

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of The Research

This research used a descriptive case study method. Case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter and Jack, 2008). Descriptive case study is chosen because this research focused on challenges and opportunities of online English teaching during teaching practicum 2020 based on pre-service teachers' teaching practice experiences.

3.2 Setting and Participants

The research was conducted in one of universities in Indonesia. The participants involved in this research are 3 pre-service teachers. They are the pre-service teachers from the English Educational Department who have conducted teaching practicum 2020 and ages ranged between 21-23 years old. The participants were selected based on 3 different teaching places, namely from Senior High School, Islamic High School and Vocational High School. These 3 participant also has different experiences in teaching English. Participant 1 has been teaching in one of islamic boarding school in Tasikmalaya, participant 2 and participant 3 has conducted micro teaching subject. In addition, the pre-service teachers are also chosen because they are willing to participate in this research.

3.3 Technique of Collecting the Data

The data collection is conducted using an interview, which is formed semi structurally. The interview allows the pre-service teachers to describe their personal opinion about challenges and opportunities of online English teaching based on their teaching experiences during teaching practicum 2020 (Heigham and Croker, 2009). In addition, to avoid misunderstanding, the

interview was done using L1. The interview is conducted through video call and telephone call. Then, after the data gained, it listened, shaped, communicated, reproduced and built the credibility of the data (Widodo, 2013).

3.4 Technique of Analyzing the Data

The data collected from the interview were analyzed by using Braun and Clarke (2006) thematic analysis model for identifying and analyzing the data. Thematic analysis consisted of six phases of analysis, as follows:

1. Familiarizing with the data: In this stage, the researcher involved transcribing all of the results from the interview then immersing the data by repeatedly reading textual data and listening to video call recordings.

Table 3.1 *Familiarizing with the data*

Profile	Data Item
E	I don't know if the difficulties come from myself, from my digital abilities, because this teaching practicum is completely online, so there are no face-to-face meetings at all. So automatically, as a teacher, because it's fully online, I find it difficult to prepare teaching materials.
E	Apart from knowing about applications, it turns out that the use of applications that have been familiar so far, such as Google Classroom or Google Forms, it still have many unknown features.

2. Generating initial codes : The researcher highlighted the transcribed interview results using color-coded coding. Broadly, it will consist of challenges (pink) and opportunities (light blue) affection.

Table 3.2 Generating initial codes

No	Codes	Frequencies
Challenges		
1	Digital ability	2
2	Preparing teaching material	1
3	Time management	2
4	Less effective communication	2
5	Emotional feeling unbuild	3
6	The report cant be reviewed directly	1
7	Mediated communication	2
8	Less enthusiasm of pre service teachers	3
9	Lack of student engagement	2
10	Lack of students enthusiastism	3
11	Technical problems	2
12	Lack of interaction teacher and students	2
12	Lack of communiton with supervisor	1
Opportunities		
1	know about the applications	3
2	Exploring the applications	1
3	Learning again about the platform	1
4	communication awareness	3

3. Searching for themes : The researcher classified the resulting color-code coding to the same themes.

Based on the 12 challenges codes that appear, the researcher eliminated 2 codes including preparing teaching material (no.2) and the report can't be reviewed directly (no.6) because both those codes only have 1 frequency, therefore it is not strong enough to include as a sub-theme. Furthermore, the code less enthusiasm of pre-service teacher (no.8), lack of student engagement (no.9) and lack of students enthusiasm (no.10) merged

together become ‘less enthusiasm’ because those codes discuss the same topic, namely enthusiasm. Lastly the code less effective communication (no.4), lack of teacher and students interaction (no.12) and lack of communication with supervisor (no.13) merged together become ‘lack of communication’ because those codes discuss the same topic, namely communication.

Based on 4 opportunities code that appear, researchers merged 3 codes namely knowing about the applications (no.1), exploring the applications (no.2) and learning again about the platform (no.3) become ‘exploring the applications’ because those codes discuss the topic related to.

Table 3.3 Searching for themes

THEMES	SUB-THEMES
1. Challenges	1. Digital Ability 2. Time management 3. Emotional feeling unbuild 4. Mediated communication 5. Less enthusiasm 6. Technical problems 7. Lack of communication
2. Opportunities	1. Exploring the application 2. Communication awareness

4. Reviewing themes : The researcher reviewed and re-check the initial themes and sub-themes to ensure its appropriateness. The theme may be deleted or replaced if it is not appropriate to the current theme.

The two sub-themes of challenges which are Digital ability and technical problems are merged together because those sub-themes are related to. Furthermore, the time management was eliminated because the data is not saturated.

Table 3.4 Reviewing themes

THEMES	SUB-THEMES
1. Challenges	1. Digital Ability 2. Lack of communication 3. Lass enthusiasm
2. Opportunities	1. Exploring the applications 2. Communication awareness

5. Defining and naming themes : The researcher defined and named the main theme to represent all of its subthemes.

Table 3.5 Defining and naming themes

THEMES	SUB-THEMES
1. Challenges	1. Lack of digital ability 2. Lack of communication 3. Lack of enthusiasm
2. Opportunities	1. Exploring the applications 2. Communication awareness

6. Producing the report : The researcher presented the report from the results of the whole analysis.

3.5 Time and place of the research

The research conducted at English Education Department in one of universities in Tasikmalaya, Jawa Barat, Indonesia.

Table 3.6 *Research Schedule*

No	Description	Feb 2021	Mar 2021	Jun 2021	Jul 2021	Aug 2021	Oct 2021	Mar 2023
1	Research topic approval							
2	Research proposal writing							
3	Research proposal approval							
4	Research proposal examination							
5	Conducting the research							
6	Transcribing the data							
7	Analyzing the data							
8	Writing research report							
9	Final thesis examination							