

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

The research method used in this present research was exploratory case study. Exploratory research seeks to discover how individuals get along in the setting under inquiry, what implications they provide for their activities, and what issues concern them. The objective is to realize 'what is happening here?' and to examine social marvels without express assumptions (Kleiman et al., 1997). This research focuses on the students' perceptions toward the General English E-Learning training program held by the University language centre.

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

The scope of this research focuses on students' perceptions based on their own experiences during learning English through the General English E-Learning training program "General English for Students" (GES) 2021 held by the University Language Centre in one of the universities in Tasikmalaya.

#### **3.3 Setting and Participants**

This research was conducted in Tasikmalaya, West Java, Indonesia. The selected participants in this research were four undergraduate students who have attended one of the E-Learning English training programs called "General English for Students (GES)" 2021 held by University Language Centre in one of the universities in Tasikmalaya, they were two female and two male, and they have been chosen using a purposive sampling method. Black (2010) defines the purposive sampling as a non-probability sampling method, and it happens when elements chosen for the sample are chosen with the aid of the judgment of the researcher. The participants were selected based on the final score they received in the program; they were presented under the names P1, P2, P3, and P4. In

addition, the selected participants were the recommendations from the instructors who have taught them in this program, which are based on attendance, tenacity, engagement, interaction, and their high curiosity during the learning process. Two people with the highest score, and two people with the lowest score were selected. These four representatives were selected from two different instructors to broaden the perceptual responses to be obtained fairly, these two instructors were named under the names I1 and I2

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

The data collection involved in the interview sessions was Semi-Structured Interviews or (SSI). The interview process was conducted separately for each participant by using video conference (Zoom application), the interviews were conducted for 30 minutes in Indonesian language. Then, the interview transcripts were analyzed using thematic analysis. In order to maintain confidentiality, all participants' names were presented under the names P1, P2, P3, and P4. Adams (2015) described the SSI as a mixture of closed and open-ended questions, followed by follow-up why or how questions. The interview dialogue can be complex around the topics on the agenda rather than following word-for-word questions, to design and conduct semi-structured interviews: selects and recruits the respondents which are four undergraduate students' who have attended General English E-Learning training programs held by University Language Centre 2021, next is drafting the questions, interview guide techniques for this type of interviewing, and analyzing the information gathered.

### 3.5 Technique of Analysing the Data

The data were analyzed qualitatively using thematic analysis by Braun & Clarke (2006) by analysing, managing, representing and informing themes that are contained in a data set.

**Table 3.1** Phases of thematic analysis (adapted from Braun & Clarke, 2006, p. 87)

Phase	Description of the process
1. Familiarizing with the data:	Transcribing data, reading and re-reading the data, and noting down initial ideas.
2. Generating initial codes:	Coding interesting information of the entire data set, and arranging the relevant data for each code.
3. Searching for themes:	Collating codes into potential themes, and gathering all data relevant to each theme.
4. Reviewing themes:	Reviewing the themes relation to the coded extracts of the entire data set, and then generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Generating clear definitions and names for each theme.
6. Producing the report:	The final analysis is the selection of the clear exact examples, relating back to the analysis of the research question and literature, and producing a scholarly report of the analysis.

### 3.5.1 Initial Codes

In this step, the selected codes were generated from the data that has been analyzed. This code was the essential point that created a short interview of the data. Then, the interview findings were emphasized using color-coded coding.

**Table 3.2** Initial codes

No	Data/Findings	Codes
1	P1: "The way the instructor <i>delivered</i> the <i>material</i> was quite easy to understand and understandable, and also the way the instructor <i>communicates</i> is fun for me because it's not too formal, so it's like sharing and playing"	Instructor's communication
2	P1: "For <i>the material</i> itself, because it is gradual from basic to complex, so it is quite easy to understand, and in accordance with what I needed when taking lessons at University Language Centre"	The Delivered Material
3	P4: "For the <i>technology</i> that is applied, we sometimes use <i>Gmeet</i> , <i>Zoom</i> , and then use <i>PowerPoint media</i> as well, so the <i>technology</i> is adjusted"	Online Learning Process

### 3.5.2 Searching for Themes

During this phase, the researcher identifies the themes from the data that has been categorized and highlighted. This is the process of selecting the data transcript and finding out something significant or interesting about the data based on research questions.

**Table 3.3** Generating Themes

Codes	Themes
1. Understandable (7)	Trainer's Communication Skills
2. The way the instructor communicates was fun (2)	
3. Not too formal (3)	
4. To the points (1)	

5. The instructions were clear (2)	
6. Some instructions cannot be understood (1)	
7. The instructor was relaxed (2)	
8. Responsive (1)	
9. The feedback was good (3)	
1. The material was easy to understand (1)	Curriculum and Materials
2. The learning material was interesting (1)	
3. The learning material was appropriate (1)	
4. The learning material was light (1)	
5. The learning material was good (1)	
6. The task was flexible and not too burdensome (2)	
7. The assignments and practice questions were good (2)	
8. The evaluation was good (3)	
9. The post-test was helpful (1)	
10. Scoring system is effective (1)	
11. Collaborative (2)	
12. Interactive (1)	
1. The instructor's mastery of technology was good (4)	Online Learning Process
2. The use of learning media (5)	
3. Innovative learning (1)	
4. It was comfortable (2)	
5. The use of technology was effective (4)	
6. Fun games (1)	
<b>Total: 27 codes</b>	

### **3.6 Steps of the Research**

This study went through several steps, from preparing a research proposal to writing a research report. The steps were as follows:

#### **1. Observing the themes and the phenomenon**

First of all, the researcher observed the themes and the phenomenon that have recently occurred in the study. The researcher selected the theme of online learning and thought that this topic was very important because during this pandemic situation all teaching and learning activities have been shifted to online learning.

#### **2. Identifying the problem**

After finding the selected theme, the researcher identified the problem which led to the description of the next stages, starting from the selection of research methods, settings and participants to be studied. In this case, the researcher identified challenges that often arise in online learning such as the trainer's communication skills, the delivered materials/curriculum, and the online learning process.

#### **3. Finding the research journals with the same topic**

The next step was to collect several research journals on the topic being researched to support the reading references.

#### **4. Determining the settings and participants**

After collecting supporting sources, the researcher determined the participants, they were people who have participated in an online learning program organized by the University Language Center in one of the universities in Tasikmalaya called General English for students, and the researcher also adjusted the time and place according to this pandemic situation by using Zoom online meetings.

#### **5. Analyzing the data**

After collecting the data, the researcher analyzed the data qualitatively using thematic analysis by Braun & Clarke (2006)

## 6. Reporting the data

The researcher arranged all the data systematically in the form of an undergraduate thesis.

### 3.7 Time and Place of the Research

#### 3.7.1 Place

Due to the pandemic situation, this research was held by using Zoom online interview in Tasikmalaya, West Java, Indonesia.

#### 3.7.2 Time Schedule

**Table 3.4** Time Schedule

No	Description	Apr- Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec- Mar 2021	Apr- Oct 2022
1	Research proposal writing						
2	Research proposal examination						
3	Data collection						
4	Data analysis						
5	Report						
6	Thesis examination						