CHAPTER 3
RESEARCH PROCEDURES

This chapter discusses the research methodology used for this research, including the method of the research, the focus of the research, the setting and participants, the technique of collecting the data, the technique of analyzing the data, the steps of the research, and time and place of the research.

3.1 Method of the Research

A descriptive case study was employed by the researcher in this research. A descriptive case study, according to Yin (2014), is a study that investigates a contemporary phenomenon within its real-life context, particularly when there are no clear boundaries or contexts. (p. 16). Furthermore, Yin (2018) defined a descriptive case study as a case study to describe a phenomenon in its real-world context. The case study method was employed because it best facilitates developing a detailed, in-depth understanding of what is being studied. Case study research can engage with the complexity of real-life events (Stake, 1995). Furthermore, this research scrutinized mobile-assisted English language learning: students' perceptions

3.2 Focus of the Research

This research focused to know students' perceptions of mobile-assisted English language learning in the classrooms, of higher students.

3.3 Setting and Participants

The research was held in August 2023. Three students at one of the universities in Tasikmalaya, West Java, Indonesia participated in the research, all of the participants were 21-year-old women majoring in English Education since 2020. The participants were chosen based on certain characteristics; they had experience joining the TELL class using mobile phones, and they use mobile phones to assist their English classroom activities, The most important thing was they agreed to participate in this research,

moreover, the chosen participants gave sufficient information and answers for this research.

To address ethical concerns, participants were given detailed explanations of what, why, and how this study would be carried out. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collection. They guaranteed confidentiality, anonymity, and the ability to withdraw from the research at any time during the process. The names of the participants were changed into pseudonyms: P1, P2, and P3. (Participants, 1, 2, 3) Furthermore, the dates and hours for the interview were arranged in advance with the participants.

3.4 Technique of Collecting the Data

The data were collected by utilizing a semi-structured interview. Semi-structured interviews were employed because of their flexibility. It gave the interviewees a degree of freedom to explain their thoughts and draw attention to areas of particular interest and expertise that they believed they possessed. Semi-structured interviews also allowed specific responses to be questioned in greater depth, allowing for discovering and resolving apparent contradictions (Horton, 2004)

The semi-structured interviewing process stage is as follows:

1. Identifying the right people to interview

   In this phase, the researcher focused on finding the right participants to find key information that matches the topic of the research. The researcher hired 3 interviewees who had been contacted previously to conduct the interview

2. Setting up an interview

   The interview was held asynchronously, and participants asked through a WA (WhatsApp) call. In this phase the researcher also mentioned several aspects such as introducing the purpose of the research and requesting permission to conduct interviews, furthermore, the researcher also informed about the time and location.

3. Listening, Understanding, Questioning.

In the interview section, those skills were needed, hence, for conducting proper listening and understanding, Kate (2012). In this phase the researcher gave the interviewee's full attention, listening to their statement of facts, as well as their attitude and beliefs.

4. Try to not show any judgment of what was being said.

   The researcher gave freedom to participants to express their pure opinions towards questions being asked in the interview.

5. Try to paraphrase what was being said

   When the researcher was unsure about what the interviewees said. The researcher made follow-up questions to the participants that related to the topics that the researcher might have missed or forgotten and needed additional keys.

   Moreover, to refinement interview technique, the researcher obtained an interview protocol framework from Castillo-Montoya (2016):

   1. Ensuring the interview questions align with the study's questions.
   2. Establishing an inquiry-based dialogue
   3. Obtained input on the interviewing process
   4. Piloting the interviewing procedure
   6. Themes for Discussion/Interview

Furthermore, indicators for MALL employed in the interview were based on Elias's (2011), MALL values:

Table 3.1 *Indicators of Interview*

Indicators of Interview	Explanation
1. Flexibility and Portability	Due to their small size and light weight, compared to computers which can't be taken anywhere and anytime.
2. Benefits and Challenges	Devices of MALL are lighter. As a result, students can use a tool inside and outside of the classroom, however, the MALL must have its benefits and obstacles especially perceived by

		students' perception as the user, In this case, those will be explored in depth, such as what are students' perception of MALL in English language teaching and learning.
3.	Interaction and Engagement	MALL increase students' participation because it accommodates dissimilar learning strategy.
4.	Motivation	Students are motivated when they operate what they like, in addition, since mobile phones are a familiar tool in their lives, students feel safe and have spontaneous exposure.

7. After an interview

   In this phase, the researcher typed up the notes of the data and then the data were transcribed and translated, due to the initial data being in the form of recorded WA phone calls.

3.5 Technique of Analyzing Data

Thematic analysis was used to analyze and identify the collected data. Thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns (Braun and Clarke 2006). With the Thematic analysis, the researcher emphasized, identified, and interpreted meaning within qualitative data, in thematic analysis there were six steps assisted the researcher in examining the data as follows:

1. Familiarizing with the data

   The researcher familiarized the data by reading the interview transcript repeatedly related to students' perception of mobile-assisted English language learning.

2. Generating initial codes

   In this phase, the researcher started to organize the data by designated signs that were consistent with the goals of the study. To distinguish each characteristic mentioned by individuals who provided the initial codes, the researcher used the colouring procedures.

Table 3.2 *Generating Initial Codes*

Kalau misalnya menggunakan smartphone ketika online itu menurut aku tuh nyaman nyaman aja gitu karena, Bagi aku sendiri gitu nyaman lebih memudahkan di smartphone daripada di laptop.	Students feel comfortable utilizing smartphones in the TELL class
Karena kalau di smartphone itu sinyalnya lebih stabil dan ga memakan banyak kuota.	Stable connection and save quota
Dengan menggunakan smartphone di kelas TELL tuh aku jadi lebih mau mengerjakan kuis atau baca materi karena lebih mudah, karena ga nunggu nunggu lagi, karena kalo pake laptop tuh harus loading	Students motivated to take the quiz and read materials
dulu, dan smartphone lebih bisa dibawa kemana aja dan ga ribet jadi misal kita lagi ada di perjalanan dengan smartphone membantu banget buat tetep ikut kelas.	A pocket size and handy to carry everywhere
Berdasarkan pengalaman aku sih penggunaan smartphone di kelas TELL itu sangat membantu, karena dapat mengikuti perkuliahan secara fleksibel apalagi kalau TELL kemarin itu platform nya pake canvas ya dan bisa diakses melalui smartphone dan menurut	Help lectures flexibly
	Unnecessary to relog the apps

aku lebih enakan diakses melalui smartphone karena kalau misalkan di laptop itu cukup rumit karena harus login lagi login lagi sedangkan kalau di hp kita bisa langsung masuk aja, terus juga di smartphone itu lebih sinyalnya kenceng jadi gitu teh sangat amat terbantu dengan adanya smartphone.	
Misal saat tiba tiba harus berpergian jauh dan harus ikut kelas TELL, pake Smartphone jadi lebih mudah di akses dan notifikasinya juga lebih gampang terdeteksi. Kalo pake Laptop kita harus benar benar duduk di tempat yang nyaman, kalo Smartphone bisa dimana pun, misal di luar ruangan yang tidak friendly Laptop.	Assisting in long-distance travel

3. Searching for the Themes

In this step, the researcher removed codes that were unrelated to the themes and study questions and merged the pertinent codes into a single theme that follows them.

Table 3.3 *Searching for Themes*

Frequency	Grouping the codes	
7	Easiness of utilizing a smartphone/mobile phone in the TELL class	Smartphones as a user-friendly learning tool in the TELL class
3	Accessing materials easily	
1	Receive study-related notifications easily	
5	Student's learning conveniently	
6	Flexibility utilization	Smartphones as supporting tools for online learning
7	Portability utilization	
4	Stable connections	
3	Understanding the use of Smartphone/Mobile phone	The student's digital literacy by utilizing Smartphones
3	Understanding the Canvas LMS's features	
3	Understanding the materials	
7	Supported student's way of learning Understanding the Smartphone/Mobile phone features	
3	There are deficiencies in the utilization of Smartphones/Mobile phones: ➢ Small screen ➢ Unable to open multipage documents	The students' challenges in utilizing Smartphone

3	Student's way of solving deficiencies: ➢ Zoom the screen ➢ Open one page only ➢ Employ another app	Smartphone-based learning activities as the solutions to online learning challenges
1	Receive study-related notifications easily	The advantages of utilizing Smartphones at the TELL class
1	Improving the way of learning	

4. Reviewing themes

   The researcher reviewed the themes from the phase before, which finished in the third phase. The themes were reexamined by the researcher to determine whether they were still relevant to the study. If not, the researcher rejects or modifies the topics until the most palatable ones are discovered.

5. Defining Themes

   Each topic was interpreted in Chapter 4 as providing the solution to the initial study question about what are students' perceptions of mobile-assisted English language learning in the classroom.

Table 3.4 *Themes*

No	Themes	Subthemes
1	Smartphones as a user-friendly learning tool	-
2	Smartphones based on online English language learning	- Stable network quality - Smartphones as flexible and portable online English language learning tools

3	The innovative features of Smartphone-based online English language learning	- A pocket-sized tool - Visible notifications
4	Smartphone-based language learning benefits	-

6. Producing the report

   Thematic analysis was completed. After determined the main themes and sub-themes, the researcher wrote a report on the study in chapter 4.

3.6 Time and Place of the Research

   This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in a period around January to December 2023

Table 3.5 *Time of the Research*

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Okt	Nov	Des
						2023						
Research Proposal Writing	■	■	■									
Research Proposal Examination				■	■							
Data Collection						■	■					
Data Analysis								■				
Telaah Komprehensif									■			
Examination										■		
Final Thesis Examination											■	■