

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

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

The researcher used a descriptive case study because the study was based on a phenomenon that occurred. Case study was best suited for this study as an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context, especially when the boundaries between phenomenon and context might not be clearly evident. (Yin, 2018). For that reason, the related phenomenon of students’ learning engagement in online learning ALS course could be investigated further through case study.

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

The researcher tried to add a new study to the research collection with a new phenomenon happening on the students’ insight to align with the research questions of how do students engage in the online learning of the Academic Listening and Speaking course and what are the factors affecting it.

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

This study took place in one of the English Department courses in a university, especially in the Academic Listening and Speaking 2021 course of a state university in Tasikmalaya, West Java, Indonesia. This study took data on three sophomore students of the course, two females and one male as the participants of the study who enrolled in the still on-going course. Aside from their willingness, the researcher had three students from the lecturer’s recommendation from different classes based on their activeness, as the selected participants. Ranging from age 19-21, the first participant was a really active student from class A of ALS, the second participant was the less active student from class B, and the last participant was the medium active student from class D.

All of them were students of the Academic Listening and Speaking 2021 under the same lecturer.

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

Data were gathered using the semi-structured interview as the data collection technique. Interviews were conducted by the researcher to provide rich and detailed qualitative data for understanding participants' experiences, how they describe those experiences, and the meaning they make of those experiences (Rubin & Rubin, 2012). Semi-structured interview, for flexible but guided questions, would be recorded in the form of audio recording through Google Meet, and was chosen as the instrument of the data collection. Gall, Gall, and Borg (2003) has stated that the semi-structured interview allows the researcher to ask probing questions as a means of follow up (cited in Turner, 2010).

Following semi-structured interview, there are steps in conducting it by Adams (2015):

#### **3.4.1 Selecting respondents and arranging interviews**

The first phase was selecting participants. The researcher involved three participants for the study. Communication through Google Meet was carried out to settle the schedule of the interview.

#### **3.4.2 Drafting questions and the interview guide**

Before the researcher conducted the interview, the interview questions itself were drafted and thorough first on the Interview Protocol Refinement (IPR) framework by Castillo-Montoya (2016), a framework to refine interview outlines best suited for structured or semi-structured interviews. The topic of the interview, adapting from Bloomfield (2016), would be involved around the understanding of online learning by the participants, the activities of the course, how the participants go through in the online learning of the course, and what makes the participants still going in the course. The framework built to have the researcher approach and elicits rich, detailed, focused, and meaningful data to the fully possible extent of participants' experience.

1. Ensuring interview questions align with research questions: help researchers' interview questions in line with the research questions
2. Constructing an inquiry-based conversation: make the branched questions for interviewee to not sounds probing
3. Receiving feedback on interview protocols: obtain feedback on interview protocol
4. Piloting the interview protocol: test out the sample interview question

### **3.4.3 Starting the interview**

The interview would start with the researcher asking the respondents' permission to record their interview. Then, the researcher would follow it up with the interview questions and let the respondents talked freely. The researcher should mind the length of the interview for each respondent.

### **3.4.4 Polishing interview techniques**

The interview would be done in distance interviewing, as the researcher and respondents could not meet due to geographic scope and pandemic.

### **3.4.5 Analysing and reporting semi structured interview**

In this stage the researcher explored the interview result, the researcher revisited the data of the interview and proceeded to analyze it with thematic analysis as planned.

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

The data would be analyzed and interpreted using thematic analysis, as thematic analysis was said to be an analytical procedure to analyse, manage, represent and inform themes that were contained in a data set (Braun and Clarke, 2006). There are several steps in conducting the thematic analysis which included as follows;

### 3.5.1 Familiarising the data

Immersing yourself with your data by rereading what you have collected. Since in this study the researcher' data would be the result of the interview, it means the data would be transcribed first.

### 3.5.2 Generating Initial Codes (Coding)

Coding consists of initial codes of the data, to identify a feature of the data that is driven by the themes. In this study, the researcher will code accordingly by the data have been collected.

*Table 3. 1 Highlighted Codes*

| Codes  | Utterances   | Sources        |
|--|--|----------------|
| Understanding teaching materials and activities in the online ALS course | ALS uses the WhatsApp platform certainly, for online meeting is using Zoom also for the media, mostly YouTube.   | Participant #1 |
|  | Yes, every meeting uses zoom and continues like that, then the lecturer would explain the material for a while then switches to WA, gives youtube links and independent assignments. | Participant #2 |
|  | Not always, sometimes only use WA groups, but if the lecturer is holding online meetings, the class use ZOOM, always on ZOOM.  | Participant #3 |
| Enjoying classroom learning activities                                   | ...but after a while I found myself enjoying it because Oh, it turns out like this, it's fun anyway.   | Participant #1 |
|  | ... but as time went on because of the lecturer also explained the material  | Participant #3 |

|   |  |                |
|---|--|----------------|
|   | well, the roleplay that she gave, I took a long time to get used to it, and just <b>enjoy</b> it more.   |                |
| <b>Joining the class discussions</b>  | Yes, <b>I always ask</b> questions and in my opinion I do it quite often.  | Participant #1 |
|   | But when the lecturer gives us a task on doing discussion that are a requirement, of course <b>I join it.</b>  | Participant #3 |
| <b>Indicating problem-solving skills to the encountered learning challenges</b> | My (ALS) class schedule is in the morning, at seven, so umm, what should I start with, the best thing <b>to do</b> is to prepare myself.   | Participant #2 |
| <b>Applying online learning norms</b>   | “Right, I attended the zoom meeting on my cell phone, so I put the handphone on the bed, then <b>I myself sat next</b> to the bed while using a small study table and it was mandatory to be on cam.”  | Participant #2 |
| <b>Learning passion for the ALS course</b>                                      | “...as I said before, <b>I like speaking as in public speaking</b> even though of course I am nervous and have fear of mistake, I am kind of challenged when I need to speak up.”  | Participant #1 |
|   | “ <b>I want to improve my speaking and listening skill.</b> ”<br><br>“Learning ALS and other courses make me motivated. <b>Also, I really want to make every effort for it, and dont want to fail this class till get an A and more knowledge.</b> ” | Participant #2 |
|   | “...things that get me motivated is <b>I</b>   | Participant    |

|                              |  |                |
|------------------------------|--|----------------|
|                              | get to practice my speaking especially in formal English because it is academic speaking and listening...”   | #3             |
| Students and teacher rapport | “To be honest, it is because I am close with the lecturer, so it makes me comfortable every time the class comes, it does not make me anxious like others...”  | Participant #1 |
| Peer supports                | <p>“...when the class got a lot of group discussion, Alhamdulillah I always got teammates that are kind and supportive and good teamwork that support each other.”</p> <p>“And then other than that, because of the explanation of the lecturer, the assignment, and the lecturer is kind, thats what make me keep going in this class.”</p> | Participant #3 |

*Table 3. 2 List of Initial Codes and Their Frequency*

| Initial Codes  | Total |
|--|-------|
| Understanding learning materials and activities in the online ALS course | 21    |
| Enjoying classroom learning activities                                   | 10    |
| Joining the class discussions  | 5     |
| Indicating problem-solving skills to the encountered learning challenges | 8     |
| Applying online learning norms   | 2     |
| Learning passion for the ALS course                                      | 4     |

|                              |   |
|------------------------------|---|
| Students and teacher rapport | 4 |
| Peer supports                | 3 |

### 3.5.3 Searching for themes

In this part, the researcher would decide the themes. The bases of the themes were categorized by the researcher to answer the research questions. The initial codes would be divided and put into potential sub-themes as the relevant themes have decided.

*Table 3. 3 Searching for themes*

| Themes  |  | Sub-themes  |
|---------|--|---|
| Theme 1 | Students' Learning Engagement in the Online Academic Listening and Speaking course                   | <ol style="list-style-type: none"> <li>1. Understanding the teaching materials and activities in the online ALS course</li> <li>2. Enjoying the class activities</li> <li>3. Joining the class discussions</li> <li>4. Indicating problem-solving skills to the encountered learning challenges</li> <li>5. Applying online learning norms</li> </ol> |
| Theme 2 | Factors Affecting the Students' Learning Engagement in online Academic Listening and Speaking course | <ol style="list-style-type: none"> <li>1. Students and teacher rapport</li> <li>2. Peer Support</li> <li>3. Learning Passion for the ALS course</li> </ol>  |

### 3.5.4. Reviewing themes

The researcher re-examined the themes that have been identified and reviewed the themes that are already correct in relation to the data set

of the codes regarding the students' online learning engagement framework of Redmond et al. (2018). The first theme and sub-themes would be renamed as to fit and made more definitive results of the indicators in the framework, while the second theme would be appeared the same as it was not really connected to the framework.

### 3.5.5. Defining and naming themes

The researcher has finally renamed the themes and sub-themes. The researcher would define and strung the discussion of each relationship between the themes.

*Table 3. 4 Defining and naming themes*

| Themes  |  | Sub-themes   |
|---------|--|--|
| Theme 1 | Three Indicators of Students' Learning Engagement in the Online Academic Listening and Speaking course | <ol style="list-style-type: none"> <li>1. Cognitively engaged by understanding the teaching materials and activities in the online ALS course</li> <li>2. Emotionally engaged by enjoying the class activities</li> <li>3. Behaviourally engaged by participating in discussion, indicating problem-solving skills, and applying online learning norms in the classroom</li> </ol> |
| Theme 2 | Factors Affecting the Students' Learning Engagement in online Academic Listening and Speaking course   | <ol style="list-style-type: none"> <li>1. Social engagement of students and teacher rapport</li> <li>2. Collaborative engagement of Peer Support</li> <li>3. Learning Passion for the ALS course</li> </ol>  |



### 3.5.6. Producing the report

The last part involved the researcher's report of final analysis from all of the themes.

### 3.6 Time and Place of the Research

*Table 3. 5 Research Schedule*

| No | Description                   | Jan-<br>Apr<br>2021 | May<br>2021 | June<br>-<br>July<br>2021 | Aug<br>2021 | Sep<br>2021 | Oct -<br>Dec<br>2021 | Jan<br>2022 |
|----|-------------------------------|---------------------|-------------|---------------------------|-------------|-------------|----------------------|-------------|
| 1. | Research proposal writing     |                     |             |                           |             |             |                      |             |
| 2. | Research proposal examination |                     |             |                           |             |             |                      |             |
| 3. | Data collection               |                     |             |                           |             |             |                      |             |
| 4. | Data analysis                 |                     |             |                           |             |             |                      |             |
| 5. | Report                        |                     |             |                           |             |             |                      |             |
| 6. | Thesis Examination            |                     |             |                           |             |             |                      |             |