth investigation of this phenomenon that can also provide comprehensive analysis. The use of the case study method was chosen because it best facilitates the building of a detailed and in-depth understanding of what needs to be studied and can deal with the complexity of the events in real life. Furthermore, this study explores teachers' and students' perceptions of using the Quipper School application when learning English online.

3.2. Focus of the Research

The study focuses on describing the teacher and students' perception, especially in terms of the weaknesses and the strengths of the use of the Quipper School application during English online learning.

3.3. Setting and Participants

The research take place in one of the senior high schools in Tasikmalaya Regency. The school uses online learning media with Quipper School as on the criteria for my research to determine teacher and students' perceptions in applying Quipper School during English online learning. In this study, I took participants for teacher from several teachers at the school. The teachers consist of four there are two male and two female, the researcher asked teachers about quippers and

not all teachers knew much about it and only one teacher mastered it. Then, I choose one female teacher who master and use quipper as a media for learning English. For the students' participants are from class XI IPA 1. This class was the superior class at the school. Respondents who became the sample were teacher and students aged 17 years old. The sampling consisted of two students; the first student is who actively collect assignments using Quipper school. Meanwhile the second student is who rarely collected assignments and rarely actively used Quipper school so that the researcher can identify their perceptions from different experiences. The gender of the student participants is a woman and a man. Further, to get richer information, the researcher conducts the interview one of the English teachers. She is believed to have taken over and operates the Quipper school app in that school.

3.4. Technique of Collecting the Data

The data collection technique involved conducting a semi-structured interview that included several questions related to teachers' and students' perceptions of the use of the Quipper School application during online English learning gland. Semi-structured interviews (SSIs) are designed to elicit people's subjective reactions to a specific situation or phenomenon they have experienced (McIntosh and Morse, 2015). When creating an SSI, the researcher should prepare an interview schedule as outlined by McIntosh and Morse (2015) to (a) identify the domain of the topic being researched, including its limitations, (b) identify the categories of the topic and (c) identify the question stem. This interview uses Bahasa Indonesia to avoid misunderstandings and communication problems with participants. Due to geographical issues, the interview was conducted via WhatsApp. The researcher uses the voice note feature in order to avoid technical error during such a lost connection problem so the data was attained clearly. The duration for each participant was approximately 30 to 60 minutes during the interview session.

3.4. Technique of Analysing the Data

The researcher analyses the data from the interview using thematic analysis. Thematic analysis is a flexible qualitative method that involves making several decisions about data collection and analysis before they are undertaken (Braun &Clarke, 2006). These are the following stages:

3.4.1. Familiarising the data

The initial step in analyzing the results of an interview is to make a transcript of the results of the interview. Then, read and reread the transcript (writing) that highlights ideas for coding / themes.

3.4.2. Generating Initial Codes (Coding)

The researcher made a sign in codes occurring in the data which is related to the aims of this research by coloring the codes.

Table 3.1. Highlighted Codes

Participant's statements	Initial Codes
I : Platform emmm Quipper School itu adalah platform sekolah digital untuk siswa dan guru, sehingga guru dapat mengirimkan tugas dan ujian, eummm dan bisa dikerjakan dimana saja karna waktu Covid-19 kan tidak ada tatap muka	Introducing Platform Flexibility

3.4.3. 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 Calculating Initial Codes

Initial Codes	Total
Technical Issues	14
Effective Platform	13
Flexibility	12
Material Preparation	7
Limited Interactions	6
Progress Track	6
Enhancing Students Language Skills	6
Assignment	4
Material Preparation	3
Lack of Motivation	1

Table 3.3. Grouping the Highlighted Idea

No	Codes	Themes
1	Introducing Quipper	The Use of Quipper School
2	Material Preparation	
3	Assignment	
4	Technical Issues	Distractions of using Quipper in online learning
5	Progress Track	
6	Limited Interaction	
7	Lack of Motivation	
8	Flexibility	The Effectiveness of Quipper School
9	Effective Platform	
10	Enhancing Students Language Skills	

3.4.4. Reviewing themes

When the themes are completed, each theme is recalculated based on its significance, its relevance to the research question, and the peculiarities of each in the process into one theme. This is done to ensure that it is the most appropriate theme. If it doesn't match, the researcher will remove or change the theme.

3.4.5. Defining and naming themes

The researcher concluded that there are three themes:

1. The Use of Quipper School
2. Distractions of using Quipper in online learning
3. The Effectiveness of Quipper School

3.4.6. Producing the report

Researchers report the results of what was obtained from this.

3.5. Steps of the Research

In collecting the data, researchers applied for interviews by doing these following procedures.

Steps	Description
3.6.1. Identifying the problem	Finding a phenomenon and/or an issue about online learning during online learning.
3.6.3. Reviewing Literature	To support this research with rich information, the researcher reviewed several literatures of the related study Such as books and research articles.
3.6.3. Objectives and research	The study aims to investigate describing

questions	both teacher and students' perception towards the application of Quipper School during online learning
3.6.3. Collecting the data	The data collection will apply semi-structured interviews to get rich and detailed qualitative data for understanding participants' perceptions during online learning.
3.6.5. Analysing the data	In analysing the data, this study set up thematic analysis. As Braun and Clarke (2006) assumed that thematic analysis is an analytical procedure to analyse, manage, presents, and inform themes that contained in a data set.
3.6.6. Writing the report	After all of the steps above are conducted, the analysed data will be interpreted before it finally presented as the result of the study.

3.7 Time and Place of the Research

This research will be conducted at one of the senior high schools in Tasikmalaya Regency.

Table 2. Research Schedule

NO	Description	Oct 2020	Nov 2020	Dec 2020	Nov 2021	Jan 2023	Mar 2023	Dec 2023

1	Research proposal writing	■	■	■				
2	Research proposal examination				■			
3	Data collection					■		
4	Data analysis						■	
5	Report							
6	Thesis examination							■