

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

Qualitative research is the term for studies that examine the quality of interactions, activities, circumstances, or substances in which the researcher is concerned with the quality of a specific behaviour (Fraenkel et al., 2012). This study used qualitative research with a descriptive case study method to find answers to the research question. According to Yin (2014), a case study is an investigation based on evidence study that examines a current phenomenon in the context of real-world events, especially when the limits and circumstances are not immediately obvious. A descriptive case study is a part of a case study that seeks to examine and describe the essence of a particular issue (Braun & Clarke, 2013). Moreover, a descriptive case study method is suitable in this study to describe teachers' perception toward the implementation of 21st century learning skills in English blended learning classrooms.

3.2. Focus of the Research

This study describes teachers' perception toward the implementation of 21st century learning skills in English blended learning classrooms, especially at junior high school and high school levels in Indonesia. The description is taken from the result of the interview with two English teachers.

3.3. Setting and Participants

This study was conducted in a blended learning school in West Java, Indonesia. In addition, this school already facilitates the use of blended learning to support the 21st century teaching-learning environment, which provides the learning management system (LMS) that contains learning materials in various forms, namely learning videos, infographics, slide presentations, quizzes, and assignments. The blended learning system at school uses synchronous and asynchronous learning, where synchronous learning is face-to-face interactions via Zoom application, teacher-led

activities to clarify LMS contents and utilise breakout rooms for students to work in groups tasks. In contrast, asynchronous learning requires students to complete assignments at LMS, independently or in groups, outside of class time.

Moreover, the participants of this study are two English teachers who teach English at junior high school and senior high school. The researcher selected the two English teachers as the participants of this study for several reasons: 1) they fulfilled the requirements of the study, such as using game-based and project-based as teaching strategies to introduce 21st century learning skills, and 2) they taught all classes at one level, or it could be said that one level school only had one English teacher.

Teaching strategies that the participants used to introduce 21st century learning skills are project-based learning method that allows students to work in a group to produce a product, problem-based learning using a case study approach to ask students to solve the problems and find the solutions together in groups, and game-based learning using some application that supports the teaching-learning process to be more interesting. As mentioned above, all the teaching strategies already incorporate 21st century learning skills. The teachers also used some supporting applications for online learning, such as Zoom for online interactive classes in synchronous learning, Mentimeter for letting students give their opinions regarding the material topic, Google Jamboard for group discussion, and WordWall for interactive games. Therefore, it can be seen that both of the teachers already meet the criteria of this study.

3.4. Technique of Collecting Data

This study used an interview as the data collection, mainly through semi-structured interviews with two teachers in West Java, Indonesia, who teach at junior and senior high school levels. Braun & Clarke (2013) defined a semi-structured interview as the most frequently used qualitative study where the researcher prepares a list of questions but there is an opportunity for participants to bring up concerns that the researcher did not

anticipate. Therefore, this type of interview is applied because it is more flexible to ask the questions during the interview and to get an understanding of teachers' perception toward the implementation of 21st century learning in English blended learning classrooms. The interview guidelines were adapted from the framework of 21st century learning skills by Partnership for 21st Century Skills (2007) and from Pacific Policy Research Center (2010) best practices for implementing 21st century skills.

3.5. Technique of Analysing Data

After collecting the data, the researcher used codification and themes taken from the participants' interview transcripts as a technique for analysing the data. A thematic analysis proposed by Braun & Clarke (2013) was applied in this study. Thematic analysis aims to arrange meanings based on patterns (themes) within data by identifying, analyzing, and reporting themes. Braun & Clarke (2013) mentioned that there are 6 phases in thematic analysis:

1) Data familiarisation

A process of understanding the data by reading the interview transcripts repeatedly to become familiar with the data.

2) Generating initial codes

Categorising the data into categories that were relevant to the aim of the study. The researcher differentiated each participant's reflection on a feature using the colouring approach to create the initial codes. Below is an example of interview transcriptions and the initial codes generated from the data.

Table 3.1 Generating initial codes

Code	Text	Source
21 st century learning skills emphasises on soft skills	21 st century learning skills berfokusnya tuh ngga ke hanya ke pemahaman anak aja tapi juga soft	Obtained from participant 2 interview response

	<i>skills</i> dan memang dibutuhkan di abad 21 ini.	
Communication skill to communicate optimally	<i>Communication skill</i> itu penting untuk murid untuk berkomunikasi (menyampaikan ide) dengan optimal dan efektif.	Obtained from participant 2 interview response
Collaboration skill for build network	<i>Collaboration skill</i> untuk bisa bekerja sama dan membangun koneksi.	Obtained from participant 2 interview response
Critical thinking skill for filter information	<i>Critical thinking skill</i> untuk bisa memilah dan menyaring setiap informasi dengan baik.	Obtained from participant 2 interview response
Creativity skill to compete with others with the help of technology.	<i>Creativity skills</i> untuk bersaing ide-ide kreatif secara sehat dengan bantuan teknologi.	Obtained from participant 2 interview response
Teacher as a role model	Penting untuk guru sendiri juga menguasai <i>21st century learning skills</i> ini dan memberi contoh kepada murid agar mereka ada role modelnya atau ada yang bisa dilihatnya.	Obtained from participant 2 interview response
Flexibility and enjoyable	Aku merasa dengan ini jadi bikin pembelajaran lebih leluasa dari segi topik, materi, dan metode-metodenya yang juga bisa dieksplor dan tentunya <i>enjoyable</i> .	Obtained from participant 1 interview response

Game-based strategy	Aku sering ngakalinya tuh bikin <i>activity</i> yang bikin semuanya bisa terlibat jadi misalnya kaya main game.	Obtained from participant 1 interview response
Project-based strategy	Biasanya <i>project-based</i> karena kebetulan dari sistem sekolah juga.	Obtained from participant 1 interview response
Blended learning system	<i>Blended learning</i> disini kombinasi antara sinkronus dan asinkronus, namun murid juga memiliki kesempatan untuk memilih belajar secara <i>hybrid</i> , atau <i>full online</i> .	Obtained from participant 2 interview response
Learning media and platform used	Di LMS sendiri sebenarnya sudah banyak media dari video, infografis, poster, ppt. Kalau untuk platform ada zoom, mentimeter, wordwall, google form, canva.	Obtained from participant 2 interview response

3) Searching for themes

The 45 initial codes indicated various features revealed from participants' interview transcriptions. The following is a list of initial codes and their frequency.

Table 3.2 Searching for themes

Initial Codes	Total
21 st CLS also emphasizes on soft skills	3
Communication skill	4
Collaboration skill	5
Critical thinking skill	3
Creativity skill	3
Teacher's expectation	2

Teacher as a role model	5
Flexibility and enjoyable	1
Game-based	5
Project-based	6
Blended learning system	2
Learning media and platform used	6

4) Reviewing themes

After combining themes from the codes, the researcher found two themes that suited with the context of the study:

Table 3.3 Reviewing themes

Themes
Teachers' Perception of 21 st Century Learning Skills
The Use of Technology in Blended Learning

5) Defining themes and labelling

In this step provides the process of labelling themes that are already reviewed according to teachers' perception of 21st century learning skills in English blended learning classrooms.

Table 3.4 Defining themes and abelling

Initial Codes	Sub-Themes	Theme
Communication skill	- The 21 st Century Learning Skills for Students	Teachers' Perception of 21 st Century Learning Skills
Collaboration skill	- The Role of Teacher	
Critical thinking skill		
Creativity skill		
Teacher as a role model		

Game-based	- Teacher's Teaching Strategies	The Use of Technology in Blended Learning
Project-based	- Blended Learning School Facilitate Learning Management System	
Blended learning system Learning media and platform used		

6) Producing the report

The chapter 4 of this study will cover all of the themes that were previously covered.

3.6. Steps of the Research

The researcher did several steps in conducting the research. The steps will be explained as below:

- 1) Finding a phenomenon or issue
- 2) Searching several journals in accordance with the phenomenon
- 3) Identifying situation in the phenomenon and deciding a school to be examined
- 4) Deciding a topic to be examined in this study
- 5) Finding the gap from the previous study
- 6) Determine the objectives and research question based on participants' experiences
- 7) Select participants based on research needs, ask for consent from them
- 8) Starting to write the research proposal, including background of the study, literature review, and research procedures

- 9) Examining the research proposal in front of the supervisors and examiners
- 10) Starting to do an interview with the participants for collecting the data
- 11) Analysing the data by from the result of transcript of interviews
- 12) Creating a report on the thesis
- 13) Examining the thesis in front of the supervisors and examiners

3.7. Research Schedule

Table 3.5 Research schedule

No	Description	Jan	Feb-Mar	Apr-Sep	Oct	Nov
2023						
1	Submission of tentative					
2	Tentative approval					
3	Research proposal writing					
4	Research proposal examination					
5	Data collection					
6	Data analysis					
7	Comprehensive examination					
8	Thesis examination					