

CHAPTER III

RESEARCH PROCEDURES

3.1 Method of the Research

This research is qualitative research and uses a descriptive case study approach. Descriptive case studies are set to describe the natural phenomena which occur within the data in question (Zainal, 2007). In this case, the social phenomenon is online English learning activity and how students experience it. This approach is chosen because detailed qualitative accounts often produced in case studies not only help to explore or describe the data in real-life environments but also help to explain the complexities of real-life situations which may not be captured through experimental or survey research (Zainal, 2007).

3.2 Setting and Participant of the Research

This research is conducted in one of the secondary schools (senior high school) in Tasikmalaya, West Java, Indonesia. The school is located in an exceptionally rural area. Specifically, this research is conducted in a Language major class, third year. The writer specifically selected a Language major class as they got more time in learning English subjects (Six hours/week) than other classes (Two hours/week), therefore, they got more experience in English learning. It is also noted that this major class has 2 English courses: General English and Literature English. This research is conducted on General English one because the apparent problem that the writer wants to discuss happened in that course, while Literature English is not plagued by the problem (Personal communication, November 19th, 2020).

Considering the condition of physical distancing during the Covid-19 Pandemic when the study was conducted, the participants were approached

remotely. It was done because the population was hard to locate during the study. All students in the said school during the pandemic stayed home and were in various areas with diverse technological problems, e.g.: internet access, improper gadgets, and limited quota. Thus, only a handful of students who were able to participate were taken as participants. There were seven students for individual in-depth interviews. The seven students were selected by the writer because of their personal willingness to become the participant in this study and because those seven of them that the writer could freely communicate during that limited time in the Covid-19 situation. All the student participants were identified as Participant (P) followed by the number (1, 2, 3...) for number identification, meaning Participant 1 will be named as P1, P2, and so on.

3.3 Technique of Collecting Data

The data collection of this research using semi-structured interviews. The writer chooses this method as it provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data (Kabir, 2016). The flexible structure of this interview gives the writer the freedom to probe the interviewee to elaborate or to follow a new line of inquiry introduced by what the interviewee is saying (Cohen & Crabtree, 2006). Semi-structured interviews also allow informants the freedom to express their views on their own terms, which is suitable for this research.

The interview questions were intended and focused on the student's experience in their online learning during the pandemic era. Regarding physical distancing during the pandemic that this study is conducted, the individual interviews were conducted at a distance using WhatsApp video or voice call, as Creswell (2012) says that the ways interviews conducted researcher to its participants need to meet comfortable situations during the interviews for the best results.

3.4 Technique of Analyzing Data

The data of this research was analyzed by using thematic analysis. Thematic analysis is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a dataset (Braun & Clark, 2012). By focusing on meaning *across* a dataset, this method allows the researcher to see and make sense of collective or shared meanings and experiences, which is suitable for this research.

According to Braun & Clark (2006), there is a six-phase approach to thematic analysis:

3.4.1 Familiarization of data

Common to all forms of qualitative analysis, this phase involves *immersing* the data. In this phase, the writer will listen and transcribe the audio recording from the conducted interview to get a grip on the data well

The example is shown in the following table.

Interview transcript Number: #1

Participant: 1

Archived date: March 1st, 2022

A: What is your expectation of doing online English learning during Covid-19 in your school?

D: Maybe, I was expecting the school to maximize applications that they use for online learning, or give more material to learn as the internet is an endless source, right? There is so much possibility, but it turns out that our English teacher on online English learning only gives tasks during the entire semester....

A: How effective has online English learning been for you?

D: No too effective, because the teacher only gave tasks, but never gave the

material to said task. For example, this week this teacher gave us a task, but next week also directly gives us a task without explaining the material. It's confusing me...

A: How stressful is online English learning for you during the COVID-19 pandemic?

D: I think for me it's just so-so. Maybe I'm just wondering "Is this teacher even have an intention to teach?", because as I said before, the teacher only gave tasks, but never gave the material to said task.

A: How excited are you about attending your online English class?

D: Maybe not too excited, besides the teacher only giving tasks, sometimes they often did not attend the class / do online meetings, without giving us a reason why they did not attend. Sometimes I was confused about whether that is this day is going to be a task to do or not? Or are we must wait for the teacher, as if they are late?

A: Regardless of its shortcomings, what do you like about your remote learning classes?

D: Maybe, heehee, because the teacher only gives tasks, sometimes I can relax after class, and because these class activities are done in my home, I can feel comfy, and easy to rest.

A: Offline learning or Online learning? Which one are you preferring?

D: It seems the same for me, because even when on offline days, the teacher has the same behavior just as doing online now. Even though at least they give us material to learn (even their way of explaining is confusing), on offline days they mostly still only give tasks, rarely attend the class, and even if they come in, they mostly play on the handphone, not focusing much on the student. Well, if I choose between offline or online, I think I like online more? Hahaha because the atmosphere at home rather gives 'space' to work on the task and, I can feel relaxed and rest easy compared to the classroom, as the atmosphere at school

always makes me bored, it makes the discussion or working on the task is always not maximum.

A: How helpful are your teachers while studying online?

D: The teacher rarely very gives a response/help during the online learning activities. During classroom activities at least the teacher is giving the material to learn before giving the related task. However, during online learning teacher did not explain the material at all, and also rare very interact with students outside giving the task. This situation makes an active discussion of learning nil.

A: What online activities or experiences do you expect to that will enhance this online English learning?

D: I think that the teacher must have a responsibility to give us material to learn before giving us the task, as at our age, we still need a lot of guidance to learn something. Also, it is a pity that the teacher did not use the advantages of the online platform that is being used. I need more variety of teaching-learning activities in this online learning. I am also expecting a lot of discussion between the teacher and students, as I again, use/take advantage of the online platform that is being used.

A: For assigning the task to you, is the teacher giving it from the book? Or random?

D: The teacher usually gives us the task from the book that is being used as our guidance on learning English in their class, usually they took the picture out of it hahaha, but for a whole thing if they give us all from the book I do not know, as sometimes they already placed the task in the application School Smart Indonesia

A: How do you deal with this when carrying out the task given by the teacher? Seeing how your teacher did not even give the material to learn or tell students to do the discussion

D: Actually, it is quite easy, as during the entire online learning activities during the whole semester the task is not that difficult. Sometimes the task is the teacher

giving a text to us, and then we must answer the question regarding the text. All easy, as we, the entire class, always doing some discussion of the said task. However, still, I really hope that the teacher is participated in the online teaching-learning activities, as it can give us more morale and the discussion can become livelier.

A: How is usually the learning flow of online English learning in your class during Covid?

D: Usually when in a group chat, WhatsApp for example, the teacher greets us normally, and then go give us the task. If the task is placed in SPI, the teacher directly pointed out and shows us that the task is in the application. Yeah, the teacher never held a meeting with us on online platforms such as Zoom or Google Classroom.

Table 3.1 Interview Transcription

3.4.2 Coding

Codes identify and provide a label for a feature of the data that is potentially relevant to the research question. In this phase, researchers identified and highlighted some interesting expressions that appear frequently in the interview.

In the coding phase of the analysis, the interview transcripts were examined to identify and highlight some interesting expressions that appear frequently in the interview. Then the researcher put each initial code in each material. Recurring words, the ideas they represented, and any emotions that evoked, were coded and recorded (Attride-Stirling, 2001; Ryan & Bernard, 2003).

The sample of the process is shown in the following table:

	Data Extract	Code
Student 1	<p>.... only giving tasks during the entire semester....</p> <p>Not too effective, because the teacher only gives tasks.....</p> <p>Maybe not too excited, besides the teacher.....</p> <p>.....only giving a task, rarely attending the class, and even if they come in, they mostly play handphone, not focusing much on the student.</p> <p>Teacher rarely gives response/help during online learning.....</p> <p>....and also, rarely interacting with students....</p> <p>This situation makes an active discussion of learning nil.</p> <p>Also, it's a pity that the teacher didn't use.....</p> <p>Yeah, the teacher never held a meeting with us on online platforms such as Zoom or Google Classroom.</p>	Disappointment

	<p>..... sometimes I can relax after class, and also because these class activities have done in my home, I can feel comfy, and easy to rest.</p> <p>I can feel relaxed and rest easy compared to in the classroom.....</p> <p>I think I like online more?</p> <p>Actually, it is quite easy, as during.....</p> <p>..... semester the task is not that difficult.</p>	Comfortable
	<p>.....during online learning teacher did not explain.....</p> <p>..... thing if they give us all from the book I do not know.....</p>	Confusion
	<p>I was expecting the school to maximize.....</p> <p>..... the teacher must have a responsibility.....</p> <p>....., we still need a lot of guidance.....</p> <p>I need more variety in teaching.....</p> <p>I am also expecting a lot of discussion.....</p> <p>However, still, I really hope</p>	Hope

that..... it can give us more morale.....	
All easy, as we, the entire class, always doing some discussion of the said task.....	Discussion
It seems the same for me, because even when on offline days, the teacher has the same behavior just as doing online now.....	Indifferent

Table 3.2 Analyzing Initial Codes

According to the sample of data above, codes that have been found are:

Codes	Appearance
Confusion	2
Disappointment	9
Comfortable	6
Boredom	1
Indifferent	1
Hope/Suggestion	7
Discussion	1

Table 3.3 Example of Generating Codes

Following the example, here are the overall results of generating the initial codes of the whole data that have been extracted from all participants:

Codes	Appearance
Confusion	6
Disappointment	23
Comfortable	6
Indifferent	6
Hope/Suggestion	18
Laziness	2
Stressful	4
Self-learning	6
Discussion	5

Table 3.4 Generating Codes from All of the Data

3.4.3 Generating themes

Braun & Clarke (2006), describe a theme as something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set. In this phase, the writer grouped the codes that possibly have similar themes to get a major view of students' experience of online English learning during the Covid-19 pandemic.

In this phase, after coding some potential patterns, the writer generated some potential themes across the dataset that the pattern had been coded.

No	Code	Theme
1.	Confusion	Confusing
1.	Disappointment	Disappointing
2.	Hope/Suggestion	Suggesting
3.	Laziness	Exhausting
4.	Stressful	
5.	Indifferent	Stagnating
6.	Comfortable	Comfortable
1.	Self-learning	Individual
2.	Discussion	Collaborative

Table 3.5 Generating Themes

3.4.4 Reviewing themes

This phase involves a recursive process whereby the developing themes are reviewed in relation to the coded data and the entire dataset. In this phase, the writer conducts a review of the themes to ensure that it is suitable or not. If the writer encounters some problems with the themes, the writer might split them up, combine them, discard them, or create new ones: whatever makes them more useful and accurate.

After some initial themes had been created, the researcher reviewed the themes. In the end, the researcher found nine themes:

No	Themes
1	Confusing
2.	Disappointing
3.	Suggesting
4.	Exhausting
5.	Stagnating
6.	Comfortable
7.	Individual
8.	Collaborative

Table 3.6 Reviewing Themes

3.4.5 Defining and Naming Themes

This phase involves the deep analytic work involved in thematic analysis, the crucial shaping up of analysis into its fine-grained detail.

When all themes have been reviewed, in this phase the researcher determines the theme by defining what the theme covers and the name. Therefore, the emerging themes were arranged in their pattern of students' online learning experiences

No	Themes
1.	Disappointing online learning experience
2.	Confusing online learning experience
3.	Exhausting online learning experience
4.	Stagnating online learning experience
5.	Individual online learning experience
6.	Collaborative online learning experience
7	Comfortable online learning experience
8.	Suggesting online learning experience

Table 3.7 Defining and Naming Themes

3.4.6 Writing up

In this step, the writer reported the analysis with a more complete elaboration, with (1) the selection of vivid, compelling extract examples; (2) a final analysis of the selected extract, and (3) relating the analysis back to the research question, objective and previous literature reviewed (Braun & Clarke, 2006). The researcher reported the full analysis in the next chapter.

3.5 Research Schedule

Description	Timeline														
	2021				2022					2023					
	June	July	Aug	Sept	Jan	Feb	Mar	Aug	Nov	Jan	Feb	Mar	April	May	June
Research approval	■														
Writing the Introduction		■													
Writing the Literature Review															
Deciding the Methodology		■	■												
Research Proposal Examination				■											
Collecting the Data					■	■	■	■	■						
Analyzing the Data						■	■	■	■	■	■	■	■	■	
Writing the Conclusion and Report													■	■	■

Table 3.8 Research Timeline