

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research implemented descriptive case study as the research design. Yin (2003; Hood, 2009, p. 70-71, as cited in Widodo, 2013, p. 15) emphasises “a descriptive case study aims only to a present a detailed, contextualized picture of a particular phenomenon”. The research focused on investigating a single case about the contributions of LINE for students’ learning engagement in higher education. Hence, the design was suitable for the research.

B. Research Participants and Setting

The participants of this research were four of sixth semester undergraduate students in research on ELT class 2016. The participants were clasified into two types that consisted of two students in each type. These types were active and inactive students. The active students were members who frequently involved in group LINE discussion. Then, the last type, inactive students, were members who hardly ever respond to group LINE discussion.

The LINE group discussion called Class Joss is used as the social media platform in this research. It foccused on sharing academic journals relate to the topic given by the lecturer in every meeting. The topics could be different for each day which helped students to engage and discuss about the research topics in Reseach on ELT class in English Education, one of University in Indonesia.

C. Technique of Collecting Data

Data of this research were collected through semi-structured interviews and photovoice. The techniques used were meant to help the researcher obtain necessary data of the research which covered contributions of LINE in promoting their learning engagement. Martin, Anna-Maija & Hanna (2016, p.1) assert that, “the SSI is designed to ascertain subjective responses from persons regarding a particular situation or phenomenon they have experienced”. Therefore, the researcher’s had a list of questions, but they can be changed or depeloved depending on the participants’ answers. In eddition, the researcher uses photovoice “photovoice is a process by which people can identify, represent and enhance their community through a specific photographic technique” (Wang & Burris, 1997, p.369). This method used to show visual emages as another equip evidence.

Additionally, the technique was technically unproblematic to do even though the Covid-19 pandemic spread out. It was done by online through WhatsApp video call and sreenshots the class joss in group chat LINE as photovoice. Hence, all of the participants were able to be contribute and the research data were collected as well.

D. Technique of Analysing Data

This research used thematic analysis adapted from Braun & Clarke (2012) as the data analysing technique of the research. It is explained that “thematic analysis is the method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set” (Braun &

Clarke, 2012, p. 57). In addition, the method was basically suitable for researchers who are new to the qualitative research (Braun & Clarke, 2012). As the novice researcher, it was pivotal to follow six steps to analyse the data by using the technique in order to have worthy results. Here are the steps:

1. Familiarising with the data

In order to be familiar with the data, the researcher had to engage himself with the data by reading and re-reading the participants' responds in the interview transcription. It helped the researcher understand information within the data. The reading process produced the following data highlighted in different colours which indicated different information.

Figure E.1 Highlighted Data

Questions	Answers
Saat menggunakan LINE, apa yang biasanya anda, teman-teman dan dosen anda bahas dalam Group Research on ELT?	Di dalam Group Chat LINE Reseach on ELT biasanya kita membahas tentang isi matakuliah tersebut, misalkan membahas tentang cara-cara membuat research, interview, sharing materi, sharing journal yang memang cocok sama reserch kita, contoh: saya nemu journal yang cocok dengan research jajang lalu saya kirim ke goup itu buat jajang seperti halnya yang dilakukan oleh mahasiswa lain.

2. Generating initial codes

The researcher differently coloured situations and information related to how the LINE contributed for the participants' learning engagement in higher education. Then, he generated codes based on situations and information the data carry. To differentiate the codes, every code had different colour which represented different information as well.

Figure E.2 Codes

Having materials discussion
Responding to other students' questions related to research
Assisting students' knowledge to develop through group discussion
Having accessibility for students to discuss
Recalling materials through group discussion in the chat
Encouraging him to do tasks related to research
Having useful feature to engage behaviorally in the group chat
Encouraging students' activeness
Communicating actively in the group chat
Being encouraged to improve their research proposal
Being motivated to improve his research proposal
Enjoying in having discussion
Feeling glad in being assisted in completing tasks

3. Searching for themes

After having the codes, the researcher started to search for themes by sorting the codes into a thematic table. The table was used to ease the researcher categorize codes. Each column of the table consists of correlated codes.

Figure E.3 Prospective Themes

Theme A related to behavioral engagement	Theme B related to emotional engagement	Theme C related to cognitive engagement
Having useful feature to engage behaviorally in the group chat	Being encouraged to improve their research proposal	Having materials discussion
Encouraging students' activeness	Being motivated to improve his research proposal	Responding to other students' questions related to research
Communicating actively in the group chat	Enjoying in having discussion	Assisting students' knowledge to develop through group discussion
	Feeling glad in being assisted in completing tasks	Having accessibility for students to discuss
		Recalling materials through group discussion in the chat
		Encouraging him to do tasks related to research

4. Reviewing themes

The themes searched in the previous step were reviewed. It was done by reconsidering the correlations among codes and information the codes had. By doing so, the researcher could decide the appropriate themes for the research. In the following figure, the researcher merged some codes which were considered having similar information into one code.

Figure E.4 Decided Themes

Theme A related to behavioral engagement	Theme B related to emotional engagement	Theme C related to cognitive engagement
Communicating actively in the group chat	Being encouraged to improve their research proposal Feeling glad in being assisted in completing tasks	Having materials discussion Assisting students' knowledge to develop through group discussion Encouraging him to do tasks related to research

5. Defining and naming the themes

After having the themes, the researcher defined and named them. Names given to the themes were representative for the codes of data and the interpretation.

Figure E.5 Defined Themes

LINE as a Platform to Encourage Students' Behavioral Engagement	LINE as a Platform to Attract Students' Emotional Engagement	LINE as a Platform to Develop Students' Cognitive Engagement
It refers to contribution of LINE application on students' behavioral engagement, which is communicating actively in the group chat	It refers to contributions of LINE application on students' emotional engagement, such as being encouraged to improve their research proposal	It refers to contributions of LINE application on students' cognitive engagement, such as having materials discussion, assisting students' knowledge

and feeling glad in to develop through
 being assisted in group discussion,
 completing tasks and encouraging
 them to do tasks
 related to research

6. Producing the reports

After defining and naming the themes, the researcher produced the reports from the data analysis results along with the interpretation and supporting theories to make the report valid and reliable.

E. Research Schedule

This research took longer time to finish. Here is the research schedule;

Table 3.6: Research Schedule

Activities	Feb. 2020	Apr. 2020	May 2020	Jun. 2020	Jul. 2020	Aug. 2020	Sept. 2020
Chapter I							
Chapter II							
Chapter III							
Analysing the Data							
Chapter IV							
Chapter V							
Thesis Examination							