CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research methodology utilised in this study is an exploratory case study. The chosen approach was employed to investigate the difficulties encountered by individuals enrolled in web-based courses. The exploratory case study is an appropriate method for investigating topics that involve the pronouns "what" and "how". It is beneficial in offering a thorough and complete depiction of a social phenomenon. Moreover, this approach is valuable for investigating intricate causal connections that may surpass the capabilities of surveys or trials (Hollweck, 2015).

3.2 Focus of the Research

This research investigated students' perspective of online English learning in the post-Covid-19 era.

3.3 Setting and Participants

This research was conducted at one of the state senior high schools in Tasikmalaya. The participants of this research consisted of three students. They were purposely chosen based on some characteristics, such as they had been experiencing online learning during the Covid-19 pandemic and agreed to participate in this research. They have also been chosen irrespective of their genders. Moreover, the chosen participants can be given sufficient information to answer the research questions.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study was conducted. They were asked to complete and sign the consent form as a formal agreement to participate in data collecting. They were assured of confidentiality, anonymity, and freedom to withdraw from the research at any point during the process. The participants' names were renamed into P1, P2, and P3.

Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

3.4 Technique of Collecting the Data

The data collection for this research was done through semi-structured interviews. This data collection was selected due to its suitability for its flexibility of discussion when the informants respond to the question freely but are still on track because the researcher provides several questions that relate to the problem discussed to get rich information about a problem. In addition, semi-structured interviews offer more elucidation when the respondent's response is ambiguous so that the interviewer can get detailed answers (Adams, 2015).

3.5 Technique of Analyzing the Data

The researcher used Miles et al. (2014) to analyse the data. The researcher employs this method due to its convenience and time efficiency in assessing the raw data gathered from the interview. The data analysis included the following activities:

1) Data Condensation

Selecting specific data from interview transcripts to enhance the robustness of the data, with the objective of refining, concentrating, and structuring the data.

Table 3. 1 Data Condensation Example

Original Data	Condensed Data
On the contrary, because there is no intention to study. Maybe some features contain the English language. So, I learn from that, not from school. Online learning, such as Zoom, can be deactivated. Many of my friends, including me, use their smartphones for other	No, because there is no intention to study. Online learning, such as Zoom, can be muted, so my friends and I can use our smartphones for other activities or have other activities rather than learning.

activities or have other activities rather than learning. So, Zoom is muted.

2) First Cycle Coding

In this section, the researcher established initial codes for the data segments. In the initial coding phase, the researcher employed the Process Coding method to examine Perceived Usefulness, Perceived Ease of Use, and Intention to Use. The objective of this phase was to propose actions closely connected to the passage of time, such as phenomena that arise, evolve, and unfold in specific sequences or are strategically implemented. In addition, the researcher employed the number 1 to represent Perceived Usefulness, number 2 for Perceived Ease of Use, and number 3 for Intention to Use. This was done using the data analysis approach outlined by Miles et al. (2014), which guided the researcher in assigning initial codes.

Table 3. 2 Initialing Codes

Data	Initial Codes
[2]Easy to find answers on the internet.	[2]Students freely accessed the internet to find the answer.
[1]While doing online learning, attending classes can be flexible.	[1]Online learning is flexible in-class participation.
[1]At least, from the English online learning, I can understand a small quantity of English vocabulary.	[1]Helping students to understand English vocabulary.
[3]While doing online English learning, the teacher used a web-based application called Kahoot. Learning was exciting because we learnt and played games at the	[3]Students were excited about using Kahoot, which combined learning with interactive games.

same time.

[3]Learning English using the Kahoot application has a different feeling from studying. It would be easier to learn English with Kahoot.	[3]Students felt Kahoot made English learning easier.
[3]Yes, learning English online and offline is very different because, in online learning, we have to explore more about the materials we learn by ourselves. We, as students, are more likely to be more active in exploring the materials.	[3]Students were more active in exploring English course materials.

After assigning initial codes, the researcher grouped them based on the conceptual framework of the Technology Acceptance Model, Perceived Usefulness, Perceived Ease of Use, and Intention to Use.

Table 3. 3 Developing Codes

Perceived Usefulness

1) Online learning is flexible
2) Helping students to understand English vocabulary

Perceived Ease of Use

1) Students freely accessed the internet to find answers
2) Students felt Kahoot made the English learning easier

Intention to Use

1) Students were excited about using Kahoot, which combined learning with interactive games
2) Students were more active in exploring English course materials

3) Second Cycle Coding

The next stage in the analysis procedure involved pattern coding. The researcher consolidated the result codes from the initial cycle coding into fewer codes.

Table 3. 4 Generating Pattern Codes

Perceived Usefulness
1) Online learning helps students to understand English vocabulary

Perceive Ease of Use
1) Kahoot makes English learning easier

Intention to Use
1) The application is flexible and easy to use everywhere and anytime
2) Facilitate divide filler, energy, the monotone of the speech, repetition, pauses
3) The application will automatically measure the result and show the transcription

3.6 Time and Place of the Research

Table 3. 5 Research Schedule

No.	Description	Mar - Aug 2023	Sep 2023	Oct 2023	Nov 2023	Dec-Mar 2023 2024	Apr 2024	May 2024	Jun 2024
1	Research Proposal Writing	■							
2	Research Proposal Examination		■						
3	Data Collection			■	■				
4	Data Analysis					■			
5	Report						■	■	■

6   Thesis Examination