CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, such as; research method, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

The present study has been investigated more through a descriptive case study. A descriptive case study sheds light on complicated issues by describing natural phenomena in the context of the data under scrutiny (Zainal, 2007). Therefore, Researchers can examine existing phenomena to produce the desired data. Furthermore, a qualitative descriptive study's purpose is to summarize the experiences of persons or participants (Lambert & Lambert, 2012). Therefore, this is the appropriate design for this research as the researcher seeks to obtain detailed descriptions of teachers' perceptions of using Google Sites as digital teaching in English classroom activities.

3.2 The Focus of the Research

This study focused on teachers' perceptions of the use Google Sites as digital teaching media in their English classroom activities.

3.3 Setting and Participants

This study involved two English teachers as the main participants in this study. It consisted of two female English teachers at one of the junior high schools in Tasikmalaya. The participants were 45-50 age range and had an experiences as English teacher. They were chosen because they have experiences, behaviour, and

role in teaching and learning using digital teaching media. The teachers often use tools in the form of digital teaching in every lesson to created aclasses. One of the digital teachings that teachers use is Google Sites as their digital teaching in classroom activities which the focus of this research. They are very skilled and accustomed to using Google sites because at the school a workshop was held on the introduction of digital-based learning media that utilizes products from Google, one of which is Google sites.

Furthermore, this research has been conducted at one of the junior high schools in Tasikmalaya. The interview started after the participants were given a letter of consent to participate in this study and approved that the result of the interviews recapitulated by the researcher and analyzed in this study. The participants were willing to participate in this study and gave the data the researcher needed. The interview process was recorded from the beginning of the interview until the end of the interview with the consent of the participants. Besides, the participants and school information were maintained and not disseminated to any party, and it is used for research purposes only.

3.4 The Technique of Collecting the Data

The technique of collecting data for this research used semi-structured interviews. The semi-structured interview is frequently seen as a simple data collection form because it is an appropriate means of gathering information and can deeply explore the participants' perceptions about the subject being researched (Wengraf, 2001; Dilley, 2000). Therefore, the researchers used that technique because it delves deeper to found the results of the research questions.

Then, data collection was carried out at one of the junior high schools in Tasikmalaya used two teachers as participants. The questions of this study are based on five indicators by Guitert et al. (2018), such as 1) Pedagogic usefulness, 2) Education model, 3) Possibilities, 4) Effectiveness, and 5) Learning Process.

Furthermore, the participants' consent was given first, and continued by starting the interview with the teacher. Interviews were conducted based on the day's agreement with the participants, and interviews were conducted online and

face to face. One of the participants in this study had an obstacle to meeting in person to interview the researcher. Therefore, the interview was conducted via WhatsApp. The second participant was interviewed directly at one of the junior high schools in Tasikmalaya. Then, interviews were conducted on different days. The first participant was interviewed on October 13th, 2022, and the second participant was interviewed on October 11th, 2022. Then, the interviews were conducted based on questions that had been made previously from the indicators of the theory taken. The interview process was done in Indonesian and made the participants comfortable expressing their perceptions. During the interview, the researcher recorded the conversation as backup interview data with the consent of the participants. Then, after the data were obtained and analyzed, the researcher interviewed the participants again on December 20th, 2022, to obtain and enrich the existing data. The interview was done via WhatsApp as per the agreement from both sides because the participants were very busy, and challenging to meet in person. Therefore, the data can be analyzed again and put together with previous data until the data considered perfect and be reported.

3.5 The technique of Analysing the Data

This research used thematic analysis in analyzed the data. The researcher utilized this technique because thematic analysis is one method of analyzing data to identify the following patterns or themes in data acquired by researchers (Braun & Clarke, 2006). Therefore, by using this technique researcher found the answers to the research questions based on the theme of the transcriptions of the interview results.

Furthermore, there were six phases in analyzing the data used thematic analysis, there are;

3.5.1 Familiarizing the data.

In this step, the researcher familiarized the data by reading through the interview transcripts related to the teachers' perceptions of the use Google Sites in their English classroom activities. The data was presented in the form of an

interview audio recording. Then the researcher read repeatedly the results of the interview transcripts to familiarized with the existing data.

3.5.2 Generating 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 aim of the research and then categorized it using the initial codes (e.g., The Teachers' teaching process, The Effectiveness of google sites used in the classroom, The Usefulness of Google sites, The Media mastery, Distraction of the used google sites) that area coloured (e.g., yellow, blue, grey, green and red) to highlight the teachers' perceptions and the characteristic of the media used.

Table 3.5.2.1 Generating codes

Jadi pembelajarannya itu ketika diawal sudah tertarik untuk terlibat maka kesnaa nya kita tinggal membimbing saja. Kaya misalnya kita ketika menggunakan google sites background nya di ubah ubah, berdasarkan tema anak anak teratrik ketika melihat itu.	The Teachers' teaching process
Pengaruhnya situasi belajar menjadi lebih efektif dan hasil belajar menjadi lebih baik karena siswa sudah siap membaca euu sebelum materi disampaikan, juga di sini pembelajaran lebih terorganisir dan ke arah, terorganisir dan terarah disini maksudnya dari mulai materi untuk aktivitas dikelas sampai penugasan disimpan aman di situs tersebut, jadi guru hanya perlu mendirect siswa ke aktivitas selanjutnya dikelas.	The Effectiveness of google sites used in the classroom

Google sites dalam proses pengajaran sangat mudah digunakan sehingga memaksimalkan fitur fitur lainnya, seperti google doc, google form google slides, guru bisa memasukkan materi pembelajaran berbentuk teks visual hingga video pembelajaran dan diaplikasikan dan dipublikasikan ke siswa melalui link.	The Usefulness of Google sites
Penguasaan saya dalam menggunakan situs Google sites Disini alhamdulillah cukup bisa mengaplikasikannya dalam pembelajaran. Juga terbantu karena ada pelatihan Google Workspace yang diadakan oleh sekolah neng.	The Media mastery
Kekurangan yang ada dalam Google sites itu sendiri Ini tergantung pada jaringan Jadi kalau jaringannya jelek atau kuota siswa hanya sedikit mungkin tampilan dari Google saya itu susah diakses ya neng, karena mungkin ngeload nya akan cukup lama juga.	The weaknesses of Google Sites

3.5.3 Searching for themes

In In this step, the researcher selected the data transcript and found out significant or interesting about the data based on research questions that combined codes into overarching themes that accurately depicted the data. The researcher identified the themes from the data that have been categorized and highlighted earlier in the second step.

Table 3.5.3 Searching for themes

The Media mastery	2	Easy to operate	10
Interesting teaching and assessment process	21	The interactive media	7

Effectiveness of the media in the classroom activities	4	The weaknesses of Google Sites	2
Teaching Process	16		

3.5.4 Reviewing the theme

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 was examined the themes that identified the teachers' perceptions of using Google Sites in the classroom activities and the media used in English classroom activities to ensure the placement of the theme has been grouped into the appropriate theme.

3.5.5 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 teachers' perceptions of the use Google sites in English classroom activities and the media used in English classroom activities.

Table 3.5.5 Defining and naming themes

Sub theme	Theme
1. Increasing the effectiveness of the teaching process 2. Attractive teaching practice 3. Administering and documenting teaching materials	Positive Perceptions

6. **Producing the report**

In the last step, the researcher reported the result of this research about the teachers' perception of the use Google sites in English classroom activities and the media used in English classroom activities on the research findings.

3.6 Steps of the Research

Table 3.6 Steps of the research

Steps	Descriptions
1	Identify current issues
2	Searching and deepening the contents of journals or books that were relevant to the issue to be researched
3	Determine the research topic to be researched
4	Continued to compile the research thesis starting from made the background of the study, literature review and research methodology
5	Collected data using semi-structured interviews with willing participants
6	Transcribed the results of the interview to the written form
7	The results of the transcript were analysed using theory thematic analysis by Braun and Clarke (2006)
8	Complete the research thesis

3.7 Time and Place of the Research

This research was conducted at one of junior high school in Tasikmalaya from September 2022 until October 2022.

Table 3.7 Time and place of the research

Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Des	Jan
				2022									2023
Research Proposal Writing	■	■	■	■	■	■							
Research Proposal Examination							■						
Data Collection								■					
Data Analysis									■	■			
Telaah Komprehensif Examination											■	■	
Final Thesis Examination													■