

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

The research design of this study was a qualitative research method, a case study. As Yin (2014) stated that case study research is an integral method for program evaluators to consider, but its usefulness, relevance, and quality depend on the evaluation situation and their skills and expertise. Furthermore, this study applied an exploratory case study to answer such questions as “what”. In conducting an exploratory case study, the researcher has no control over the described events. This is along with the aim of the research which is to know teachers’ perceptions.

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

The focus of this study was teachers’ perceptions of the Google Classroom application in English language teaching. In addition, the limitation or ban of gadgets in a boarding school would be a challenge for teachers and students when they have to use them later. Some researchers have been writing about the use of Google Classroom, but it is before the pandemic and the field is not in boarding school.

#### **3.3 Settings and Participants**

The participants of this research were three English teachers in a boarding school in Tasikmalaya. They are around 22-40 years old and graduated from the English Education Department. They have been teaching English for 2-10 years. Within a week, they taught from Monday until Saturday. In addition, they have experience in using Google Classroom as one of the online platforms used during the COVID-19 pandemic. They have been chosen carefully as participants

to be representative of the participants because of their experiences in using this platform and represent everything researched by the researcher. To obtain the data, each participant filled out a consent form as proof that the participants are willing to participate. So that the researcher have kept the participants' answers, asked them according to what the researcher is looking for and make sure that no one is in harm or hurt.

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

The researcher conducted semi-structured interviews as a data collection technique. It is allowed the researcher to ask participants in the form of open-ended questions. The goal of the interview was to see the research topic from the perceptions of the interviewee and understand why they have this perspective (Meyer, 2001). Furthermore, the interview questions were from Azhar (2018) and Hardjana (2003) that contained familiarity, awareness, impact, effectiveness, and reflection on the use of Google Classroom in English language teaching. In addition, the researcher has recorded the interview by recorder device. Each participant has 20-30 minutes in the session of the interview. The researcher encouraged participants to choose an interview location so it would be the most comfortable place for the participants to share the data. Furthermore, the data was obtained from interviews with the participants, and it was originally conducted in Bahasa Indonesia which was then translated into English and served in excerpts.

### **3.5 Technique of Analyzing the Data**

The interviews have been recorded and transcribed. Then, the data was analyzed using thematic analysis. With this technique, the researcher elaborated on the data. It is collected and classified. Furthermore, it is used most widely to investigate the interview section in a qualitative approach (Jugder, 2016). According to Braun and Clark (2006), there are six phrases to help the researcher in conducting

thematic analysis: (1) Become familiar 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. Therefore, at this stage, the researcher should be reading “repeated reading” to the transcripts. (2) Generating initial codes, the researcher has organized the data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning because the researcher did not code every piece of text. (3) Search for the theme, the researcher has examined the codes and some of them fit together into a theme. (4) Review the themes, in this phase, the researcher reviewed, modified, and developed the initial themes that have been identified in searching for the theme. At this point, it is useful to gather all the data that is relevant to each theme. (5) Defining and Naming Themes, the researcher identified the ‘essence’ of what each theme is about.’ (6) Producing the Report (Write Up), in this step, the researcher concluded the result of the analysis.

Inside the main theme, several codes were divided into sub-themes. These codes act as keywords to show the perceptions of participants about the impacts when teaching English using Google Classroom during the COVID-19 pandemic. Codes contained similar meanings are placed into one sub-theme which is then analyzed and combined into the appropriate main theme.

Table 3. 1 List of emerging themes.

CODE	THEME
<ul style="list-style-type: none"> <li>- Giving materials and assignments</li> <li>- Checking students' attendance</li> <li>- Grading students</li> </ul>	Easy to use Google Classroom features
<ul style="list-style-type: none"> <li>- Difficult for teachers to adjust to using Google Classroom</li> </ul>	Difficulty in using Google Classroom platform

<ul style="list-style-type: none"> <li>- Unable to make it interactive</li> <li>- Internet Connection</li> </ul>	
<ul style="list-style-type: none"> <li>- Conducting the learning process at a distance (at home)</li> <li>- Improve teacher's quality</li> </ul>	Advantages of English language teaching with Google Classroom during the pandemic
<ul style="list-style-type: none"> <li>- Lack of interest from students</li> <li>- Lack of interaction</li> </ul>	Disadvantages of using Google Classroom in teaching English
<ul style="list-style-type: none"> <li>- Free platform</li> <li>- Mobile friendly</li> </ul>	The Strengths of Google Classroom
<ul style="list-style-type: none"> <li>- Unattractive display</li> <li>- Limited integrity</li> </ul>	The Weaknesses of Google Classroom

### 3.6 Steps of the Research

These are the researcher's steps of the research:

1. Explored and developed the researcher's understanding through the use of Google Classroom in a boarding school in Tasikmalaya.
2. Conducted a literature review.
3. Stated the objective and research question in general and broadly based on the experience of research participants.

4. Collected data by interviewing all participants. Each participant have been interviewed for around 20-30 minutes.
5. Analyzed the data using thematic analysis.
6. Wrote the report.

### 3.7 Time and Place of the Research

The research was carried out in a boarding school in Tasikmalaya, West Java from November 2021 to January 2022.

### 3.8 Table of Research Schedule

Table 3. 2 Time of Research Schedule

No	Description	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Sep	Oct
		2021							2022	
1	Research proposal writing									
2	Research proposal examination									
3	Data collection									
4	Data analysis									
5	Report									
6	Comprehensive Examination									
7	Thesis examination									