

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

The qualitative case study design was used in this research because it allows the researcher to describe the real-life context. As Yin (2017) stated that case study is “an empirical method that investigates a contemporary phenomenon within its real-life context.” The use of online learning in the teaching-learning process during this COVID-19 pandemic is a real-life context. In addition, a descriptive case study provides a detailed description of a phenomenon within its context. Thus, a descriptive case study approach was used to describe the real-life context that was about students’ attitudes towards online learning during the COVID-19 pandemic.

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

The focus of this research was to investigate the attitudes of Indonesian EFL students towards their online learning experience during COVID-19. This presented a description of how students experienced online learning during an unpredictable situation.

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

The participants for this research were college students in the English Education Department, at Siliwangi University in Tasikmalaya city. They were final-year students who enrolled in Sociolinguistics in ELT course in 2019 when they were in the 6<sup>th</sup> semester. The online teaching and learning activities in Sociolinguistics in ELT course included virtual classroom/lecturing, virtual group presentation, discussion forum, assignment submission, and midterm and final examination. In a virtual classroom/lecturing, the teacher always used interactive features which make the learning environment more interesting. Moreover, the teacher always encouraged students to actively engage by asking them a thoughtful

question regarding the materials. Later, the teacher provided a discussion forum in a way that students were able to share their opinion and give a response to each other's opinion. The activities mentioned above were the common characteristics of the constructivism learning environment (Bada & Olusegun, 2015). (Xu and Shi (2018) admitted that "learner collaboration, interaction, and engagement are foundational in the constructivist theory of learning." Bada and Olusegun (2015) emphasized that in constructivism theory of learning, learning was affected by students' beliefs and attitudes. For this reason, Sociolinguistics in ELT course was chosen as a setting in this research.

The online teaching and learning activities in Sociolinguistics in ELT course conducted using Canvas, a web-based learning by Instructure (two credits for a week). Sociolinguistics in ELT had three classes, A, B, and C. There were six participants with two participants from each class. In choosing the participants, the researcher asked for recommendations from the lecturer based on students' learning achievements. In addition, since the data was very confidential, the lecturer only gave a list of students' names who earned A and C without their specific grades. In this way, the researcher chose the participants based on the list given by the lecturer to get to know their attitudes.

#### **3.4. Technique of Collecting Data**

The data in this research were collected through an interview. The interview session was conducted online through *WhatsApp voice note*. The researcher asked the questions through *voice note* and the participants answered the questions through *voice note*. The interview was done two times in order to get specific answers from the participants. In this case, if the information from the participants were less informative, the researcher conducted the interview for the second time. The indicators in the interview guideline were adapted from the Online Learning Environment Survey (OLES) scales designed by Trinidad et al. (2005). According to the

researchers, the OLES was designed for evaluating students' attitudes towards the online learning environment at university. It is obviously along with the focus of this research that was to investigate students' attitudes in university towards online learning. The OLES consists of nine scales, as follows: Computer Usage (CU); Teacher Support (TS); Student Interaction and Collaboration (SIC); Personal Relevance (PR); Authentic Learning (AL); Students Autonomy (SA); Equity (EQ); Enjoyment (EN); and Asynchronicity (AS). The description of each scale was explained in Table 3.1 below.

Table 3.1 Description of OLES

<b>Scale</b>	<b>Descriptions</b> ( <i>The extent to which...</i> )
Computer Usage	Students use their computers as a tool to communicate with others and to access information.
Teacher Support	The teacher helps, be friends, trusts and is interested in students.
Student Interaction and Collaboration	Students have opportunities to interact with one another, exchange information, and engage in collaboration.
Personal Relevance	There is a connection between students' out-of-school experiences.
Authentic Learning	Students have the opportunity to solve real-world problems that are authentic.
Student Autonomy	Students have opportunities to initiate ideas and make their own learning decisions, and the locus of control is students oriented.
Equity	Students are treated equally by the teacher.
Asynchronicity	The asynchronous nature of the discussion forum promotes reflective thinking and the posting of

	messages at times convenient to the students.
Enjoyment	Students enjoy learning in the environment.

However, from the total of nine scales, only four scales were adapted in this research including Computer Usage, Students Interaction and Collaboration, Student Autonomy, and Enjoyment. The researcher was limiting the selection of the OLES scales because this research aimed to investigate students' attitudes that influence students' experiences and actions towards online learning in Sociolinguistics in ELT course. In Sociolinguistics in ELT course, the online learning conducted using Canvas, a web-based learning by Instructure. The online teaching and learning activities in Sociolinguistics in ELT course included virtual classroom/lecturing, virtual group presentation, discussion forum, assignment submission, and midterm and final examination. The learning processes were inevitably using computers. Then, the virtual classroom, the group discussions, the assignments, and the interactions occurred during online learning processes had a big potential to influence students' experiences and actions towards online learning. For this reason, the four scales were chosen because those scales were important in the online learning setting in this research.

The four scales were adapted as a guideline topic to construct the interview questions. The semi-structured interview was used in this research because it provides more clarity and more explanation rather than a survey questionnaire. Kallio et al. (2016) affirmed that semi-structured interview is versatile and flexible. It also allows the interviewer to improvise follow-up questions based on the answer given by the participants. In addition, the four scales represented the three aspects of students' attitudes; cognitive aspect, affective aspect, and behavioral aspect. The correlation between three aspects of students' attitudes and four scales of OLES were summarized in the Table 3.2 below.

Table 3.2 Correlation between Three Aspect of Students' Attitudes and Four Scales of OLES

<b>Three Aspect of Students' Attitudes</b>	<b>Four Scales of Online Learning Environment Survey</b>
Cognitive Aspect	Computer Usage
Affective Aspect	Enjoyment Students Interaction and Collaboration
Behavioral Aspect	Students Autonomy

From the table above, it can be explained that the cognitive aspect was in correlation with Computer Usage. The cognitive aspect concerns thoughts and beliefs. In his book, Baker (1992) gives an example of learning the Irish language. Students who learn the Irish language believe that the Irish language is important for continuity. In online learning, students definitely used computers to support their learning activities. For some students who are not used to technology may feel confused during the online learning process. The thought would come up to students' mind such as "using technology for online learning is difficult." However, some students who aware of the importance of online learning would have thought such as "doing online learning is helpful." Later, the affective aspect represents the feelings of students about like and dislike towards the online learning process. In addition, the feelings expressed were influenced by other students. How students interact with others during online learning can highly affect students' feelings about online learning. The online learning process experienced by each student can cause different emotions. For this reason, Enjoyment and Students Interaction and Collaboration were associated with affective aspects. Lastly, the behavioral aspect was related to Students' Autonomy. In the given example of learning the Irish language from Baker (1992) stated that if students love the Irish language, they tend to enter a bilingual school. That is the behavioral intention or action that students take.

In this correlation, Students' Autonomy requires students to be responsible of making their own decision towards their learning strategies during online learning. For example, the behavioral attitudes of students who dislike online learning tend to skip the class. While, if students like online learning they tend to take online learning seriously.

### 3.5. Technique of Analyzing Data

The collected qualitative data from the interview were analyzed and coded using Miles, Huberman, and Saldaña (2014) by following the steps including:

#### 3.5.1. Data Condensation

At first, the researcher collected the data through an interview and the data were transcribed. Then, in this step, the transcribed data from the interview were condensed. Data condensation included the process of sorting, focusing, simplifying, and reducing interview data. In this process, the researcher selected the important data that were relevant to answer the research question. The data that were not really important and not related to the research were reduced. An example of the data condensation process is shown in table 3.3 below.

Table 3.3 Data Condensation

Original Data	Condensed Data
Yes, of course. During this pandemic, using online learning platforms is very useful. The existence of online learning platforms can be utilized. It can be used as learning media due to the fact that we cannot do face to face learning, we cannot come to	The existence of online learning platforms can be utilized. It can be used as a learning medium due to the fact that we cannot do face to face learning.

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learn directly. Utilizing the online learning platform, in any kind of platform, is very useful.

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During the data condensation process, there were two phases that had been done by the researcher. They were first cycling code and second cycling code. These two phases were done to discover codes based on the conceptual framework, the three aspects of students' attitudes. In addition, the first and second cycling code could help the researcher in displaying the data.

### 3.5.1.1. First Cycle Coding

In the first cycling code, the condensed data were initialized into codes. The researcher found some initial codes that arise from the data interview. Most of the initial codes were raised from the same participants' responses. It means that participants' response had the same initial codes. The example of initial codes is shown in the table 3.4 below.

Table 3.4 Initialling Codes

<b>Data</b>	<b>Initial Codes</b>
At first, I found it difficult and I was unfamiliar with Canvas because it was my first time using an online learning platform, especially Canvas, but after a while of using Canvas, I'm getting used to it.	Students' experience of using online learning platforms.
In my opinion, online learning is more flexible	Students' opinion towards online learning.

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and can be done anywhere,  
but in online learning our  
interaction and  
communication are limited.

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<p>I have problems with internet connection because I live in an area that is not an urban area, so sometimes the internet connection is not stable. Then, I feel that online learning makes it difficult to understand the lessons.</p>	<p>Challenges faced by the students during online learning.</p>
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After the initial codes were assigned, the researcher developed the initial codes into a smaller number of categories. There were four categories mentioned based on the indicator of the interview of OLES.

Table 3.5 Developing Code

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**Computer Usage**

- Students' experience of using online learning platforms

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**Enjoyment**

- The advantages and disadvantages of online learning felt by the students
- Students' opinion towards online learning

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**Students Interaction and Collaboration**

- Having discussion in online learning
- Perceived experience of online discussion

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**Students' Autonomy**

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- Learning strategies used by students during online learning
  - Challenges faced by the students during online learning
  - How students solve the problems
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### 3.5.1.2. Second Cycle Coding

After the first cycling code was done, then the researcher was done the second cycling code that was pattern coding. In this phase, the smaller number of categories in developing code were grouped into three aspects of students' attitudes based on the conceptual framework. The three aspects of students' attitudes are cognitive aspect, affective/emotional aspect, and behavioral aspect. Those three aspects are shown in the table 3.6 below.

Table 3.6 Pattern Code

<b>Cognitive Aspect of Attitude</b>
- Computer Usage
<b>Affective Aspect of Attitude</b>
- Enjoyment
- Students Interaction and Collaboration
<b>Behavioral Aspect of Attitude</b>
- Students' Autonomy

### 3.5.2. Data Display

After the data were condensed by doing first and second cycling code, the next step was displaying the data. The data display can help the researcher to understand what the data was actually about. In addition, it can help the researcher to draw a conclusion.

The table 3.7 below was the example of data display. It was to present the data set briefly.

Table 3.7 Data Display

<b>Number of Participant</b>	<b>Cognitive Aspect</b>	<b>Affective Aspect</b>	<b>Behavioral Aspect</b>
Participant 1	The existence of online learning platforms can be utilized. It can be used as learning media due to the fact that we cannot do face to face learning.	Overall, I think online learning is very useful because it can still support and help us to still participate during the learning process.	Actually, the learning strategy between offline and online learning is still the same for me in general. In the offline classroom, I listen to the teacher delivering the lessons. I also pay attention when my friends give presentations, then I take some notes on important things and so does online learning.

### 3.5.3. Drawing and Verifying Conclusion

The third step of analyzing data analysis was drawing and verifying a conclusion. In this step, the researcher interpreted what things mean by noting the pattern and made a conclusion. According to Miles et al. (2014) the conclusion was also verified as the researcher proceeds. The conclusion drawing and verifying were explained in detail in the next chapter.

### 3.6. Steps of the Research

The researcher started by contacting the selected participants through phone text or phone calling to ask their willingness to participate in this research. The researcher explained the purpose of the study. After the researcher obtained participants' permission and they were willing to participate, the researcher explained the directions and procedures of the interview. The researcher assured participants that only aggregated results would be published. On the other hand, their data information will not be published. The researcher also told the selected participants to be sincere, honest, and communicative during the interview session. Further, due to COVID-19 pandemic, the interview session was conducted online through *WhatsApp voice note*. The interview was conducted two times.

### 3.7. Time and Place of the Research

Table 3.8 Research Schedule

No	Activity	January – June 2021	July – December 2021	January – March 2023
1.	Research Proposal Writing			
2.	Research Proposal			

