

## **CHAPTER 3 RESEARCH PROCEDURES**

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

This descriptive qualitative research was conducted by way of a case study. It is a research approach to discover relatively new phenomena because of its early stage based on the existing body of knowledge (Yin, 2003). Simply, a descriptive case study is a detailed description of a phenomenon in its context (Salminen, Harra, & Lautamo, 2006). Moreover, this study was also conducted in some institutions in which this type of case study is often termed as multiple case study. A multiple case study is a tool for a researcher to examine and contextualize the events of a real-life phenomenon by analyzing and exploring some small events from which generalizations can be drawn (Yin, 2017).

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

The focus of this study was to discover to what extent Indonesian EFL teachers have managed their digital identity. Further, after obtaining the result, this study was expected to provide a short glance of how central managing digital identity to enhance teachers' e-professionalism. This research was conducted solely based on the gap of the previous study which was conducted on the survey studies which did not give in-depth explanation about the case.

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

This study was conducted at 4 schools because of two considerations: (1) since the data were taken from three EFL teachers, this would be a good representation of how far the teachers have managed their digital identity for professional reasons in Tasikmalaya and (2) it would be references for other EFL teachers in Tasikmalaya. There were 4 random in-service EFL teachers who were selected irrespective of what their genders were as participants in this research and they also actively engage in an online community, but they did not expose themselves as a teacher and this would be the identified case that was investigated by the researcher. This case of problematic teachers as participants for future study is anchored to the previous study conducted by Poth, McCallum, and Tang (2016). Furthermore, the participants are professional EFL teachers starting from the age of 23 from each institution. The participant was a professional who holds a bachelor's degree in education or commonly termed as *S.Pd.* in Indonesia. They had been teaching at school for at least 2 years.

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

The researcher provided the predetermined form as an ethical code to the participants. Then, in collecting the data, the researcher utilized an audio recorder and a semi-structured interview as the instrument to get the data required to be gathered for the study. It is a qualitative interview form in which interviewees are asked a series of predetermined yet open-ended questions (Ayres, 2008). Moreover,

this study also included in-depth interview data from professional EFL teachers. This in-depth interviewing was done to obtain a deeper understanding of their opinions on a specific concept, program, or situation (Boyce and Neale, 2006). According to Widodo (2013) that when the researcher utilizes a case study as a method, the researcher can obtain and collect the data by utilizing “classroom observations, interview and text analysis”. Further, Harrell and Bradley (2009) explain that interviews are discussions, usually one-on-one communication in which an interviewer meets an interviewee to gather information on a specific set of topics. The Interviews can be performed in person or on the phone. Additionally, the researcher conducted an interview by way of utilizing the semi-structured interview. A semi-structured interview is a guided interview in which questions are prepared in advance, but the interviewer can adjust the sequence of questions to be asked and add any questions based on the participants’ answers. The result of the interview was transcribed by the researcher to highlight the statement that focuses on the research questions of the study and based on the utilized framework for this study, to ensure the reliability of the data.

### **3.5. Technique of Analysing the Data**

In terms of analyzing the data, the researcher used Thematic Analysis (TA). TA is a method for analyzing classifications and recognizing patterns (Boyatzis, 1998). It explains the data deeply and offers examples on a number of explanations (Braun & Clarke, 2006). One of main reason using this Thematic Analysis (TA) is its flexibility in interpreting the data. There are six steps that can be followed:

- 1) **Familiarizing yourself with the data:** The researchers familiarized and partook themselves with the gathered information regularly.
- 2). **Generating initial codes:** The researcher generated initial codes from the examined information by positioning activities to assess the information.

Table 1. Generating initial codes

Subthemes	Color Code	HTML Color Code	Total of Participants	Total of Coded Utterances
Teachers' Participation on MOOC Teaching Specialization	Yellow	#FFFF00	3	6
Teachers' Lack of Reputation Checking on Search Engines	Blue	#0000FF	4	5
Teachers' Participation on the Online Teacher Communities	Green	#008000	4	7
Teachers' Uncertainty towards Digital Literacy Definition	Teal	#008080	4	8
Teachers' Pedgogical Improvement	Red	#FF0000	4	4

Needs towards the Internet				
Teachers' Unfamiliarity with Search Engine Optimization [SEO]	Turquoise	#40E0D0	4	5
Teachers' Infrequency on Facebook	Pink	#FFC0CB	4	8
Teachers' Infrequency on LinkedIn	Dark Yellow	#8B8000	4	6
Teachers' Frequency on WhatsApp	Violet	#EE82EE	4	14
Teachers' Infrequency on Instagram	Gray	#808080	4	6
Teachers' Unfamiliarity of Personal Branding	Bright Green	#66FF00	4	5

**3) Searching for the theme:** The third phase is when all data has been coded and arranged then the data were grouped into potential themes.

Table 2. Searching for the themes

Potential Subtheme 1	Potential Subtheme 2	Potential Subtheme 3
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<b>Teachers' Unfamiliarity with Digital Literacy Definition</b>	<b>Teachers' Unfamiliarity of Personal Branding</b>	<b>Teachers' Unfamiliarity with Search Engine Optimization [SEO]</b>
<p><b>BG 1:</b> Digital literacy huh? Umm.... maybe it's about reading digitally, whether it's information, education or anything via digital, it's possible.</p>	<p><b>BG 1:</b> In my opinion, it's somewhat important, well, because it's other people or something, maybe other people don't know us directly, because emm, especially those who aren't that close, what we only see on social media, we really have to know what our profession is or what our job is. we hope that later, if we are humans, surely we are social beings, so there are those who need or maybe ask each other for help or it will be easy. other like that</p>	<p><b>BG 1:</b> Hmm, haven't heard of it yet, what is that?</p>

<p><b>PG 1:</b> Emmh, I've heard of digital literacy, it even became an elective course. I just didn't take it at the time. Digital literacy, so if I'm not mistaken, this is digital literacy, it's related to how we understand, our openness and our willingness to be literate. that is digital, well, in a nutshell, that's my understanding.</p>	<p><b>PG 1:</b> For me, it's more of a secondary need, it's not really a priority, I think the most important thing is professionalism in teaching in the classroom, right, in preparing learning media, in conveying knowledge or learning materials to students, how is that and how In the end, what are the targets for the learning design to be able to reach the maximum, beyond what is personal branding or emmh increasing his existentialism, so for me it could be the second choice, that's the umpteenth choice.</p>	<p><b>PG 1:</b> Emmh, if I'm not mistaken, I've read it, but I've lost my memory for the details, I don't know, if so, it's related to the search engine, it's like a digital search engine, which is used to make it easier for someone to find information that is they need. Search Engine Optimization itself, how can a Search Engine help filter out various information that, if not important, is removed and refers directly to information related to the keywords that someone is looking for on the internet, is that right?</p>
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<p><b>BG 2:</b> Emmh digital literacy, literacy means that we get information by reading from the media, right?</p> <p>No, that's the only thing I know about it.</p>	<p><b>BG2 :</b> Eh, actually I don't understand well, I mean, I don't really understand the benefits of personal branding. So I think because of the information I get, I think personal branding is important, why? Because I've seen a video like that, hmmm, what's the difference between personal branding and not, for example, if we buy five thousand coffee, say at a shop, with Starbucks coffee, we can see it from there, even though it's the same coffee, but the price is different, so what if Those who have personal branding are like us, our</p>	<p><b>BG 2:</b> Umm.. no.</p>
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	coffee is different, it's already Starbucks, so it's important because to offer us English tutors together with others, but with our personal branding, there is an added value, there is a plus that can be sold like that. to another.	
<b>PG 2:</b> Oh yes, digital literacy might be more about getting sources from digital, maybe from the internet, maybe reading sources.	<b>PG 2:</b> Umm, what is it actually for, since I already feel safe in the field of work, maybe it's in personal branding if I'm not that good.	<b>PG 2:</b> So it's more about using what optimally, maybe, using the search engine optimally, that's possible

- 4) Reviewing themes:** The fourth phase begins once a set of themes has been devised, and they now require refinement. The researcher reviewed the data that had been coded for each theme to find out whether they formed a coherent pattern or not.
- 5) Defining and naming themes:** Researchers determine what aspect of the data each theme captures and identify what is of interest to them and why. For each

theme, researchers need to conduct and write a detailed analysis, identifying the story of each theme. At this stage, researchers may consider how each theme fits into the overall story about the entire data set concerning the research questions.

Table 3. Defining and naming themes

<b>Themes</b>	<b>Definition</b>	<b>Subthemes</b>
<b>Teachers' Social Media Preferences</b>	Teachers' preference on social media for their professional purposes because it has been a popular media used by teachers to enhance their professionalism.	Teachers' Infrequency on Facebook
		Teachers' Infrequency on LinkedIn
		Teachers' frequency on WhatsApp
		Teachers' Infrequency on Instagram
<b>Teachers' Participation in Professional Development</b>	Teachers had lack of engagement on some activities that can enhance their e-professionalism as a teacher.	Teachers' Participation on MOOC Teaching Specialization
		Teachers' Pedagogical Improvement Needs towards the Internet
		Teachers' Reputation Checking on Search Engines
		Teachers' Participation on the Online Teacher Communities
<b>Teachers' Unfamiliarity with Digital Identity</b>	Teachers indicated their familiarity with digital identity management.	Teachers' Unfamiliarity with Digital Literacy Definition

		Teachers' Unfamiliarity of Personal Branding
		Teachers' Unfamiliarity with Search Engine Optimization [SEO]

**6) Writing up:** The final phase began, once the researcher has fully established the themes and was ready to begin the final analysis and write-up of the report.

### 3.6. Steps of the Research

Table. 4. Steps of the research

Steps	Description
1	Study the phenomenon by identifying the cases that happened already in some places.
2	Review the existing studies and find the sources related to the study problem from journals or articles.
3	Decide the topic to be investigated.
4	Begin to compose the thesis, including the background of the study, literature review, and research procedures.
5	Conduct the research proposal guidance with the supervisors and have them review it.
6	Present the research proposal in front of the supervisors and examiners.
7	Collect the data using semi-structured interviews with participants.

8	Transcribe the result of the interview.
9	Analyze the data using the Thematic Analysis (TA) of Braun and Clarke (2006)
10	Complete the thesis
11	Presenting the thesis in front of supervisors and examiners

### 3.7. Time and Place of the Research

This research was conducted from Mar 2021 to October 2021 and it can be seen in the table below. The place of this research took place in the English Education Department at a University in Indonesia.

Table 5. Time of the research

No	Activities	2021							
		Mar	Apr	May	Jun	Jul	Aug	Sep	Okt
1	Research Proposal Writing								
2	Research Proposal Examination								
3.	Data Collection								
4.	Data Analysis								
5.	Comprehensive examination								
3.	Final Thesis Examination								