CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Method

The study used a descriptive case study that aimed to explore students' perception and experience of the use of Vclass as a platform in English language learning activities with the course Additional Language Development. Case studies were subsumed among qualitative empirical research. Its purpose is to capture the contextual variability of a phenomenon, which shall help to deeply understand this phenomenon and to generate hypotheses for its explanation (Borchardt & Göthlich, 2007; Yin, 2014, as cited in Song et al., 2018). The researcher used a case study because of the phenomena that happened around university students when they took Additional Language Development courses. The students frequently use Vclass for a variety of learning activities. These activities include submitting assignments, engaging in discussions among the students provided by the lecturer, and downloading course materials. This platform provides a centralized hub for their coursework, and access to learning resources. By utilizing Vclass, students can efficiently manage their academic tasks, participate in interactive sessions, and retrieve necessary study materials, thus enhancing their overall learning experience. In line with a statement from Gall et al. (2007) said descriptive case study is an in-depth study including a phenomenon in a real situation that releases the person's perspective involved in that phenomenon.

3.2 Focus of the Research

The study observed the students' perceptions toward the use of Vclass in the additional language development course. The researcher focused on how the students viewed the learning experience when using Vclass in that course. The data was taken from the interview results with the students who passed the course.

3.3 Setting and Participant

This research is located at the university in Tasikmalaya, West Java, Indonesia where the research issue was found. Vclass, as LMS, was used as a platform to help the students with their language learning in the Additional Language Development course. The researcher selected three participants using a purposive sampling technique because by using this technique, the researcher can choose the participant who can provide the data needed to be related to the research being observed (Aydin & Kaya, 2017). In this case, selecting A-grade students as participants can be considered an effective sampling strategy to explore a particular topic in depth. The researcher determines what information is needed and seeks out individuals with relevant knowledge or experience (Etikan, Musa, & Alkassim, 2016). Each participant usually has different experiences and perspectives. Selecting three individuals allows the researcher to capture variations in experiences relevant to the research topic, thus providing a more comprehensive picture.

The participants of the study were three students who had already taken the Additional Language Development course and experienced using Vclass as a platform in that course. Thus, all the participants already passed and experienced using Vclass in the Additional Language Development course in the sixth semester, and they got satisfying scores (A). Participants who earn A grades typically demonstrate a good understanding and mastery of the course material. Students with high grades often have a more active involvement in the learning process, including participation in discussions, projects, and other assignments. This provides them with a richer learning experience, which can be revealed in interviews, providing insight into how they understand and apply the concepts being taught. In addition, by hearing the perceptions of high-graded students, researchers can explore factors that contribute to their academic success, as well as media or teaching methods that may need to be maintained or improved.

3.4 Data Collection

The researcher did the semi-structured interview with the participants to make sure that the students answered the entire questions as honestly as possible and to dig up more information related to their perception toward the use of Vclass as a platform in the Additional Language Development course. Face-to-face contact between researcher and participant has typically been viewed as the ideal way to collect the data; the gold standard (Novick, 2018). The researcher interviewed the participants two to three times per participant with a duration of around 40 minutes. The researcher recorded the interview process with a mobile phone to help the researcher save the data. The interview itself was held offline and online through voice calls in the WhatsApp application to minimize the time and make it easier for the researcher to follow up on the questions. The questions in the interview were adapted from the TAM (Technology Acceptance Model) framework by Davis (1989). TAM is a model to predict and enlighten how technology users receive and use technology related to the user's work. It is a model that can be used to analyze how technology users will accept and use the technology (Khee et al., 2014). However, this interview's questions are created to obtain what participants experienced about the phenomena being observed by the researcher.

3.5 Data Analysis

In this study, the researcher utilized thematic analysis by Braun and Clarke (2006) as the technique for analyzing the data. The researcher used this method because this method is flexible in qualitative research. It is increasingly used in qualitative data analysis. Thematic Analysis is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset. By focusing on meaning across a dataset, TA allows the researcher to see and make sense of collective or shared meanings and experiences. This method is a way of identifying what is common to the way a topic is talked or written about, and of making sense of those commonalities

(Braun & Clarke, 2006). The following steps included in the thematic analysis are:

1) Familiarizing the data

In this step, the researcher analyzed the interview results collected from the participants. This phase includes immersing ourselves in the data by reading and re-reading the textual data, in these cases the data from the interview.

2) Generating initial code

In this step, the researcher coded the data found and arranged the data that was relevant to each code.

Table 3. 1 Generating Initial Codes

Utterances	Initial Codes
P: "The assignment given has a deadline, but even if it's submitted late, you can still turn it in, though the submission date will be recorded. So, there is an impact as well. I try my best not to miss the deadline."	Time management
P: "The benefit I get from having the material available in Vclass is that it allows me to prepare before joining the Zoom session, so I'm not unfamiliar with the material because I've already read it beforehand. This helps me understand the material being taught better."	Learning preparation
P: Usually the lecturer gives questions during the discussion. Well, usually students like to answer and express their opinions	Enhanced engagement
P: it was informed through WhatsApp because Vclass doesn't have notifications like Google Classroom. So, you need to let us	The lack of Vclass in the notification.

know that there's a new assignment in Vclass and ask us to work on it.

P: Usually, the lecturer likes to inform us to do a discussion, for example, the lecturer uploads a question like "What do you think about ..." then later students are required to comment and answer the question there. students can also refute other people's opinions if they don't agree with other people's ideas. With this discussion, we can also increase knowledge; because students also have to try to find out information related to the matter being discussed."	Critical thinking with discussion
P1: In my opinion, accessing Vclass on a mobile phone was quite miserable in terms of layout, and it's a little tough.	Difficult to access from mobile phone
P: In my opinion, the benefit is that I can review the material presented and assess my current understanding—identifying which material I have mastered and which I haven't yet.	Self-assessment
P1: We just have to use our university e-mail to log in and then join the Additional Language Development course. It was quite easy	Easy to login.
P: In my opinion, the benefit of uploading assignment feature is that I got a better understanding of the material that has been	Comprehension improvement

presented in class by rereading the material when uploading the assignment	
P1: The features are easy to operate. After logging in with the campus e-mail. Then there will be a choice of courses, just click on the course that you want, and after joining the course it will appear the activities per week, the student can choose to download the material, do the assignments shared by the lecturer or even do a test. It was neatly arranged from the first week to the last. So, it is very easy	Accessible feature of Vclass

Note. As revealed in Table 3.1, the researcher highlights the excerpt interpreted as important essential various colors and gives initial codes. After generating initial codes, the researcher counts the initiate total and presents them in a table, as shown in Table 3.2 below.

Table 3. 2 Initial Codes and Their Frequency

Initial Codes	Frequency
Time management	5
Learning preparation	6
Enhanced engagement	2
The lack of Vclass in the notification.	4
Critical thinking with discussion.	4
Difficult to access from mobile phone	2
Self-assessment	2
Easy to login.	3
Comprehension improvement	2

Accessible feature of Vclass   8

Note. In Table 3.2, each initial code generated from interview transcription with its frequency of occurrence is presented sequentially from the most to the least.

3)   Searching for theme

In this step, TAM by Davis (1989) is used as a basis for searching for themes. A theme captures something important about the data concerning the research question and represents some level of *patterned* response or meaning within the data set (Braun & Clarke, 2006). It includes reviewing the coded data to identify areas of similarity and overlap between codes.

Table 3. 3 Process of Searching Themes.

No	Initial Code	Sub-Theme	Theme
1	Easy to login.	The accessibility of using Vclass	The positive perceptions of using Vclass as learning media in Additional Language Development course.
2	Accessible feature of Vclass		
4	Time management	The benefits of using Vclass	
5	Learning preparation		
6	Enhanced engagement		
7	Self-assessment		
8	Comprehension improvement		
9	Critical thinking with discussion.		
10	The lack of Vclass in the notification.	The challenges of using Vclass.	The negative perceptions of using Vclass as learning media in Additional Language Development course.
11	Difficult to access from mobile phone		

Note. Table 3.3 presented how the researcher grouped each code into a relevant group of code as a sub-theme and categorized each sub-theme into a suitable theme.

4)   Reviewing theme

In this step, the researcher reviewed the themes that have been constructed. It can combine two themes or split them into 2 or more.

5)   Defining a theme

In this step, the researcher identified the essence of each theme and constructed a clear name for each theme.

Table 3. 4 Defining and Naming Sub-Themes and Themes

Theme	Sub-theme	Definition
The positive perceptions of Vclass as learning media in the Additional Language Development course	The Accessibility of Using Vclass for Students' Learning.	The students' perception related to the effectiveness and the efficiency of using Vclass.
	The benefits of using Vclass for students' English Learning.	The students' perception of the features of Vclass benefits them in their English learning.
The negative perceptions of Vclass as learning media in Additional Language Development course.	The challenges of Vclass in Additional Language Development Course.	The students' perception about the difficulties they encounter in using V Vclass.

6)   Producing report

In this step, the researcher wrote the report for the thesis supported by relevant research.

3.6 Steps of the Research

Table 3. 5 Steps of the Research

	Steps	Description
3.6.1	Identifying the problem	In the first step, the researcher tried to find the phenomena or the issue based on what happened around the online learning system at the university in West Java, Indonesia.
3.6.2	Reviewing literature	To support the research proposal, the researcher reviewed several studies related to the topic from dissertations, journals, articles, and other sources to enrich the knowledge.

3.6.3	Objective and research question	The focus of the study was that the writer wanted to find out the students' perceptions of the implementation of Vclass in the Additional Language Development course.
3.6.4	Collecting the data	In this step, the researcher chose an interview to collect the data from the participants. The participants were asked about how they learned additional language development classes using Vclass and also about their perception when they used that platform.
3.6.5	Analyzing the data	In analyzing the data, thematic analysis was used in this study to help the researcher analyze the data taken from the participants. Start from familiarizing the data until producing the report.
3.6.6	Writing the report	At the end of the research, the analyzed data was interpreted and reported as the final result of this study.

3.7 Time and Place of the Research

This study was conducted from January 2022 to November 2024 and took place at one of the Universities in Tasikmalaya, West Java, Indonesia.

Table 3. 6 Research Schedule

No	Activity	Jan 2022	Feb 2022	May 2022	Jul 2022	Aug 2023	Sept 2023	Jan 2024	Dec 2024
1	Research topic and approval	■							
2	Writing a research proposal		■						
3	Proposal approval			■					
4	Proposal Examination				■				
5	Collecting data					■			
6	Analyzing data						■		
7	Writing a research report							■	
8	Final thesis examination								■