

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

This chapter discusses the methodology that was used to conduct the research. It covers the method, focus, setting and participants, as well as the technique of collecting and analyzing the data, the steps and the research schedule.

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

The researcher used a descriptive case study as the design of this research. According to Yin (1984) in Zainal (2007), a descriptive case study provides insight into complex issues and describes natural phenomena within the context of the data being questioned. The goal of a qualitative descriptive study is to summarize the experience of the individuals or participants (Lambert & Lambert, 2012). The design is appropriate for this study as researchers seek to gain an in-depth description of EFL students' internet self-efficacy in their English learning.

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

This research is focused on EFL students' internet self-efficacy in their English learning. It describes their self-efficacy towards using the internet and its impact on English learning in their four language skills. The description will be based on the results of interviews with chosen participants.

#### **3.3 Setting and Participants**

The setting of this research was at one of the universities in Tasikmalaya, since the phenomenon found in this university was the high use of the internet by students during a pandemic in English learning during online learning. It aims to discover EFL students' internet self-efficacy in their English learning.

Regarding the phenomenon, this study involved three students as the participants. They are from the English Education Department at a university in Tasikmalaya. They are also the students in their final year who have attended various courses and experienced online learning during the pandemic. The ages of the participants ranged from 22 to 23 years old. They consist of one male and two females whose mother tongue is Indonesian. In addition, they have much experience in their learning journey, especially in using the internet in their learning process, and they also have excellent achievements in their learning, especially in listening, speaking, reading, and writing. Last but not foremost, they are willing to be my participants, as proven by filling out the consent form. Therefore, they were all chosen as the participants since they could help the researcher to get sufficient information and a complete voice about internet self-efficacy in EFL students in English learning.

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

The data was collected using semi-structured interviews. According to Longhurst (2003), a semi-structured interview is a conversation in which the interviewer asks questions to elicit information from the subject. Semi-structured interviews are used to collect data for this research to obtain detailed information and foster a sense of freedom and comfort among the participants. Since the interview has a flexible structure, the researcher can ask the interviewee questions or encourage them if they show interest in what they are saying or want to know more. Additionally, the semi-structured interview guide provides interviewers with clear instructions and the potential to produce reliable and comparable qualitative data (Cohen, 2006).

The researcher created a list of questions to conduct a semi-structured interview as a guideline. The questions contained thirteen main questions that should be answered by participants as interviewees. The questions were adapted from Chuang et al. (2015), referring to the Internet Self-efficacy Survey (ISS) containing usage, sharing, communication, verification,

metacognition, application, and learning factors. Then, the researcher will be interviewed in Bahasa, so it could be less formal and make the participants answer the questions confidently and comfortably. Then, the use of audio recording equipment and the purpose of the interview were explained to the participants before the interview session. The interviews were conducted virtually via Zoom meetings and face-to-face interviews, adjusted to the conditions at the time of implementation. In addition, the interview sessions were recorded for maximum data collection and transcribing into English.

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

The data from the interview was analyzed using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a technique for systematically identifying, organizing and providing an understanding of patterns of meaning (themes) existing across a data set. Focusing on meaning across data allows the researcher to understand collective or shared implications and experiences. There are six phases in thematic analysis proposed by Braun and Clarke (2006) as follows:

#### *1) Familiarizing with the data*

In this phase, the researcher collected the data. Then, the researcher must be familiar with the whole data before going any further. At this stage, the researcher reads and re-reads the data (interview transcript) until familiar with it so that the researcher understands the data and begins to notice the things that might be relevant to the research questions.

#### *2) Generating initial codes*

After becoming familiar with the data, the researcher begins systematically analyzing the data through coding. The researcher started classifying the data into several codes and organizing the entire code. Coding reduces lots of data into small chunks of meaning.

**Table 3.1** Generating Initial Codes

Transcriptions	Codes
P1 : Saya mostly 85% belajar itu dari internet.	Learning resources
P3 : Kalau mengakses internet biasanya saya mencari informasi yang memang saya perlukan, terus kalau ada tugas dari perkuliahan kan mungkin kalau mencari jawabannya, mencari referensi-referensinya.	Browsing the information
P2 : Untuk memfilter informasi bisa dengan mencari informasi tersebut di beberapa sumber, jadi jangan percaya satu sumber aja tapi cari juga sumber lainnya. Tapi kalau kita mencari informasi seperti berita, kita juga bisa mencari berdasarkan bukti pendukung	Filtering the information
P1 : Oke, mungkin kalau menggunakan internet itu untuk berbagai tujuan ya, saya sendiripun memiliki berbagai macam tujuan.	Setting goals
P1 : Nah dengan bantuan internet ketika social distancing, belajar menggunakan platform digital di internet itu sangat-sangat membantu bahkan sebelum ada social distancing pun internet itu sangat membantu kaya manusia zaman sekarang dengan internet itu merupakan suatu hal yang ngga bisa dipisahkan satu sama lain,	Usefulness

Transcriptions	Codes
jadi dalam kondisi apapun internet itu sangat membantu	
P2 : Jadi biasanya aku tuh kaya pake internet yang pertama untuk sarana komunikasi seperti kaya nelson, kaya texting dengan orang terdekat ataupun orang lain	Communication
P3 : Selama pembelajaran daring sih biasanya diskusi itu janjian ya di google meet atau menggunakan zoom meeting	Discussion
P3 : Kalau untuk komunikasi sih kayaknya itu yah whatsapp dan instagram. Kalau untuk mencari informasi biasanya menggunakan google chrome, safari untuk browsernya. Mungkin kalau konteksnya untuk pembelajaran daring biasanya aplikasi yang digunakan google classroom sama canvas	The use of digital tools
P1 : kalau ada kesulitan di writing saya bakal ke quillbot, terus juga bakal ke grammarly, nah itu kaya bagus banget buat ngecek grammar kita secara otomatis. Kalau misalkan untuk pronunciation saya larinya ke elsa speak, karena disitu bagus banget buat ngelatih kita gimana cara pronoun yang benar khususnya untuk pembelajaran bahasa inggris. Terus kaya mau eee... melatih grammar saya biasanya ke duolingo. Terus kalau mau melatih	Overcome learning problems

Transcriptions	Codes
IELTS ada web nya @ielts.com itu kaya dari cambridge kaya gitu.	
P2 : kalau untuk sarana hiburannya aku biasanya pake internet itu eh..kaya mengakses media sosial gitu atau aplikasi hiburan lainnya seperti komik online atau mungkin kaya platform nonton film.	Entertainment
P1 : Disitu biasanya kita banyak berdiskusi, berdebat, menyampaikan pendapat atau apapun itu yang terkait dengan projek kita nih di platform-platform tersebut.	Express an opinion
P3 : Ada sih youtube biasanya aku pake buat mengasah kemampuan listening, karena dengan mendengarkan bahkan sambil melihat visualnya tidak hanya kemampuan listening saja bahkan vocabulary juga akan ikut ter improve	Improving skills
P1 : kalau misalkan dari internet itu kita bisa menggali apa yang ada di pikiran kita jadi lebih kritis	Critical thinking
P1 : kita bisa belajar apapun, kita bisa menjadi siapapun karena disitu semuanya sudah ada, sudah tersedia, jadi dengan adanya internet itu nggak akan ada lagi alasan saya nggak bisa, saya nggak mampu, saya nggak tahu, karena se powerful itu internet.	Learning support
P2 : Untuk mencapai tujuan, misalnya aku kasih contoh saat aku mencari seputar	Strategic Plan

Transcriptions	Codes
<p>informasi seputar seminar online ya, kaya aku mencari di instagram, menurut aku itu yang paling banyak tuh disana kalau untuk mencari seminar. Jadi kita tinggal mencari di kolom search lalu ketik kata seminar terus di search aja. Terus kita tuh akan langsung terhubung dengan banyak akun yang memposting informasi terkait seminar. Jadi dari situ kita tinggal pilih aja yang sesuai dengan tujuan dan minat kita mungkin ya. Biasanya sih informasi yang diperlukan sudah ada di postingannya kaya judul seminar, waktu, tempat, pembicara, bahkan kaya link pendaftaran pun ada.</p>	

### 3) *Searching for themes*

At this phase, the researcher examines the codes; some fit into a theme. The purpose of a theme is to recognize a key aspect of the data that relates to the research question and to show a recurring pattern of response or importance in the data collection (Braun & Clarke, 2006, p. 82). This phase involves reviewing the coded data to identify areas of similarity and overlap between codes. Another essential part of this phase is exploring the relationship between codes and ensuring that they will work together in telling a whole story about the data.

**Table 3.2** List of Initial Codes

No.	Initial Codes	Frequency
1	Learning resources	15
2	Browsing the information	8
3	Filtering the information	9

No.	Initial Codes	Frequency
4	Setting goals	9
5	Usefulness	15
6	Communication	13
7	Discussion	7
8	The use of digital tools	11
9	Fix learning problems	11
10	Entertainment	5
11	Express an opinion	4
12	Strategic plan	1
13	Improving skills	6
14	Critical thinking	7
15	Learning support	8

**Table 3.3** Grouping the Highlighted Idea

No	Initial Codes	Sub-theme
1	Learning resources	Enhancing learning through internet support and resources
2	Learning support	
3	Overcome learning problems	Utilizing internet for skill enhancement and problem-solving in English learning
4	Improving skills	
5	The use of digital tools	The benefits of internet use
6	Usefulness	
7	Browsing the information	Information browsing strategies
8	Communication	Communication
9	Discussion	Online interaction and expression
10	Share an opinion	
11	Filtering the information	Filtering information and stimulating critical thinking
12	Critical thinking	



No	Initial Codes	Sub-theme
13	Setting goals	Strategic goal management
14	Strategic plan	

#### 4) *Reviewing potential theme*

This phase is developing or modifying the themes identified in the previous step. The researcher re-examined the themes identified about EFL students' internet self-efficacy in their English learning to ensure the code placement has been grouped into the appropriate theme.

#### 5) *Defining and naming theme*

This phase is the process of identifying the essence of each theme. The researcher will determine and give the theme's name based on the data obtained. Also, the researcher will compare the result of the data analysis to the theme and look for consistency or inconsistency.

**Table 3.4** Defining and Naming Themes

Sub-theme	Theme
Enhancing learning through internet support and resources	Learning enhancement through internet use
Utilizing internet for skill enhancement and problem-solving in English learning	
The benefits of internet use	Internet usage experience
Information browsing strategies	
Communication	Online communication
Online interaction and expression	
Filtering information and stimulating critical thinking	Information verification

Sub-theme	Theme
Strategic goal management	Metacognitive awareness

#### 6) *Producing the report (Write up)*

The researcher makes a report based on the findings regarding EFL students' internet self-efficacy in their English learning.

### 3.6 Steps of the Research

There are several steps carried out in this research as follows:

**Table 3.5** Steps of the Research

Steps	Description
1	Identifying and describing an issue or phenomenon at one of the universities in Tasikmalaya.
2	Exploring current research that is relevant to the research topic.
3	Finding the research gap and formulating the research question.
4	Writing the research proposal, starting from the background, literature review, and research procedures.
5	Examining research proposals in front of the examiners and the supervisors.
6	Collecting the data from the participants by conducting a semi-structured interview.
7	Transcribing the data collected.
8	Analyzing the data using thematic analysis by Braun & Clarke (2006).
9	Writing a report on the thesis.
10	Examining the thesis in front of the examiners and supervisors.

### 3.7 Time and Place of the Research

This research was conducted in 2023 at one of the universities in Tasikmalaya. Below is the research schedule for this study:

