

CHAPTER 3

RESEARCH PROCEDURE

3.1 Method of the Research

The research methodology was used a descriptive case study that describes the implementation of MALL in English Language teaching in Junior High School contexts. Descriptive case studies are designed to describe natural phenomena within the data under consideration. The Researcher's goal is to tell the data as it happens (Zainal, 2007). A descriptive case study aims to present a detailed, contextualized picture of a particular phenomenon (Widodo, 2013)

3.2 Focus of the research

The scope of this research was in the area of MALL (Mobile Assisted Language Learning). This research investigates the implementation of MALL in English Language Teaching in the Junior High School Context.

3.3 Setting and Participants

This research was conducted in one of the Junior High schools in Tasikmalaya, West Java, Indonesia. This school was one of the most popular junior high schools in Tasikmalaya because it has received a lot of achievements from students, educators, and schools. Some achievements are that some students attained the highest National Examination rank, and several educators earned the title of "excellent teacher." They went on to serve as resource people at the provincial and national levels, and the school won the trust of qualifying to become a national reference school (*Sekolah Rujukan Nasional*). Some of these factors influenced the Researcher's decision to pick this junior high school as the research setting. Aside from that, the Researcher is an alumnus of this junior high school, which also serves as a place for researchers to accomplish school-based internships.

The participants were two English teachers from that Junior High School. There are Nur and Dee (Pseudonym). They had over fifteen years of experience teaching in that Junior High School. The Researcher's consideration in choosing these two teachers is that they are English teacher

who always tries to implement MALL in their English language teaching. They do this because they saw that students were not too interested in learning traditional methods after returning to school after online learning during the covid 19 pandemic. Therefore, they try to adapt to the circumstances of students who are more interested in learning by involving mobile technology in learning activities. They have also attended many workshops and become a tutor for other teachers using platforms or applications to improve their teaching ability using technology. Therefore, the Researcher wants to know more about how they implement MALL for their English language teaching.

3.4 Technique of Collecting the Data

Data is information that has been gathered as a result of research. To obtain reliable data, the Researcher must employ some data collection techniques. The technique for collecting data is essential in research because the study aims to collect data. Data can be collected in various settings, sources, and ways. This research was used the interview as a data collection. According to Patton and Chochran (2002), as cited in Maria (2017), an interview is similar to a normal conversation, focusing on gathering data. It is a method that employs the interviewees' opinions, beliefs, and feelings. This method can assist the researcher in gaining a better understanding of the people's experiences. It can also provide the Researcher with more information by asking the interviewee a series of questions. Researchers to gain a better understanding of people's experiences. It can also provide the researcher with more information by asking the interviewee a series of questions. The interview method that the Researcher was used is a semi-structured interview.

A semi-structured interview is a meeting where the interviewer does not strictly follow a formalized list of questions. Instead, they will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question-and-answer format. (Careers et al., 2020.). There were three points in the semi-structured interview: preparation, implementation, and reflection. The theory used was the implementation of the RASE Learning Design Framework by Churchill et al. (2016). The RASE

Learning Design model emphasizes four components of a learning unit: Resources, Activity, Support, and Evaluation. Mobile technology might support all four components and integrate multiple affordances in a single learning environment. The RASE Learning Design model can be viewed from an instructional perspective. The model assists teachers in developing a student-centered approach and integrating educational technologies (Churchill et al., 2013)

3.5 Technique of Analyzing the Data

After collecting data from the interview, the Researcher transcribed and analyzed the interview findings. The data was analyzed using a method called thematic analysis. According to Braun & Clarke (2013), Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. A theme captures something important about the data concerning the research question and represents some patterned response or meaning within the data set. Thematic analysis is a qualitative research method that allows researchers to organize and analyze large amounts of data systematically. It searches for themes that encapsulate the narratives in data sets' accounts. It entails identifying themes in transcribed data by carefully reading and re-reading it. The process begins by searching the data for meaningful patterns and potential issues. The content and significance of patterns are reported at the endpoint (themes in the Data). Transcribing the data should begin in phase one, then construct a quick list of ideas and potential coding methods before moving on to the coding/analysis phase (Dawadi, 2020).

Braun and Clarke divide the process of thematic analysis into six phases. There are:

1. Familiarisation with the Data.

The researcher begins with the intention of researchers to become acquainted with their data. This step assists them in determining the type (and number) of themes that may emerge from the data. Indeed, the phase is crucial since it guides further steps that the researcher may need

to take to analyze the data correctly. In this step, The researcher transcribed the interview results and read and re-read the data.

2. Generating Initial Codes

The researcher then generated the initial code by the interesting point of the interview. In this step, the researcher analyzed and identified the smallest possible component of the meaning. The researcher then color-code the potential code.

Table 3. 1 Generating Initial Codes

Codes	Meaning
Yellow	Planning
Red	Resource
Green	Presentation
Cyan	Connectivity
Blue	Freedom to be creative
Orange	Listening
Purple	Vocabulary
Light Magenta	Grammar
Dark Green	Speaking
Dark Yellow	Reading
Light Grey	Writing
Light Purple	Collaboration
Light Yellow	Text analysis
Dark orange	Evaluation
Dark Red	Discussion
Dark Grey	Distribute the learning resources
Light Green	Project-based learning
Magenta	Class Management
Teal	Collecting assignment
Navy	Taking Picture

Dark Blue	Giving feedback
Light Cyan	Benefit
Dark Magenta	Challenge
Light red	Solution

Table 3. 2 Calculating the Codes

Codes	Meaning	Count
Yellow	Planning	11
Red	Resource	10
Green	Presentation	4
Cyan	Connectivity	3
Blue	Freedom to be creative	6
Orange	Listening	1
Purple	Vocabulary	2
Light Magenta	Grammar	1
Dark Green	Speaking	1
Dark Yellow	Reading	1
Light Grey	Writing	1
Light Purple	Collaboration	6
Light Yellow	Text analysis	5
Dark orange	Evaluation	4
Dark Red	Discussion	3
Dark Grey	Distribute the learning resources	3
Light Green	Project-based learning	2
Magenta	Class Management	2
Teal	Collecting assignment	4
Navy	Taking Picture	2
Dark Blue	Giving feedback	2

Light Cyan	Benefit	8
Dark Magenta	Challenge	4
Light red	Solution	4

3. Searching for Themes

This step's primary goal is identifying patterns and relationships between and across the entire data set. The researcher grouped the codes into potentially similar themes from the data highlighted in the second step.

Table 3. 3 Process Searching the Themes

Potential Themes	Initial Codes
Preparation	Planning
MALL as a resource in ELT (Implementation)	Resource Presentation Distribute learning resources
MALL used for activities in ELT (Implementation)	Freedom to be creative Listening Vocabulary Grammar Speaking Reading Writing Collaboration Text analysis Discussion Project-based learning Collecting assignment Taking Picture Connectivity Class Management
MALL for evaluating the students in ELT (Implementation)	Evaluation Giving Feedback
Reflection	Benefit Challenge Solution

4. Reviewing Themes.

All the themes (master themes, main themes, and sub-themes) were brought together to improve the previously grouped themes and present them more systematically.

Table 3. 4 Reviewing the Themes

Categories	Themes
Preparation	Teacher's Preparation
Implementation	Providing Learning Resource
	Supporting Learning Activity
	Providing a tool for student evaluation
Reflection	Teacher's Reflection

5. Defining and Naming Themes

In this phase, it's time to perfect the theme by filtering it, then break it down and figure out each theme. The researcher concluded that there are six themes:

1. Teacher's Preparation
2. Providing Learning Resources
3. Supporting Learning Activity
4. Providing a tool for student evaluation
5. Teacher's Reflection

6. Writing Report

A thematic analysis report must persuade readers of the analysis's worth and validity. As a result, a concerted attempt was made to produce a concise, coherent, and logical account of the story that the data represented within and across themes by providing sufficient proof, specific examples, and extracts that might capture the core of the argument the author was demonstrating.

3.6 Steps of the Research

There are seven-step of this research the researcher do in this research:

1. Define the Research problem

In the first step, the researcher understands the research problem and then rephrases the situation into a meaningful point of view.

2. Review of literature

After understanding the problem, the Researcher briefly summarises the literature related to the theory in the second step.

3. Formulate research question

In the third step, the Researcher formulated the research question. The research question was " How is the implementation of Mobile Assisted Language Learning (MALL) in English Language Teaching in a Junior High School Context?"

4. Preparing the research design

The researcher determined the research design by using the descriptive case study in preparing the research design.

5. Data collection

The researchers used the interview for data collection. The Researcher interviewed two English teachers in one of the junior high schools in Tasikmalaya, West Java, Indonesia.

6. Data analysis

The data analysis that the Researcher used was thematic analysis. Thematic analysis is a technique for identifying, analyzing, and reporting patterns (themes) in data. It organizes and describes your data set in (rich) detail.

7. Interpretation and report writing

The Researcher writes the report of the research that has been done.

3.7 Time and Place of the Research

The research time was in the academic year of 2023, and the place of this research is in one of the junior high schools in Tasikmalaya, West Java, Indonesia.

Table 3. 5 Time of the research

No	Steps	Jan 2022	Feb- Jul 2022	Sept 2022	Mar- Jul 2023	Aug- Nov 2023	Dec 2023
1	Research topic and approval						
2	Writing a proper research proposal						
3	Proposal approval						
4	Proposal Examination						
5	Collecting data						
6	Analyzing data						
7	Writing a research report						
8	Final Thesis Examination						