

CHAPTER III

RESEARCH PROCEDURES

A. Research Design

The research design used in this study is a case study. Yin (2003) mentioned a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context (p.13). A case study is based on an in-depth investigation of a single individual, group, or event to explore the causes of underlying principles. It is used as the method of this research because the issue of this research is based on a phenomenon that happens in real life, which is online teaching during the COVID-19 outbreak and what beliefs teachers hold towards it. After selecting This study is conducted to investigate English teachers' beliefs about teaching English in an online classroom in a Vocational High School setting.

B. Setting and Participants

The setting is 'X' Vocational High School in Bandung District which is well-known for its prestige. The school has five majors, they are *Tata Boga* (Culinary Art), *Tata Kecantikan*(Cosmetology), *Tata Busana* (Fashion Design), *Kimia Industri* (Chemical Industry), and *Teknik KompuerJaringan* (Computer and Network Engineering). English is taught to all majors following the curriculum and its specialization. Two English teachers of different ages, and

teaching experiences are involved in this study. R1 and R2 are female teachers. R1 is in her 30s and R2 is in her 50s. They also have different educational backgrounds and teaching experiences. R1 has 6-years of teaching experience, and R2 has almost 19 years of teaching experience. They are all English teachers who work in a Vocational High School in Bandung District. They were chosen based on the setting itself, which is being the role model of a good Vocational High School in Bandung District.

C. Data Collection

The data is collected through Interviews. Interviews can provide important insights into people's experiences, beliefs, perceptions, and motivations (Croker, 2009). By interview, the researcher as the interviewer can acquire some information related to the beliefs of the teachers as the participants.

The type of interview is semi-structured. Magaldi and Berler (2020) define the semi-structured interview as an exploratory interview. That means a semi-structured interview allows new ideas to be brought up during the interview as a result of what the interviewee says. In addition, Magaldi and Berler (2020) argue that the semi-structured interview, despite its tropical trajectories provided prior to the interview, enables the researcher to go deep for discovery. A semi-structured interview is selected because it is well suited to the exploration of the perceptions and opinions of respondents regarding complex and sometimes sensitive issues and enables probing for more information and clarification answers.

The interview was held informally. To make the participant comfortable in the interview session, the language used is Bahasa Indonesia. The interviewer asked some prepared questioning to the interviewee following the interview guide. The conversations were recorded and transcribed into transcription. The researcher analyzes the data from transcription.

D. Data Analysis

The data which is collected from the interview will be analyzed by thematic analysis (Braun & Clarke, 2006). Thematic analysis is the process of identifying patterns or themes in qualitative data. The interview result is transcribed into transcription in order to make the analysis easy.

Here are the following stages of thematic analysis:

1. Familiarizing the data

Interview recordings were transcribed and converted into written form before being analyzed. The researcher read the data repeatedly to be intimately familiar with it. It helped the researcher to discover an English teacher's belief about teaching English online in a Vocational High School setting.

N	Profile	Data Item	Initial Code
00:01-00:04	W	Assalamualaikum, bu apa kabar?	
00:06-00:10	R1	Waalaiikumsalam. Alhamdulillah, teteh apa kabar?	

00:12-00:18	W	Alhamdulillah baik bu, sehat walafiat. Maaf saya baru menemui ibu lagi ya, bu....	
00:19-00:22	R1	Iya tidak apa-apa the	
00:23-00:27	W	Makasih Bu. Sebelumnya saya mau tanya-tanya mengenai penelitian saya yang kemarin itu.	
00:28-00:30	R1	Mangga	

Table 3.1. Familiarizing the data

2. Generating initial codes

The researcher coded the data that occurred on the data related to the purpose of this study (English teacher's belief about teaching English online in a Vocational High School setting) by underlining the transcribed interviews to produce the codes. This process made it easier for the researcher to analyze the data at a later stage.

Initial Codes	Explanation
Yellow	Personal Qualities
Light Grey	Teaching Instruction
Bright Green	Challenges in Teaching
Turquoise	Technology Awareness
Red	Teaching Orientation

Purple	Learning Source
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Table 3.2. Generating initial codes

3. Searching for themes

The researcher examined the codes that were found in the previous phase. If those codes have a similar theme, they can be grouped. It can make it easy for researchers to analyze the data.

Personal Qualities	11
Teachers' Instruction	8
Challenges faced in Teaching	2
Teaching Orientation	1
Technology Awareness	4
Online learning sources	1

Table 3.3. Searching for themes

4. Reviewing the themes

The researcher reviewed the codes which have been grouped based on theme similarity to ensure whether the themes were the most appropriate. If not, the researcher replaces the theme.

<p>Personal Qualities</p>	<p>Biasanya absen dulu, buat dilist di grup. Di isi kalo berdasarkan no absen masing-masing. Jika absennya telat dan baru isi diluar jam belajar, dianggap tidak hadir.</p> <p>fokus dan kedisiplinan saat kelas berlangsung kurang bisa terarah</p> <p>Itu juga tergantung, karena ini daring jadi seringkali fokus siswa itu kemana-mana karena di rumahnya mereka sambil melakukan kegiatan lain, banyak alasannya.</p>
<p>Teachers' instruction</p>	<p>Paling saya kasih arahan, dan saya lebih banyak berinteraksi dengan siswa di grup. Saya panggil namanya satu-satu lalu menjawab pertanyaan yang saya ajukan.</p> <p>Karena ini SMK dengan spesialisasi jurusan, sewaktu offline maupun seperti kemarin online itu tetap saya lebih kasih di vocabularynya, penguasaan vocabulary dan materi yang ada sesuai silabus saja.</p> <p>Untuk praktek juga ada, seperti tugas membaca sebuah teks/dialog lalu dikirim menggunakan voice note untuk saya mengecek pronunciation mereka.</p>
<p>Teachers' learning tool</p>	

Challenges in Teaching	<p>Jika dari sudut pandang pengajar kelas KBM tidak berjalan dengan kondusif karena kita tidak tau sikon anak sebenarnya waktu di rumah apakah memang focus atau siswa tersebut sambil melakukan aktifitas lainnya di rumah.</p> <p>Saya bisa menilai kareakteristikanak-anak, tapi tidak keseluruhan. Ada perbedaannya, ketika offline kan kita bisa menilai anak tersebut bagaimana dengan raut wajah dan bahasa tubuh/sikapnya. Kalo online susah, nggak keliatan.</p>
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Table 3.4 Reviewing the theme

5. Naming the themes

The themes were named as the representation of the following sub-themes. Those become the findings of VHS English teachers' beliefs about teaching English online in a Vocational High School setting.

Code	Theme
Personal Qualities	Online English Teaching Examines and Develops Students' Personal Quality

Teacher Instruction Challenges faced in Teaching Teaching Orientation	Teacher-centered and Task-based as Teaching Approach
Technology Awareness Online learning sources	Teacher and Students' Technology Awareness

Table 3.5 Naming the Themes

6. Producing the report

The researcher reported what has been analyzed from this study. This included how the VHS English teacher's beliefs, based on the five aspects of beliefs: 1) Beliefs about learners and learning, 2) Beliefs about teaching, 3) Beliefs about curriculum, 4) Beliefs about learning to teach, and 5) Beliefs about the self and nature of teaching.

E. Research Schedule

No.	Activities	Dec 2021	Jan- April 2022	May 2022	July 2022	Sept 2022	Oct 2022	Dec 2022
1.	Submission of Research Topic							

2.	Research Topic Approval							
3.	Chapter 1							
4.	Chapter 2							
5.	Chapter 3							
6.	Proposal Approval							
7.	Proposal Seminar Examination							
8.	Conducting the Research							
9.	Chapter 4							
10.	Chapter 5							
11.	Final Thesis Examination							

Table 3.6 Research schedule