

CHAPTER 3

RESEARCH PROCEDURES

A. Method of the Research

This research was conducted with a qualitative case study. As Morgan et al. (2017) stated, case study research is a comprehensive method that incorporates multiple sources of data to provide detailed accounts of complex research phenomena in a real-life context. A case study design was chosen because it allowed the researcher to gain an in-depth understanding of a phenomenon within its real-life context. According to Morgan et al. (2017), the case study design is suitable when the goal of the research is to understand “how” or “why” a particular phenomenon occurs, especially in relation to the participant’s experience and perspectives. In line with this method, a semi-structured interview was conducted to gain information about the participant’s perceived usefulness of the Hallo application.

B. Focus of the Research

This study is focused on describing the EFL learner’s perceived usefulness of the Hallo application in their English learning.

C. Setting and Participant

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. The institution was chosen because it provided access to participants who met the inclusion criteria and were willing to be interviewed. In addition, the lecturers at this university have already integrated technology into their teaching practices, making it a relevant and supportive environment for a study involving mobile-assisted language learning (MALL). This context aligns with the research focus on learner’s perceptions of the Hallo application, as students were familiar with using digital tools for language learning.

The participant in this research was a learner of the English Education Department enrolled in the academic year 2018/2019. The participant was selected based on the participant's relevance to the research context and specific inclusion criteria: being one of the active users of the Hallo application, having used the application for more than three months, and engaging with application at least once daily.

Further information revealed that the participant usually used Hallo in the evening or afternoon when she had free time, typically spending 10-30 minutes per-session. She actively used the instaMatch feature to practice speaking, engage in the daily practice with AI for about three minutes, and occasionally participated in live classes. The participant reported that she mainly used Hallo to improve her fluency, vocabulary, and pronunciation, and she found the real-time speaking practice particularly helpful in boosting her confidence. Additionally, she sometimes explored recorded session to observe vocabulary usage and sentence structures by other users.

D. Technique of Collecting the Data

The researcher used an in-depth interview methodology to conduct a comprehensive analysis of EFL learners' perceived usefulness of the Hallo application for English language acquisition. To gather the data, the researcher recorded the interview session. Several questions were asked regarding how EFL learners perceive the Hallo application as a tool for learning English. The questions were based on the Technology Acceptance Model (TAM), particularly the concept of perceived usefulness proposed by Scherer et al. (2015), which was originally adapted from Fraillon et al. (2003, 2004, as cited in Scherer et al., 2015). The questions focused on three main aspects: interest and learning, collaboration and communication, and information retrieval.

E. Technique of Analyzing the Data

In this study, the researcher employed the data analysis method proposed by Miles, Huberman, and Saldaña (2014). According to their framework, data

analysis consists of three concurrent steps: data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). These steps represent a refinement of the earlier model developed by Miles and Huberman (1994). The stages of analysis in this study are as follows:

a Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the full data (Miles et al., 2014) in this case, the interview transcript. Condensation will always appear even though the data has not been completely collected, and will continue until the final report is completed. By condensing, the data will be stronger (Miles et al., 2014).

Table 3.1 Data Condensation Example

Example of Condensation	
Original Data	Condensed Data
Actually, I use all the features in Hallo Application. However, for speaking practice I use the InstaMatch feature.	For speaking practice, the participant uses the InstaMatch feature.

a. First Cycle Code

In this section, the researcher assigned initial codes to a data chunk. The coding process is used to analyze the perceived usefulness of the Hallo application. Furthermore, the researcher used number “1” for categorized perceived usefulness of the Hallo application to foster interest and learning, number “2” for categorized perceived usefulness of the Hallo application to foster collaboration and communication, and number “3” as an initial for perceived usefulness of the Hallo application to foster information retrieval.

Table 3.2 First Cycle Coding

Informant statement	Initial codes
“I use Hallo to learn English especially speaking”	¹ Learning English Motivation

Informant statement	Initial codes
“I use all the feature, mostly use the InstaMatch feature for practice speaking”	¹ InstaMatch as speaking practice tool
“Hallo application increases my enthusiasm in learning English”	¹ Increased learning enthusiasm
“Hallo application helps me to learn based on my level”	¹ Level-based learning
“By using Hallo application, I feel the improvement of my speaking skills”	¹ Learning improvement
“By regularly use Hallo, my academic performance has improved especially in vocabulary and speaking”	¹ Academic performance improvement
“I communicate more fluent, effective and confident after frequent use oh Hallo”	¹ Speaking skill improvement
“I think the material is limited, but the features are helpful”	¹ Limited materials but useful features
“Hallo is helpful to find the material needed, and it is useful to increase my vocabulary”	³ Useful for vocabulary and material access
“The limited material is not a problem because Hallo application	¹ Various vocabulary material

Informant statement	Initial codes
so helpful in many aspects and has various vocabulary material”	
"The AI Feedback feature helps me improve my pronunciation quickly because it gives automatic transcription."	¹ Pronunciation improvement
"In the live class, I met certified teachers from different countries."	¹ Learning with certified global instructors
“The live class feels interactive, like an online lecture."	² Interactive class
"Roleplay features are fun and help improve vocabulary and speaking skills."	¹ Fun roleplay improve vocabulary and speaking
“Daily speaking practice is helpful even though the time is limited."	¹ Helpful daily speaking practice despite time limits
“I have become more confident in speaking and pronunciation; I’ve improved vocabulary and enjoy learning flexibility."	¹ Vocabulary and speaking skill improvement
“The materials can be access multiple times”	³ Re-accessible materials
“Direct and natural communication in the live classes helps me get used to using English”	² Speaking fluency support

After assigning the initial codes, the researcher grouped the codes based on one of factors of the Technology Acceptance Model as the conceptual work of this study named Perceived Usefulness.

Table 3.3 Components of Perceived Usefulness

Perceived Usefulness Components
Perceived usefulness of Hallo application to foster interest and learning
¹ Learning English Motivation
¹ InstaMatch as speaking practice tool
¹ Increased learning enthusiasm
¹ Level-based learning
¹ Learning improvement
¹ Academic performance improvement
¹ Speaking skill improvement
¹ Limited materials but useful features
¹ Various vocabulary material
¹ Pronunciation improvement
¹ Learning with certified global instructors
¹ Fun roleplay improve vocabulary and speaking
¹ Helpful daily speaking practice despite time limits
¹ Vocabulary and speaking skill improvement
Perceived of usefulness of Hallo application to foster collaboration and communication
² Interactive class
² Speaking fluency support

**Perceived of Usefulness of Hallo application to foster information
retrieval**

³Re-accessible materials

³Useful for vocabulary and material access

b. Second Cycle Coding

The next step is pattern coding. The researcher grouped the codes result from the first cycle coding into smaller number of codes.

Table 3.4 Second Cycle Coding

Code	Category	Main Theme
Structured and high-quality learning, improvement in speaking skills, improvement in pronunciation, vocabulary Enrichment, academic performance enhancement, efficiency features and materials	Foster Interest and Learning	Perceived usefulness of Hallo application
Interactive learning and speaking Support	Foster collaboration and communication	Perceived usefulness of Hallo application
Accessible learning materials and resources	Foster information retrieval	Perceived usefulness of Hallo application

The table above presents the results of the first-cycle coding conducted on a smaller dataset. The data have been categorized using the following codes: “1” refers to the use of the Hallo application to enhance learner’s interest in learning; “2” pertains to its role in promoting collaboration and communication; and “3” denotes its function in facilitating information retrieval. These codes were deliberately simplified by the researcher to enhance the clarity and readability of the data.

2. Data Display

The researcher presented the full data set in a rows and columns to ease the conclusion process.

Table 3.5 Data Display

Excerpt	Code	Category
“I use Hallo to learn English especially speaking”	Learning English Motivation	Foster Interest and learning
InstaMatch feature for practice speaking”	InstaMatch as speaking practice tool	Foster Interest and learning
“Hallo application increases my enthusiasm in learning English”	Increased learning enthusiasm	Foster Interest and learning
“Hallo application helps me to learn based on my level”	Level-based learning	Foster interest and learning
“By using Hallo application, I feel the improvement of my speaking skills”	Learning improvement	Foster interest and learning
“By regularly use Hallo, my academic performance has improved especially in vocabulary and speaking”	Academic performance improvement	Foster interest and learning
“I communicate more fluent, effective and confident after the frequent use of Hallo”	Speaking skill improvement	Foster interest and Learning
“Hallo is helpful to find the material needed, and it is useful	Useful for vocabulary and	Foster information

Excerpt	Code	Category
to increase my vocabulary”	material access	retrieval
“The limited material is not a problem because Hallo application so helpful in many aspects and has various vocabulary material”	Various vocabulary material	Foster interest and learning
"The AI Feedback feature helps me improve my pronunciation quickly because it gives automatic transcription."	Pronunciation improvement	Foster interest and learning
"In the live class, I met certified teachers from different countries."	Learning with certified global instructors	Foster interest and learning
“The live class feels interactive, like an online lecture."	Interactive class	Foster collaboration and communication
"Roleplay features are fun and help improve vocabulary and speaking skills."	Fun roleplay improve vocabulary and speaking	Foster interest and learning
"Daily speaking practice is helpful even though the time is limited."	Helpful daily speaking practice despite time limits	Foster interest and Learning
“I have become more confident in	Vocabulary and	Foster interest and

Excerpt	Code	Category
in speaking and pronunciation; I've improved vocabulary and enjoy learning flexibility."	speaking skill learning improvement	
"The materials can be access multiple times"	Re-accessible materials	Foster information retrieval
"Direct and natural communication in the live classes helps me get used to using English"	Speaking fluency support	Foster collaboration and Communication

3. Conclusion Drawing and Verifying

Drawing a conclusion is the process of combining and interpreting studied qualitative data to create new understandings, interpretations, or justifications. To ensure that the final conclusions are valid, logical, and supported by extensive arguments and reviews, the researcher reexamined the conclusions based on a second look at the data during the verification phase.

F. Time and Place of the Research

This research was conducted in Tasikmalaya, West Java in 2024. The interview will be conducted in person directly.

Table 3.6 Research Schedule

Activities	Months				
	Jan –	Aug –	Feb	Mar –	June –
	Apr	Nov		May	July
	2022 –	2024	2025	2025	2025
	2024				
Research Proposal Writing					
Research Proposal Examination					
Data Collection					
Data Analysis					
Seminar Hasil Examination					
Final Thesis Examination					