

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

This research method uses a descriptive case study because this approach is used to collect neutral descriptions of events that come from people who experienced them first-hand, it focuses on elaborating on the situation as it is rather than interpreting it subjectively (Seixas et al., 2018). The case study has opted to use a qualitative case study as the primary research design due to the identification of a social issue within the educational field. According to Rebolj (2013), case studies have been widely employed in the social sciences, particularly in practice-oriented areas like education, management, public administration, and social work. The qualitative method is suitable for ascertaining and identifying individual viewpoints regarding phenomena within the surrounding world. This aligns with Cropley (2021) assertion that qualitative research is based on the idea that reality is subjective, each person constructs their personalised view of the world based on their unique experiences and interactions with the external world, including its inhabitants.

In addition, the qualitative research approach tends to prioritise obtaining a thorough comprehension or emphasising the significance of a specific issue, process, situation, subculture, scene, or set of social interactions, particularly the 'how' and 'why' aspects, as stated by Dworkin (2012). This particular study's concern or situation revolves around comprehending the students' academic behaviour in the offline learning environment following the pandemic.

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

This research is centred around the academic behaviour of undergraduate students towards blended learning environments after they participate in online learning during the COVID-19 pandemic. The primary aim of this study is to

explore the academic behaviour of students such as attention, attendance, effort, verbal participation, learning motivation, persistence, use of learning strategies, self-regulation, and time management within the conventional English language learning setting.

### **3.3 Setting and Participants**

The setting of the study focuses on a rotational model of blended learning where students rotate between learning modalities, including online learning and full-class instruction (Hrastinski, 2019). In one course, lecturers could decide to rotate between face-to-face or asynchronous/synchronous online learning, one after the other. This research involves three English students who were selected using a purposive sampling method. Purposive sampling was selected because it is according to the purpose of the study, and the participants are selected based on the researcher's views that the target population fulfils the research demands (Bhardwaj, 2019). All three participants were sixth-semester English students at a university in Tasikmalaya, West Java, Indonesia. They had previously experienced learning English online before transitioning to blended learning due to social distancing regulations. The study consisted of three participants, including two males and one female, who were chosen based on their distinct qualities and their participation levels in both online and blended learning. The first participant was actively involved in online learning but felt nervous and did not actively participate during offline classroom learning. The second participant was a proactive student in offline classroom learning but was characterised as a passive participant in online learning, often muting their microphone and turning off their camera during discussions. The third participant displayed varying levels of behaviour, sometimes being eager to participate and sometimes resistant. Despite their diverse personalities and behaviours, all participants continued to participate in online and offline courses as blended learning continued.

### **3.4 The Technique of Collecting the Data**

Semi-structured interview and observation are utilised to collect data in this study. According to Kallio et al. (2016), a semi-structured interview is a widely used and adaptable data collection method (p. 2). By conducting semi-structured

interviews, the researcher can guide the discussion towards a specific topic while still allowing participants to express their views. This is consistent with the views of Rubin, and Rubin (2012) said that the semi-structured interview strikes a equilibrium between a highly structured questionnaire and an unstructured conversation. It allows the interviewer to follow up on interesting responses and to pursue unanticipated lines of inquiry while still ensuring that all participants are asked the same core questions (p. 174).

The interview consists of ten questions exploring students' behaviours such as attention, attendance, effort, verbal participation, learning motivation, persistence, use of learning strategies, self-regulation, and time management. Concerning blended learning after the pandemic, it will be carried out directly with the participant to create an interactive atmosphere and get richer data. This is in line with Kvale and Brinkmann (2009), who said that in-depth interviews are a valuable means of collecting rich and detailed data about individuals' experiences, perspectives, and understandings (p. 189). The researcher uses the questions interviews adapted and developed based on the question format by Lee and Cho (2021).

During the interview section, to achieve optimal results, researchers need to create a comfortable atmosphere for participants. One effective way to accomplish this is by allowing participants to select the time and location of the interview, which can help to put them at ease and increase their confidence when answering questions. Creswell (2012) emphasised the need for researchers to establish comfortable conditions during interviews to elicit candid and honest responses from participants.

### **3.5 The Technique of Analysing the Data**

To properly examine the data, this study utilised thematic analysis (TA), which was first introduced by Braun and Clarke in 2006. TA is a technique that systematically recognises, categorises, and provides insight into patterns of significance (themes) throughout a dataset, as described by Clarke and Braun (2013). TA is particularly appropriate as a tool for qualitative research analysis, particularly for obtaining a critical perspective on social issues from each

individual's point of view. Finlayson and Dixon (2018) claimed that thematic analysis is a versatile method for qualitative research that is well suited to exploring complex, multi-layered phenomena, particularly when the aim is to identify and analyse patterns in data concerning research questions. Additionally, Clarke and Braun (2013) stated that TA aims to identify themes that comprise significant codes and interesting patterns from the data and then use those themes to elucidate the entire issue. Google Docs was employed for coding, as illustrated in Figure 3.1.

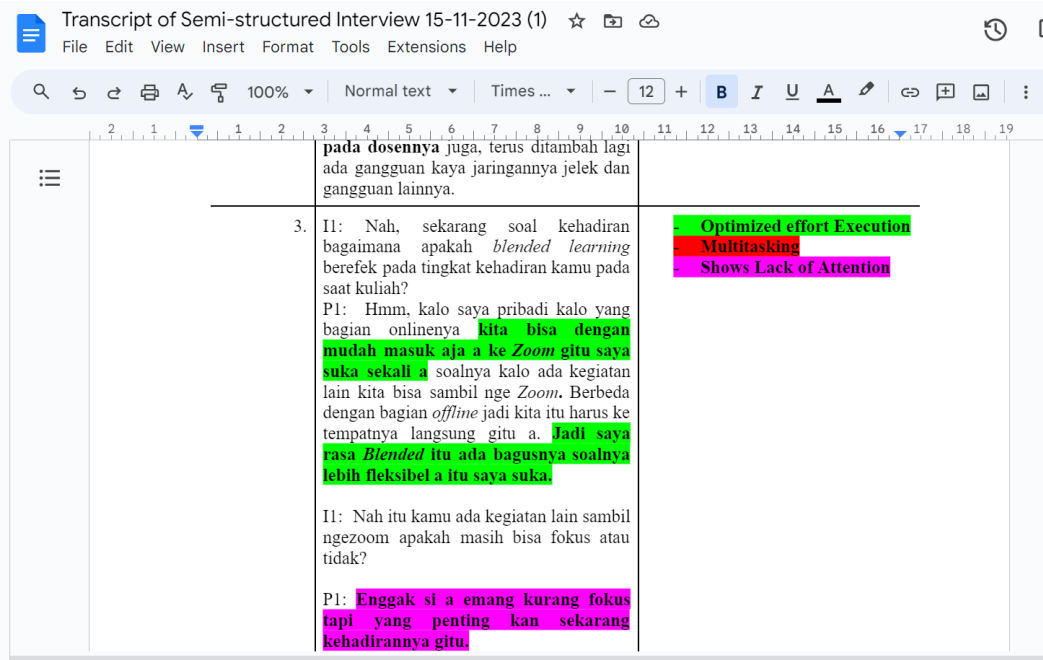


Figure 3.1 Google Doc Word Used for Coding

**Thematic Analysis**

Line No.	Participant	Codes (Category)	Themes (Parent Category)	Excerpt	Remarks
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No.3	P1	Showing	Negative	<i>Enggak si a emang</i>
Line		Lacking of	Behaviour	<i>kurang fokus tapi</i>
17		Attention		<i>yang penting kan</i>
				<i>sekarang</i>
				<i>kehadirannya gitu.</i>

Table 3.1 Analysed Data

The following are the phases conducted in thematic analysis, as outlined by Braun and Clarke (2006):

1. In the familiarization phase, researchers engage in multiple readings of the data to gain a thorough understanding. In this study, the researchers familiarized themselves with the interview transcription, which was presented as points using line numbers, as depicted in Figure 3.2 below.

INDONESIAN STUDENTS' ACADEMIC BEHAVIOUR DURING THE  
TRANSITION OF THE LEARNING ENVIRONMENT FROM ONLINE  
TO A BLENDED LEARNING POST COVID 19 PANDEMIC

Transcript of Semi-structured Interview

Date : 7th of November 2023 |  
Interviewer : Muhammad Farhan Soleh A. A  
Interviewee : Participant 3

No. of question	Transcription	Initial codes
1.	<p>I1: Sebelumnya kamu mengikuti blended learning kan sekarang tolong jelaskan pengalaman kamu di blended learning tersebut?</p> <p>P3: Se pemahaman saya blended learning itu simplenya itu sistem pembelajaran dengan dua cara yaitu online dan juga offline, jadi bisa langsung ke kampus atau secara online di rumah. Dan pendapat saya terhadap blended learning ini sebenarnya positive ya karena kan sebelumnya full online jadi ketika ada hybrid atau blended ini jadi ada kesempatan buat interaksi secara langsung sama dosen, dengan teman-teman yang lain ke kampus seperti itu.</p>	<p><b>Resilience</b> <b>Enthusiastic</b></p>

### Figure 3.2 Interview Transcription

2. Initial codes were developed by the researcher after understanding the participants' responses, with the aim of creating categories related to the research questions and objectives. The following are codes identified in the interview results:

Table 3.2 Initial Codes

<b>Initial codes</b>	
• Pessimistic	• Method-dependent lecturer
• Paying more attention	• Minimal effort negative outcome
• Showing a lack of attention	• Dishonesty
• Optimising effort execution	• More motivated
• Multitasking	• Unaffected
• Pushing self to understand	• Anxiety in the face-to-face encounter
• Fulfilling responsibilities	• Resilience
• Poor time management	• Enthusiastic
• More interactive verbally	• Optimism
• Demotivated	• Less interactive verbally
• Good time management	• Motivated by peers
	• Extra effort

3. During this phase, the researchers organized and categorized the pertinent codes into themes. A theme represents a cohesive pattern within the data

that holds significance relevant to the research question. In this study, the themes were subsequently divided into two categories: positive and negative behaviors toward the transition of the learning environment from online to blended learning post-pandemic.

Table 3.3 Themes

Themes	Initial Codes
Positive behaviour	Paying more attention, Optimising effort execution, Multitasking, Pushing self to understand, Fulfilling responsibilities, More motivated, Resilience, Enthusiastic, Optimism, Extra effort, More interactive verbally, Motivated by peers, and Good time management.
Negative behaviour	Pessimistic, Showing lack of attention, Poor time management, Minimal effort negative outcome, Dishonesty, Anxiety in face-to-face encounter, Demotivated, Less Interactive verbally.

4. In the reviewing themes phase, the researcher revisits the identified themes from the previous phase. Moreover, they reflect on whether each theme effectively narrates the data and commence defining the nature of each theme and the interrelation between them.
5. Defining and naming themes involves the researcher conducting and documenting a thorough analysis of each theme. The researcher then concluded the themes, as outlined in Table 3.4 below.

Table 3.4 Defining and Naming Themes

Themes	Sub-Themes	Definition
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Positive behaviour	<ul style="list-style-type: none"><li>• Resilience Facing the Shift to Blended Learning</li></ul>	Resilience refers to the ability to adapt and thrive in the face of challenges. In the context of education and the shift to blended learning, it involves the capacity of students to effectively cope with the challenges and changes associated with combining face-to-face and online learning methods.
	<ul style="list-style-type: none"><li>• Paying Attention in Blended Learning</li></ul>	Paying attention is the cognitive act of concentrating on a specific task or stimulus. In the context of transitioning to blended learning environments, it is crucial for students to actively engage in both traditional face-to-face and online components, especially when paying attention to the lecturer and material delivery.



- Sustaining Motivation Post-Transition to Blended Learning  
Motivation is the driving force behind an individual's commitment and enthusiasm towards a specific goal. In the context of the switch to blended learning environments, motivation becomes crucial for students and educators. It entails the determination to actively engage in both traditional face-to-face and online learning components.
- Interactive Verbally in Blended Learning  
In the context of the switch to blended learning post-COVID-19, interactive verbal engagement becomes essential for effective communication between students, lecturers, and peers. A blended learning environment, implies active participation in discussions, asking questions, and expressing ideas verbally, whether in

face-to-face interactions during traditional sessions or through virtual platforms in online components.

- Fulfilling Student Responsibilities in Blended Learning

Fulfilling student responsibilities in the context of the transition to blended learning post-COVID-19 involves actively meeting academic duties within the blended educational model. This includes timely completion of assignments, active attendance and participation in both face-to-face and online sessions.

- Learning Effort in Blended Learning

Learning effort in the context of the transition to blended learning post-COVID-19 refers to the active and intentional exertion of cognitive, time, and collaborative energy by students in adapting to

the blended educational model.

- Optimising Effort Execution Post-Transition to Blended Learning

Optimised Effort Execution in the context of the switch to blended learning post-COVID-19 refers to the intentional and strategic allocation of resources, time, and energy to maximise the benefits of blended learning environments. This approach involves tailoring learning methods to the specific needs of students, integrating various learning modalities, and leveraging technology to create a student-focused and effective learning experience.

Negative behaviour

- Unmotivated in an Online Session of Blended Learning

Unmotivated in the context of the shift to blended learning involves a diminished enthusiasm or lack of drive among students. Factors

contributing to demotivation may include challenges in adapting to the hybrid learning model, difficulties in navigating online components, or a sense of disconnection in the absence of traditional face-to-face interactions. Students may find it challenging to sustain engagement, face technological barriers, or feel overwhelmed by the demands of the blended format.

- Lacking Attention to Lectures in Online Session Blended Learning

Exhibiting a lack of attention in the context of the shift to blended learning involves a decreased focus or attentiveness among students. This may manifest as distractions during virtual sessions, reduced participation in online discussions, or challenges in maintaining concentration during

traditional face-to-face classes.

- **Less Interactive Verbally in Blended Learning**  
Less verbal interaction in the context of the shift to blended learning involves a reduction in spoken communication and engagement among students and lecturers. This decline in verbal interaction may be attributed to various factors, such as the challenges of online communication platforms, the absence of face-to-face discussions, or a potential reluctance to actively participate in virtual settings.

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6. Writing up represents the final phase, wherein the researcher merges the analytical narrative and data to present the reader with a coherent and compelling story about the gathered information.

### **3.6 Steps of the Research**

The researchers started by examining the issue; during this phase, the researcher observed several blended learning courses and monitored student behaviour. Secondly, the researcher looked for theories that explain student behaviour and carried out preliminary interviews with several subjects. The third step involved defining the objectives of the research and addressing the research



