

CHAPTER 3

RESEARCH PROCEDURES

This chapter will discuss the procedure of the research that the researcher has applied in this research. There are six sections that are going to be elaborated in this chapter. Those are the description of research method, research focus, setting and participants, technique of collecting the data, technique of analysing the data, research schedule

3.1 Method of the Research

This research used a qualitative approach with a case study research method. Tight et al. (2016) argued that case study "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and in which multiple sources of evidence are used" (p. 23). Marvasti, Amir B. (2004:7) states, "Qualitative research provides detailed description and analysis of the quality or the substance of the human experience". It means that qualitative research is research that aims to know about the phenomena in describing and analysing something related to the experience that has happened. In addition, Heigham, Juanita and Robert A. Coker (2009:137) add, "In qualitative research researchers try to understand participants' experiences with the central phenomenon (the focus of the study) in a natural setting, using research approaches such as ethnography or case study." It means that in this research, the researcher has to comprehend the phenomena in a natural setting without any manipulation, in this context is the use of technology in online learning during pandemic Covid-19 period. Moreover, Dawson, Catherine (2002:14) states, "Qualitative research

explores attitudes, behavior and experiences through such methods as interviews or focus groups. It attempts to get an in-depth opinion from participants". It means that one of the techniques that can be used is an interview to get the information in-depth.

Based on the explanation above, the qualitative method tries to analyze the data and to draw what the researcher knows and it is supported by theory. This research was conducted in knowing the use of technology in online English learning during the pandemic Covid-19 period by teachers in Madrasah Tsanawiyah (MTs) Tasikmalaya.

3.2 Focus of the Research

This research concerns teachers' perception of the use technology on online learning process as an impact of school from home during the pandemic Covid-19 period. In this research, the researcher focuses on two English teachers at Madrasah Tsanawiyah (MTs) in Tasikmalaya.

3.3 Setting and Participants

In this research, two English teachers at Madrasah Tsanawiyah (MTs) in Tasikmalaya were the participants. The researcher chose one of the English teachers from different schools as the participant. They were the subject of the research which produced the statements or words and activity or behavior that can be analyzed by the researcher. Two English teachers who were involved as the data source in this research have the same background who taught the English subject in pandemic Covid-19. The following are the descriptions of them.

Teacher one graduated from the English Education Department of a public University in Bandung (2006). She has been teaching English for 11 years. She has taught in several schools before, and in school now she has been teaching for almost 3 years since 2019 up to present. At the time of this pandemic, she had been teaching

English online since March 2020. The technology that was used as a learning medium was cellphones with the Whatsapp platform, E-learning Madrasah, and the Quizziz website. However, she prefers to use the E-Learning Madrasah platform to carry out the learning process. According to her, E-Learning Madrasah can help and facilitate her during the current online learning process, because the E-Learning application is equipped with very complete facilities, starting from student attendance, providing material to students, even when taking exams can be done easily by the teacher and students using the platform.

Teacher two graduated from the English Education Department of a public University in Tasikmalaya (2010). She has been teaching English for 7 years. She has taught in several schools before, and in school now she has been teaching for almost 5 years since 2016 up to present. She has participated in some workshops to improve her knowledge in teaching English. At the time of this pandemic she had been teaching English online since March 2020. The technology that was used as a learning medium was cellphones with the Whatsapp platform, E-learning Madrasah, and YouTube. However, she prefers to use the Whatsapp platform to carry out the learning process. According to her, E-Learning Madrasah can help and facilitate her during the current online learning process, because the E-Learning application is equipped with very complete facilities, starting from student attendance, providing material to students, even when taking exams can be done easily by the teacher and students using the platform.

Before collecting the data, the participants were asked to read and sign the consent form so that the researcher could analyze the data from the interview. It

also proved that there was no forcefulness to be a participant. All data were confidentially collected due to research ethics.

3.4 Technique of Collecting the Data

The data was collected through semi-structured interviews which focused on teachers' profile and teaching experience dealing with lesson planning, teaching method, conducting teaching-learning process, students' assessment, and teaching principles inspired by the study by Farrel & Guz (2019). Semi-structured interview was chosen because it allowed the researcher to investigate and develop deeper the interviewee's responses (Alsheenqeeti, 2014). Before the interview, the researcher did the ethical positioning which is explaining to the participants about the purpose of the research, a guarantee of their privacy and data confidentiality.

To collect the data the researcher used some procedures as follows; Firstly, preparing the questions related to the formulation of the research problems. Then, the researcher also set up the recorder to record the answers of the subjects. In the process of interviewing, the researcher ask the next questions based on the interview's guidelines related to the research problems of this study. The researcher listens carefully to the subjects' answers then the researcher asked the next question based on the subjects' statements. Finally, the researcher wrote the interview transcript based on the result of the recording.

3.5 Technique of Analysing the Data

The next step of the research after collecting the data was analysing the data. This was a process of finding and arranging the data systematically from observation and interview. It is in accordance with Bogdan as quoted by Sugiyono (2012:244), "Data analysis is the process of systematically searching and arranging

the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovers to others.”

In analysing the data, the researcher used Braun and Clarke's (2006) thematic analysis for analysing the data. The thematic analysis aims to classify meanings based on themes; it is an analytical tool for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). This analysis consists of several stages as follows:

3.5.1 Familiarizing the data

The interview recording was transcribed and turned into written form before it was analyzed. Familiarization contains starting to identify and record interesting features of the data which were relevant to the research question by highlighting the data corpus. The researcher was fully immersed and actively engaged in the data by reading the data.

3.5.2 Generating initial codes

The researcher will make a code in the transcribed, and the result is related to the interview question. The researcher gives symbols to the codes that can potentially answer the questions in the research question then also validate that the data are relevant. There are 15 codes found as follows.

Table 3. 1 Generating initial codes

Code	Text	Source
Easy of use	Sangat terbantu dengan penggunaan teknologi ini, karena memudahkan dalam proses pembelajaran secara <i>online</i> , menghemat waktu juga, dan	Obtained from participant 1 interview response

	yang paling penting mudah digunakan.	
Independent Learning	Dengan penggunaan teknologi juga siswa dapat banyak mengeksplor sendiri kegiatan belajar yang sebelumnya tidak dapat mereka lakukan di kelas.	Obtained from participant 1 interview response
Efficiency	Dengan adanya teknologi (HP). Semua nya jadi mudah, dengan berbagai macam platform yang membantu sehingga tidak menguras waktu yang lama juga.	Obtained from participant 2 interview response
Enjoyment	Tidak hanya memberikan materi saja, kita juga bisa bermain game dengan bantuan teknologi tersebut, sehingga siswa akan merasa <i>enjoy</i> selama proses belajar karena diselingi dengan game online.	Obtained from participant 2 interview response
Flexibility	...lebih fleksibel juga kalau <i>online learning</i> ini bisa dimana saja dilakukan pembelajarannya.	Obtained from participant 1 interview response
Source of learning	Salah satu manfaat dari teknologi sebagai sarana informasi untuk mencari tahu pengetahuan yang mendukung peserta didik.	Obtained from participant 2 interview response
Behavioral Intention	Untuk sikap kebanyakan hampir semua siswa mengerjakan tugas yang di berikan dan memberikan sikap yang baik selama proses belajar berlangsung meskipun <i>online</i> .	Obtained from participant 2 interview response
Facilitate condition /	Sekolah memfasilitasi murid dan guru nya dengan dibekali sebuah	Obtained from participant 1 interview response

institutional support	aplikasi yaitu <i>E-Learning</i> juga memberikan fasilitas berupa tempat seperti lab komputer yang ada di sekolah untuk bisa digunakan siswa, pasang wifi di sekitar sekolah untuk memudahkan belajar siswa yang mengalami kendala selama proses pembelajarannya.	
------------------------------	---	--

3.5.3 Searching for themes

The researcher collected the codes which possibly belonged to the same theme by cutting and pasting the chunks of excerpt differently to make it easy to analyze.

Table 3. 2 Searching for themes

Initial Codes	Total
Easy of use	5
Independent Learning	1
Efficiency	2
Enjoyment	1
Flexibility	2
Source of learning	1
Behavioral Intention	2
Facilitate condition	2

3.5.4 Reviewing themes

The researcher reviewed the following themes to ensure whether the themes were the most appropriate and coherent with a clear organizing concept. Then, the process ended with a final set of themes.

3.5.5 Defining and naming the themes

This stage involves the process of naming the themes that are properly reviewed according to teachers' perception on online English learning during the pandemic.

Table 3. 3 Defining and Naming Theme

Initial Codes	Theme
Easy of use Independent Learning Efficiency Enjoyment Flexibility Source of learning Behavioral Intention Facilitate condition	Technology Acceptance in Educational Context

3.5.6 Producing the report

The researcher reported what was obtained from this study. The researcher will dispatch what has been done in this study about students' perspectives of peer assessment in the speaking courses.

3.6 Steps of the Research

The steps of this research are:

1. Explore problems and develop a detailed understanding of a phenomenon.
2. Conducting a literature review.
3. Determine the objectives and research question in general based on the experience of research participants.
4. Select participants according to research needs and ask their permission.

5. Collect data based on information from several individuals so that the views of research participants are obtained.
6. Analyze the data to determine the description and theme of the data by using text analysis and interpreting the larger meaning of the findings.
7. Write reports using flexible, structured, and evaluative criteria, and include elements of reflexivity, subjectivity, and bias from the researcher.

3.7 Research Schedule

Table 3. 4 Steps of the Research

No.	Activity	Jan- April 2021	May 2021	June - Oct 2021	Nov - Feb 2022	March 2022
1.	Research Proposal Writing					
2.	Research Proposal Examination					
3.	Conducting the Research					
4.	Writing Up the Thesis					
5.	Final Thesis Examination					

