

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Method

The research method used in this research was a descriptive case study. This method describes an intervention/phenomenon and the real-life context in which it occurred (Yin, 2003, as cited in Baxter & Jack, 2008). The research method was selected because this study focused on explaining the phenomenon of the use of WhatsApp during English language learning activities in Senior High School level. Yin (2003) stated that a descriptive case study mainly focuses on "what" questions. Therefore, a descriptive case study was chosen in order to describe students' perception on the use of WhatsApp during English language learning activities.

3.2 Focus of the Research

The present research was focused on Senior High School students' perceptions of the use of WhatsApp during English language learning activities.

3.3 Setting and Participants

The setting of the study was one of the Senior High Schools in Kuningan, West Java, Indonesia. Due to the pandemic in 2021, the school were unable to do any activities inside the school. The setting also was selected because the English language learning process occurred with using online learning method through WhatsApp. Therefore, for these reasons, the English language learning activities such as discussion learning, peers, and completing assignments were done through WhatsApp Group Chat.

This study involved three students. The participants were the 12th grade students from one class. It was recruited for several considerations such as (1) The class was most active during English language learning, (2) they had experience in English language learning activities through WhatsApp (3) they were selected with different learning experiences during online distance learning based on their participation during online class activity, the different learning achievement (high, medium, low), (4) they have completed the data needed in this research (to answer the formulation of problems of this research), and (5) their willingness as a participant in this research.

3.4 Technique of Collecting the Data

The data was collected using semi-structured interviews. A semi-structured interview was selected because it can cover key points particularly students' perception of the use of WhatsApp during English language learning during pandemic era, where the interviewer asked only a few predetermined questions while the rest of the questions are not planned (Pollock, 2019). In other words, the researcher asked the participants without following the formalized list of questions. The interview was conducted by using WhatsApp voice call due to COVID-19 pandemic in 2021 and the participants were asked some questions related to English learning by using WhatsApp.

The interviews were conducted individually, adjusting the schedule of each participant and the language during the interview used Indonesian to ease the communication between the researcher and the participants. The procedure of interviews began with drafting questions and interview guidelines related to the aim of the study including the context of experience, special details of the experience, and reflecting the meaning of participant experience during the use of WhatsApp in English language learning.

Steps in conducting semi-structured interviews (Adams, 2015) are as follows:

1. Selecting respondents and arranging interviews

This step focused on the preparation in conducting the study. The interview involved three participants. The researcher also contacted them to request and make a schedule for the interview.

2. Drafting questions and the interview guide

The researcher compiled interview questions, aligning them with the aim of the study and research questions. The researcher ensured the questions were clear and unambiguous to minimize any misunderstandings. The interview questions given are adapted from Dewi (2019) and Hamad (2017) related to students' perception of the use of WhatsApp in English language learning.

3. Starting the interview

In this step, the interview began by obtaining permission to record the conversation. The researcher used a REDMI 9 2020 smartphone to conduct and

record the interview. The participant was encouraged to speak freely, and the researcher kept considering of the interview's duration. The interview commenced by asking a question from the question prepared list.

4. Polishing interview techniques

A phone interview was used as a collecting data technique. This interview technique was chosen because of the conditions during the COVID-19 pandemic and differences in geographic location between the researcher and participants.

5. Analyzing and reporting the semi-structured interview

This step was exploring the result. The researcher reviewed the recorded interviews for accuracy, then transcribed the data. Thematic analysis was then applied to identify key themes and patterns within the transcribed data.

3.5 Technique of Analyzing the Data

The data collection was transcribed and analyzed using Braun and Clarke's (2006) thematic analysis. The method of data analysis was selected because it can focus on examining themes of the students' perception of the use of WhatsApp in English language learning that arise from the result in interview data and it can be divided into several themes to support the result.

1. Familiarizing with the data

In this step, the researcher collected the data by interviewing the participants and recording the interviews using a mobile recorder. The researcher played and replayed the audio recording data to know what has been delivered by the participants. Further, the researcher transcribed the verbal data into the text, reading and re-reading, and noting down initial codes.

2. Generating initial codes

Coding means highlighting sections of the text and coming up with shorthand labels or codes to describe the content. In this step, the researcher highlighted various phrases in different colours corresponding to different codes in the data which is related to the aims of the research. This step made the researcher easier in analyzing the data in the next step.

Table 3.1 generating initial codes

| Interview Transcript | Code |
|--|--------------------------------------|
| <p>P1: In my opinion, the use of WhatsApp eases the students to do online learning during this pandemic era, especially English learning. Because it's easy to access everyone must be familiar with WhatsApp so it's easy to use for learning discussions with teachers and students in WhatsApp groups, especially in English learning.</p> | Easy to use |
| <p>P2: My opinion about WhatsApp as an English learning medium is that WhatsApp can be downloaded for free because the majority of students must have WhatsApp on their cellphones. Thus, it is likely that students are also very familiar with the application, so that when used online, of course it is not difficult for learning, especially learning English.</p> | |
| <p>P3: WhatsApp can be used as an online learning medium and it is very useful as an application which have features such as and the pictures, videos, documents and voice note that makes it easier for teachers and students to learn English. WhatsApp can be used by all students or students, and it doesn't spend a lot of internet data which covers a large amount in the sense of being wasteful</p> | Usefulness features |
| <p>P1: Firstly, I read what will be delivered before learning begins and then understand the material. If the teacher gives a material assignment, I immediately record it and send it to the English teacher through personal chat or google classroom.</p> | English language learning activities |
| <p>The format of the assignment used a document or a photo of handwritten which is easier to send to my teacher.</p> | Usefulness features |
| <p>P2: What I do when learning English on WhatsApp is responding to the teacher in the class group when learning takes place, class attendance, and doing assignments given by the teacher.</p> | English language learning activities |

P3: I only listened to the material delivered by the English teacher through voice notes in the whatsapp group and do the assignment.

P1: The assignments usually records material and assignments around the material.

P2: The teacher provides material in the form of pictures or video followed by assignments. Sometimes, the teacher delivered the material using voice note, if the students do not understand, they can be asked through group chat. The tasks that are usually given by the teacher are taking notes, summarizing, filling out questions and making presentations in voice notes in the WhatsApp feature.

P3: we usually write the material, do the task and recorded conversations used voice note which has been written in notebook.

Usefulness features

English language learning activities

P1: In my opinion, it is not effective because learning is not direct, there is a lack of interaction between teachers and students, for example, there are materials that do not understand and there are things to be asked, but on WhatsApp, it is very rare that people ask about material, because maybe in groups. It means like we ask for material that we don't understand. But in our minds, we don't feel confident and afraid of being ignored, because during learning the teacher just gives the material and then it's like being left behind

P2: Teacher and student interaction is only when providing material and assignment. If someone doesn't understand, ask directly in the group or chat to the teacher.

P3: the teaching and learning process is less effective which causes a lack of interaction between students and teachers, sometimes the material presented is difficult to understand.

It is often when the material is given, the teacher just left it away

Quality of interaction

Quality of understanding

Quality of interaction

Quality of interaction

Quality of understanding

P1: In my opinion, there are no advantages, maybe it only makes distance learning easier, more dominant to the weaknesses, namely lack of understanding, less effective, less interaction with the teacher.

Quality of understanding

Online learning is easy to get distracted by the surrounding environment, it's like we're not directly supervised by the teacher, so it's like we just do what we want and continue to be lazy.

P2: There are also disadvantages, for example, limited internet access, lack of interaction with students, reduced understanding of the material, and lack of learning supervision. The reasons are a lot of material that is not understood, lack of interaction between students and teachers, lack of togetherness between friends.

Quality of understanding

P3: There are weaknesses that I often experience, such as the lack of internet signals that hinder learning and are less effective in the learning process because there is less interaction between teachers and students.

Quality of interactions

There are five initial codes represented different aspects shown by participants' interview transcriptions. Here are the list of initial codes and their frequency.

Table 3.2 list of initial codes and their frequency

| Initial codes | Total |
|--------------------------------------|-------|
| Easy to use | 8 |
| Usefulness features | 6 |
| English language learning activities | 9 |
| Quality of interaction | 9 |
| Quality of understanding | 10 |

3. Searching for themes

After generating codes, the researcher categorized the codes into potential themes. A theme is like a recurring pattern or idea that stands out in the data and reveals something important or intriguing about the information.

At the end of this step, the researcher identified the themes from the codes that had been organized and specified them based on the research questions.

Table 3.3 Searching for themes

| Initial codes | Potential themes |
|--|---|
| Easy to use Usefulness features | The benefits of English language learning through WhatsApp |
| English language learning activities | WhatsApp-based English language learning practices |
| Quality of interaction Quality of understanding | The drawbacks of English language learning through WhatsApp |

4. Reviewing themes

The next step is the researcher checked the data if the themes work with the coded extracts and the entire data set. During this phase the researcher also modify and develop the preliminary themes that had been identified. Further, the researcher generated a thematic map of the analysis.

5. Defining and naming themes

This step is the final refinement of the themes and the aim is to identify the essence of what each theme is about (Braun & Clarke, 2006). In defining the themes, the researcher had to find out the meaning of each theme and how it allowed us to make sense of the data. Once the theme defined, the researcher named to each theme.

Table 3.4 Defining and naming the themes

| Themes | Definition |
|--|---|
| The benefits of English language learning through WhatsApp | The students' perceptions of the benefits of using WhatsApp during English language learning. |
| WhatsApp-based English language learning practices | The students' perception of WhatsApp-based English language learning practices |

| | |
|---|---|
| The drawbacks of English language learning through WhatsApp | The students' perceptions of the drawbacks of using WhatsApp during English language learning |
|---|---|

6. Producing the report

In the last step, the researcher put the findings down in writing. Further, the researcher reported the result of this research about students' perceptions of the utilization of WhatsApp during English language learning.

3.6 Research Schedule

This research is about investigating students' perceptions on the use of WhatsApp during English language learning in one of senior high schools in Kuningan, West Java. The research was conducted on September 2021 until the data fully collected.

Table 3.5 Research Schedule

| Description | Mar 2021 | Aug 2021 | Oct 2021 | Nov 2021 | Oct 2023 | Nov 2023 | July 2024 |
|-------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|
| Research Proposal Writing | | | | | | | |
| Research proposal examination | | | | | | | |
| Data collection | | | | | | | |
| Data analysis | | | | | | | |
| Comprehensive examination | | | | | | | |
| Thesis examination | | | | | | | |