CHAPTER III

RESEARCH PROCEDURES

3.1. Method of the Research

The research method used in this study was descriptive case study, in which, this research method used to describe the phenomenon that occurs in real life (Yin, 2018). This research design was chosen because this study focused on the phenomenon of the challenges of teaching online learning and solutions to overcome these challenges during the pandemic situation in junior high school.

3.2. Focus of the Research

The research focused on teachers challenges and how the teacher can solve the challenges of online learning during COVID-19 pandemic.

3.3. Setting and Participants of the Research

This research setting was an Islamic junior high school located in Tasikmalaya, West Java, Indonesia. During pandemic, school shutdown all activities inside the school due to health concerns. Therefore, for these reasons, the school conducted online learning delivered via Whatsapp. In this school, English is taught for 4 hours of lessons during the week. This school was chosen because first, the school has an A accreditation grade, and it has been established for more than three decades. Second, there were phenomenon of challenges in online learning.

In this research, the participants were two English teachers and they were willing to be interviewed and they have more than ten years of experience in teaching, especially teaching English. The first teacher was a thirty-seven years old female teacher. She obtained a bachelor degree in English education at Islamic State University at Bandung in 2008. She was born in Tasikmalaya February, 1983. She has experience in teaching English for more than twelve years, she has taught for

more than one school. Thus, she has attended several teacher training sessions in 2006, 2007 and 2009.

The second teacher was a thirty-eight years old teacher. She obtained bachelor degree in English education at state university at Tasikmalaya in 2005. She was born in Tasikmalaya, July 1982. She had experience in teaching English for more than 15 years, she has taught only for an islamic junior high school.

3.4 Data Collection

In collecting the data, researcher used the interview and observation. Interview is a data collecting method in which an interviewee (the research participant) is asked questions by an interviewer (the researcher or someone working for the researcher) (Johnson & Christensen, 2014). The interview is in audio format. More specifically, the researcher used semi structured interview in order to gain teacher personal experiences in teaching in online classrooms during the COVID-19 pandemic era. According to Mann, (2016) the semi-structured interview involves the researcher asking a set of predefined but usually open-ended questions, which are usually written out as an interview guide and the semi structured can provides room for negotiation, discussion and expansion of the interviewee's responses. In which, the semi structured interview (SSI) is an interview in which the interviewer tries to obtain information from the participant by asking questions. even if the interviewer has made a list of questions that have been determined, semi-structured interviews can take the conversation to explore issues not previously expected (Longhurst, 2003).

Beside using interview, the researcher also used observation to collect the data. Observation is defined as observing the behavior patterns of people in certain situations to gain more information about an interesting phenomenon (Johnson & Christensen, 2014). Then, according to Creswell (2012), observation is the process of collecting open-ended, firsthand information at a research site by observing people and places. More specifically, the researcher conducted observation in

English classroom Whatsapp group to watch student and teacher behavioral pattern in real context during online learning in pandemic situation.

There were some steps of collecting the data:

1. Asking participant in order that the researcher could join in English classroom whatsapp group.
2. Researcher made an observation in English classroom whatsapp group.
3. Researcher made an appointment about when and where to conduct interview with the participants.
4. Prepare smartphone to record the interviews, stationery and set of question.
5. Researcher made an interview with the participants

3.5 Data Analysis

The data of this research was analyzed by using thematic analysis, because the thematic analysis is a tool for systematically defining, arranging and giving insight into meaning patterns (themes) through a dataset (Braun & Clarke, 2012), which the data helps the researcher to determine the need to be relevant in relation to the basic subject and the study topic being discussed. Then, there were several steps in conducting thematic analysis:

3.5.1. Familiarizing with the data

This phase involved immersing the researcher in data by reading and rereading text data (e.g. transcripts of interviews, screenshot of English whatsapp group) and listening to audio recordings.

Table 1. Sample Interview Display

P1: karena kita kan jujur lingkungan kita disini apa ya,…. Inputnya kebanyakan anak anak nya maaf motivasi belajar nya kurang terutama dalam bahasa inggris, mereka masih menganggap bahasa inggris mata pelajaran yang sulit dan juga masih menganggap "teu nanaon lah gak bisa bahasa inggris juga" seperti itu,

mungkin karena factor lingkungan juga, lingkungan keluarga, lingkungan masyarakat dan sebagainya yang utama mereka menganggap sulit begitu sehingga ketika mereka proses belajar tatap muka pun mereka kurang motivasi nya apalagi ini dengan online yang mana mereka harus mempunyai hp sementara kondisi keuangan keluarga nya, maksudnya gini tidak seluruh siswa di sekolah ini punya hp seperti itu, (2.30)

Picture 3.1 Sample Observation
Display
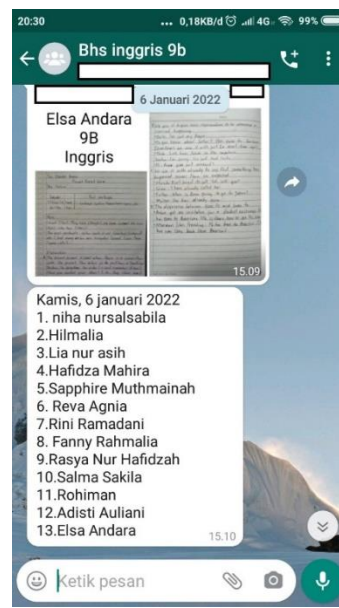
Picture 3.2 Sample Observation
Display

Table 2. Sample Observation Display

Out of 32 students of 9b, only 13 students filled in the attendance list (See picture 3.1 and 3.2) and out of 13 students, 12 students did the assignment, and one student did not.

3.5.2. Generating initial codes

Based on the interview transcript, the researcher made initial codes based on 'chunks' of varying size: phrase, sentences or paragraphs. Every important word or sentence was colored to highlight the challenges and solutions in teaching online learning during pandemic.

Table 3. Generating Initial Codes

Codes	Meaning
Yellow	Students Motivation
Red	Students Financial
Light Blue	Application Limitation
Purple	Facility Limitation
Blue	Internet data Limitation
Teal	Signal Limitation
Dark Green	Limitation in Supervising Students
Dark purple	Difficulties in deciding methods
Dark Red	Difficulties in deciding material
Dark Yellow	Difficulties in assessing students
Light Green	Insufficient Government Support
Light Red	Limited offline learning
Red	Exploring another app
Blue	Maximizing Whatsapp Features
Green	Peer Support
Dark Red	Giving Warning
Light Blue	Home Visit
Purple	Extending Deadline
Dark Blue	Summarizing Task
Olive Green	Allocating Extra Funds
Orange	Giving Free Internet data

Table 4. Sample Data Display

P1: karena kita kan jujur lingkungan kita disini apa ya,…. Inputnya kebanyakan <mark>*anak anak nya maaf*</mark> <mark>*motivasi belajar nya kurang terutama dalam bahasa inggris, mereka masih menganggap bahasa inggris mata pelajaran yang sulit dan juga masih menganggap "teu nanaon lah gak bisa bahasa inggris juga" seperti itu*</mark>*, mungkin karena* <mark>*factor lingkungan juga, lingkungan keluarga, lingkungan masyarakat dan sebagainya yang utama mereka menganggap sulit begitu*</mark> *sehingga ketika mereka proses belajar tatap muka pun mereka kurang motivasi nya apalagi ini dengan online yang mana* <mark>*mereka harus mempunyai hp sementara kondisi keuangan keluarga nya, maksudnya gini tidak seluruh siswa di sekolah ini punya hp seperti itu*</mark>*,* (2.30)	<mark>Students Low Motivation</mark> <mark>Students Environment</mark> <mark>Students Financial problem</mark>

3.5.3. Searching for themes

In this stage, the researcher reviewed the data that has been coded and then categorized the data according to the theme that has been determined by the research objectives. The researcher used visuals such as mind maps, tables and flash cards to sort the codes.

In relation to the research question, it captured something important about the data and represents a level of patterned response or meaning within the data set.

Table 5. Grouping the Codes

Teachers Challenges in Students Issues	Solution to Students Issues
Students Motivation	Peer Support
Students Financial	Giving Warning
	Home Visit
Teachers Challenges in Technical Issues	**Solution to Technical Issues**
Application Limitation	Giving Free Internet data
Facility Limitation	Exploring another app
Internet data Limitation	Limited offline learning
Signal Limitation	Extending Deadline
Teachers Challenges in Teachers Issues	**Solution to Teachers Issues**
Limitation in Supervising Students	Maximizing Whatsapp Features
Difficulties in deciding methods	Limited offline learning
Difficulties in deciding material	Summarizing Task
Difficulties in assessing students	
Teachers Challenges in Institutional Issues	**Solution to Institutional Issues**
Insufficient Government Support	Allocating Extra Funds for Internet Data

3.5.4. Reviewing themes

     The themes were checked to generate the most important themes which have been identified about the challenges and solutions in online learning.

Table 6. Reviewing Potential Themes

Potential Theme	Themes
Teachers Challenges in Students Issues Teachers Challenges in Technical Issues Teachers Challenges in Teachers Issues Teachers Challenges in Institutional Issues Solution to Students Issues Solution to Technical Issues Solution to Teachers Issues Solution to Institutional Issues	Teachers Challenges in Students Issues and Solutions Teachers Challenges in Technical Issues and Solutions Teachers Challenges in Teachers Issues and Solutions Teachers Challenges in Institutional Issues and Solutions

3.5.5. Defining and naming themes

     In this phase, the researcher formulated every checked theme and figured out which allows the researcher to interpret the data.

     There were four themes:

        a. Teachers Challenges in Students Issues and Solutions

        b. Teachers Challenges in Technical Issues and Solutions

        c. Teachers Challenges in Teachers Issues and Solutions

        d. Teachers Challenges in Institutional Issues and Solutions

3.5.6. Producing the report

In this phase, researcher made a report about teachers challenges and solution in online learning based on data analysis.

3.6 Steps of the Research

The researcher conducted several steps of the research. The steps were:

a. Preparing recording tools, stationery and a set of questions.
b. Asking time and place for the participant to conduct the interview.
c. Conducting interviews with participants.
d. The researcher recorded voices at the time of the interview.
e. The researcher transcribed and interpreted the results of interviews to obtain data.
f. The researcher consulted the results of his research to the supervisor.
g. Research examination.

3.7 Time and Place of the Research

3.7.1. Time Schedule

Table 7. Research Schedule

No.	Activities	February-March 2021	April-July 2021	August 2021	January-October 2023	November 2023
1.	Submission of Research Topic					
2.	Research Topic Approval					

3.	Chapter 1	███				
4.	Chapter 2	███				
5.	Chapter 3	███				
6.	Proposal Approval		███			
7.	Seminar Proposal Examination			███		
8.	Conducting the Research				███	
9.	Chapter 4				███	
10.	Chapter 5				███	
11.	Competence Test Examination				███	
12.	Final Thesis Examination					███

3.7.2 Place of the research

The place of the research was in a Islamic Junior High School which is located at Jl. Perintis Kemerdekaan, Kawalu district, Tasikmalaya city, West Java, Indonesia