.

CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

This research used a descriptive case study as one of the qualitative research methods. Case studies focus on specific aspects to fully account for the phenomenon under examination (Yin, 2003). This design wa selected because it was appropriate to gain an extensive and in-depth description of a phenomenon (Heigham & Croker, 2009). This present study focused on the factors of students' disengagement during blended English classroom activities and the solutions to reduce students' disengagement in blended English classroom activities. Thus, this approach becomes an appropriate method for an in-depth examination of a certain phenomenon, producing a comprehensive analysis.

3.2 Setting and participants

The researcher was conducted the study at one of the junior high schools in Tasikmalaya, West Java, Indonesia. This place was selected because the researcher had practiced teaching at the school and the researcher felt that there were sensitive things that needed to be investigated.

The participants of this study were four students, two male and two female. They were chosen because the researchers saw their activities were different from other students, and they were willing to participate. Their ages revolve from 14 to 15 years old. They are students in class IX-I who studied English lessons. They recruited for several considerations, such as (1) they did not pay attention when the practice teacher explained, (2) they never submit the assignments, and (3) they were willing to participate in this study. In selecting the participants and making agreements with the

.

participants, the researcher provided a consent form to the participants as their approval to participate in this research.

3.3 Data collection

In collecting the data, this research collected the data through a semi-structure interview. The researcher conducted an interview twice to ensure the data from the participant. Semi-structured interviews are an effective method for data collection when the researcher wants: (1) to collect qualitative, open-ended data; (2) to explore participant thoughts, feelings, and beliefs about a specific topic; and (3) to delve deeply into personal and sometimes sensitive issues (DeJonckheere, 2019).

Step in conducting a semi-structured interview (Adams, 2015):

1. Selecting participants and arranging interviews

This phase relates to the things that need to be addressed in conducting the study. The interview was conducted with four people. Also, the researcher contacted them to request and schedule the time for the interview.

2. Drafting questions and the interview guide

There are several questions in this study and are adapted from (Ratna, 2018). The researcher adopted the interview protocol framework from Castillo-Montoya, (2016). This framework is believed as one of the most appropriate methods in refining structured and/or semi-structured interviews that consists of four phases:

1. Ensuring interview questions correspond to the research questions

2. Constructing an inquiry-based conversation

3. Receiving feedback on interview protocols

4. Piloting the interview protocol.

.

The first is planning; the researcher should prepare the interview protocol and make a list of interview questions that are useful to communicate the questions to the participants along with the concern form. Further, interview guidelines were sent in advance online by discussing several topics related to the factors of students' disengagement during blended English classroom activities and the solutions to reduce students' disengagement in blended English classroom activities.

3. Starting the interview

In this part, the first thing is asking permission for this interview to be recorded. In this method, the researcher used an VIVO Y302019 audio recorder to record the conversations that occurred. Then, the interviewer asked the participant to talk freely. Each participant interviewed with an estimation of time between 30-40 minutes per session. Afterward, it starts with a question according to the question list.

4. Polishing interview techniques

The data collection technique used phone interviewing (Burke & Miller, 2001). This technique was chosen because of the distant geographic scope between the researcher and participant, also because of covid-19 pandemic.

5. Analyzing and reporting a semi-structured interview

In this section exploring the result, the researcher revisits the collected data for accuracy from the recording. Furthermore, the data transcribed and translated. Then, it will be analyzed by thematic analysis.

3.4 Data analysis

In doing analysis, the researcher used thematic analysis for this study. It aims to identify themes and patterns in the important or interesting data to be investigated. According to Braun and Clarke (2006), thematic analysis is an effective method for identifying, analyzing, and reporting patterns (themes) within the data. It organizes

.

and describes all data in detail. This method is selected because it can focus on examining themes of the factors of students' disengagement during blended English classroom activities and the solutions to reduce students' disengagement in blended English classroom activities that arise from the result of interview data. It can be made into several themes to report the result. The steps (Braun & Clarke, 2006) are:

1. Familiarizing with the data

In this step, the researcher needs to read and re-read the data transcript of the interview related to the topic of this research about the factors of students' disengagement during blended English classroom activities and the solutions to reduce students' disengagement in blended English classroom activities. The form of the data was an audio recording from the interview. The researcher also listened and transcribed the audio completely, including the filler, silence, or another feature of spoken into a notebook at the same time, after the data has been transcribed fully, it also read more than once to be familiar with the data.

2. Generating initial codes

In this step, the codes have been generated, as shown in the table. The codes here are still random and contain various pieces of information, and need to be simplified to find the themes. The researcher related the data based on the aims of the research and then categorized it using the initial codes (e.g., Lack of students' understanding, Too much learning materials, Minimize materials, Positive teacher's personality, Inappropriate teaching techniques, Explanation of the materials using the projector, Students' motivation from group assignments, Lack of achievement of students' individual tasks, Uncomfortable classroom conditions, Comfortable classroom conditions, Inadequate classroom facilities, and Addition of classroom facilities) that are colored (e.g, yellow, red, light green, light blue, grey, pink, dark green, purple, dark blue, dark grey, moss green, and light grey) to highlight the factors of students' disengagement during blended English classroom activities and

.

the solutions to reduce students' disengagement in blended English classroom activities.

Table 3.1 Generating initial codes

G: Ngerasa sulitnya karna saya engga ngerti yang dibicarakan dan materinya. Menurut saya pelajaran bahasa Inggris itu monoton dari ketika saya belajar di sekolah dasar sampai sekarang kaya sama aja materi yang disampaikan guru itu cuma bedanya ada penambahan kosakata. Sekarang materinya makin banyak jadi saya makin bingung Bu. Contohnya, seperti hari ini materi yang akan dipelajari mengenai teks naratif, nah materi itu diselesaikan dihari itu juga. Harusnya materi per pertemuannya jangan terlalu banyak, jadi lebih baik sedikit-sedikit tapi siswa mengerti dan paham gitu Bu sama materi yang dipelajarinya.	Lack of Students' Understanding Too much learning materials Minimize materials
R: Menurut saya baik, ga sering negor juga, apalagi pas ada yang salah gitu ngerjainnya, engga langsung dimarahin di depan teman kelas tapi di perbaiki mana yang salahnya, pelan pelan. Dengan kepribadian ibu seperti itu membuat saya merasa ga tertekan dan ga malu malu banget soalnya saya suka salah mulu dan saya jadi ga malu untuk bertanya kalo ada yang saya tidak pahami.	Positive Teacher's Personality

R: Biasa kaya guru pada umumnya, tapi banyaknya ngejelasin gitu, ngejelasin materinya jadi saya cuma ngedengerin aja. Kadang jenuh sih, bosan gitu ngedengerin terus, jadi saya di kelas kadang nguap nguap bu. Saya lebih suka kalo ngejelasin materinya itu sambil ada video yang nampilin materinya gitu yang membuat saya tidak bosan dan mengantuk.	Inappropriate teaching techniques Explanation of the materials using the projector
A: Kegiatannya setelah penjelasan materi itu ada presentasi kelompok gitu bu kaya bacain cerita yang dikasih didepan teman-teman jadi satu cerita itu di bagi bagi bisa seorang itu beberapa kalimat gitu. Saya suka kegiatan kelompok itu soalnya bisa ngerjain bareng bareng kalo tugas individu suka males ngerjainnya jadi membuat saya kurang bersemangat karna kan kalo tugas individu itu dikerjain sendirian ya, kaya tugas ngerangkum cerita pendek yang dikasih sama guru, nah saya ga bisa ngerjain sendirian bu karna ga ngerti dan ada dorongan juga.	Students' motivation from group assignments Lack of achievement of individual tasks
R: Kalo pas belajar offline menurut saya kondisi kelasnya kurang nyaman kaya berisik gitu bu dari luar ruangan kelas jadi saya ga bisa konsentrasi sama pintunya	Uncomfortable classroom conditions

.

kebuka mulu dan banyak cahaya masuk jadi bikin tulisan di papan tulis jadi ga kebaca. Harusnya cahaya yang masuk itu kurangi biar ga ganggu konsentrasi, tulisan dipapan tulis juga agar lebih terlihat jelas, dan pintunya kalo bisa ditutup aja biar ga banyak cahaya yang masuk dan mantul ke papan tulis. Kalo pas bagian daring sih iya bebas tapi mudah ngantuk karna di rumah jadi kaya lebih males.	Comfortable classroom conditions
R:Ada yang kurang Bu kalo fasilitas, kaya kalo cuma nulis di depan papan tulis aja kan kadang suka ga keliatan jelas tulisannya jadi saya liat punya temen gitu atau nanya ke temen yang duduk di depan. Apalagi kalo misalnya nulis pertanyaan gitu suka males karna ga keliatan gitu Bu, jadi udah aja nunggu dari temen. Jadi lebih baik disediakan infokus biar siswa bisa menulis materi dengan nyaman gitu bu.	Inadequate classroom facilities Addition of classroom facilities

3. Searching for themes

In this step, the researcher selects the data transcript and finds out something significant or interesting about the data based on research questions that combine codes into overarching themes that accurately depict the data. The researcher identified the themes from the data that have been categorized and highlighted earlier in the second step.

.

Table 3.2 Searching for themes

Lack of Students' Understanding	5	Positive Teacher's Personality	4
Too much Learning Materials	4	Minimize Materials	4
Inappropriate Teaching Techniques	4	Explanation of the Materials using the Projector	4
Lack of Achievement of Individual Tasks	4	Students' Motivation from Group Assignments	4
Uncomfortable Classroom Conditions	4	Comfortable Classroom Conditions	2
Inadequate Classroom Facilities	4	Addition of Classroom Facilities	4

4. Reviewing themes

In this step, the researcher investigated the result of emerged themes with several considerations that congruent with the present research through added or deleted the information that does not need. The researcher reexamined the themes that identified the factors of students' disengagement during blended English classroom activities and the solutions to reduce students' disengagement in blended English classroom activities to ensure the placement of the theme has been grouped into the appropriate theme.

5. Defining and naming themes

.

The process of determining and identifying the essence of what each theme is about. The researcher determined and gave the name of the theme based on the data obtained, namely about the factors of students' disengagement during blended English classroom activities and the solutions to reduce students' disengagement in blended English classroom activities.

Table 3.3 Defining and naming themes

Sub Themes	Themes
1. Limited Knowledge of English 2. Complicated English Language Teaching Materials 3. Inappropriate use of English Language Teaching Techniques 4. Individual Tasks Accomplishment 5. Uncomfortable Classroom Situations 6. Inadequate Instructional Media	The Factors of Students' Disengagement during Blended English Classroom Activities
1. Showing Generous Teacher's Personality 2. Conducting Practical Explanation of the Teaching Materials 3. Utilizing Animation Videos as Instructional Media 4. Performing Collaborative Tasks Accomplishment 5. Organizing Conducive Classroom Conditions 6. Providing Supportive Instructional Media	The Solutions to Reduce Students' Disengagement in Blended English Classroom Activities

.

6. Producing the report

In the last step, the researcher reports the result of this research about the factors of students' disengagement during blended English classroom activities and the solutions to reduce students' disengagement in blended English classroom activities.

3.5 Research Schedule

Table 3.4 Research Schedule

NO	Activities	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
		2021					2022							
1.	Research Proposal Writing	■	■	■	■	■								
2.	Research Proposal Examination						■							
3.	Data Collection						■							
4.	Data Analysis						■	■	■	■	■			
5.	Comprehensive Examinati						■	■	■	■	■	■	■	

.

	on												
6.	Final Thesis Examination												