CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the methodological aspects applied in this research to answer the two research questions mentioned previously in Chapter 1. It deals with research design, research site, research participants, data collection techniques, the procedure of data collection, steps for data analysis and concluding remark.

3.1 Research Design

This study used qualitative research techniques that allowed for the use of credible and dependable instruments to gather data (Pickard, 2013). In presenting the data, Mackey & Gass (2005) argued that this kind of research commonly includes the provision of careful and detail descriptions. Using a case study method is the most useful way to develop an in-depth understanding of how students engage in blended learning instruction (Creswell, 2014). Case study method created a research focus while also preserving "the wholeness, unity and integrity" of the school classroom context (Punch, 2009).

This study was conducted in a specific context with a single case to be explored with reference to definition of case study as an investigation and exploration within a "bounded system" or a case or multiple cases over time throughout comprehensive and in-depth data collection involving multiple sources of information in context (Creswell, 2014). Additionally, this study is characterized as a case study since it includes three points; 1) the case study inquiry deals with the exactly unique situation or case in specific circumstance in which the variables of interest are larger than data points 2) one result is based on multiple sources of evidence, with the data are necessary to be correlated in a triangulation way; and 3) another result is gained by the former theoretical assumption as direction of data collection techniques and analysis (Yin, 2009).

3.2 Research Site

The research was done in a university located in Surakarta, Central Java. The research was held in English Letters major of Teaching Training Faculty. This

research was done in the Integrated English course of fourth-semester students. The course was designed by the teacher through combination of face to face and online learning during one semester. Online learning activities included a platform where students can access core resources, supplementary contents, online activities and any other supporting materials from the internet. The teacher has a variety of activities on Google Classroom that includes share video and documents, interactive activities, and discussion boards in the virtual class. Offline learning activities include the use of presentations, reading the resources, and discussions in the face to face classroom.

3.3 Research Participants

The purposeful selection is important in conducting the case study since the participants should meet the criteria or needs defined by the researcher based on the focal points being examined (Cohen, Manion, & Morrison, 2007). The research was observed in one class but only focused on five students who were in low, medium and high achiever students aged 18-20. The researcher also took data from the teacher who taught the Integrated English course using blended learning instruction. The class consisted of ten male and twenty female students enrolled in the Integrated English course at English Letter major in a university located in Surakarta, Central Java in academic year 2018-2019. In this case, the researcher has chosen the teacher who implements blended learning instruction in his teaching. The researcher has a good rapport with the participants and site before conducting a research because the researcher had graduated from the university. Due to ease of access yet also time constraint for conducting this in-depth study, there were only five students and one teacher involved as the participant in this study. The teacher was an experienced teacher who had taught English by using instructional technology at Teacher Training Faculty in the university.

3.4 Data Collection Techniques

This research used a variety of data collection techniques including observations, interviews and document analysis. The use of multiple data gathering techniques to answer the research questions allowed for data convergence and

ensured the triangulation of data sources (Creswell, 2014; Yin, 2009). The purpose of these data collection techniques along with the process and details of the data collection are outlined in the following sections.

3.4.1 Observation

Observation was used to answer research questions 1 and 2. According to Creswell (1998), observation was used due to the effectiveness to portray real situations in the classroom during Integrated English course. In this study, the researcher used an open observation technique where written field notes about key points in the lesson were made as well as video recording the entire class. The role of the researcher here is as a non-participant observer. The researcher observed and made notes during the teaching process. The advantage of this is that the researcher can fully pay attention to this research attentively. To be more specific, the researcher used field notes and video recorders as observational tools to observe the whole process of teaching and learning in the Integrated English course.

In order to obtain sufficient data for answering the research questions, the observations in the face-to-face classroom were held four times for a month and a half. According to the teacher, there are two classes of Integrated English course taught by him in the fourth semester. The researcher only focused on one class. The class session takes 100 minutes (2 CRS). The face-to-face classroom observations in the teaching process are noted and interpreted to investigate how students engage in the activity inside the face-to-face classroom. The researcher also observed the online learning activity in Google Classroom as the part of blended learning instruction. The researcher asked the teacher's permission to enter the class in the face-to-face classroom and joined as the member in the online classroom. By doing observation both in face-to-face and online classroom, it is beneficial to see the actual teacher's practices in a blended learning instruction, as well as to investigate the interaction between the teacher and the students during the whole teaching and learning process.

Table 3.1
Data Presentation of Teaching Session Summary

Observation	Date	Teaching Session		Notes
		Face-to-face	Online	
1	16 April 2019	Lecturing, discussion	-	Teacher explains briefly about the tool which is used to report the news briefly and is followed by students' discussion.
2	23 April 2019	-	Giving comment	Teacher gives the students' task in Google Classroom. Teacher invites students to read the guidelines before they put the comments.
3	30 April 2019	Individual work	-	Teacher commands the students to design their own news broadcast. Students have to create the news based on their field.
4	14 May 2019	Lecturing, practicing	-	Teacher explains briefly the challenges in reporting the news in the field work and is followed by asking the students to practice in front of the class.
5	21 May 2019	-	Make a report	Teacher reports the students' group in Google Classroom and asks them to make an progress.
6	28 May 2019	News broadcast making	-	Students learn and practice camera setting guided by the lecturer to produce and present a good news. One of representatives from each group read a loud the news.

3.4.2 Interview

Interviews are a critical source of information for a case study because they allow for facts to be checked, opinions to be sought and lines of inquiry to be followed (Merriam, 2009; Yin, 2009). Besides, Creswell (2003) believes that interviews are great to use as the question derived can be limited by the researcher following the need for the interview. Interviews are considered beneficial to give new perspectives subsequently the researcher can get richer information from the participants.

This research used semi-structured interview techniques. Semi-structured interviews are a mix of both structured interview questions and the flexible ones which means no predetermined wording so that more specific data can be gathered from participants' statements towards the issues being investigated. Open-ended questions were used during interview sessions in order to obtain more explicit explanations from the participants. Additionally, semi-structured interviews the questions need to be more open-ended in which the questions are more flexibly constructed (Merriam, 2009). Open-ended questions were employed to allow the respondents opportunities to develop their responses in ways which the interviewer might not have foreseen. In addition to that, Borg (2006) argued that in an interpretive study, where a smaller number of participants are interviewed in- depth, semi-structured and non-structures interviews are more common.

Table 3.2
Advantages of Semi-structured Interviews (Borg, 2006, p. 203)

Advantages of semi-structured interviews
1. Semi-structured interviewing enables the researcher to develop a relationship with the participants. Given the dialectic nature of knowledge construction in such interviews, establishing rapport is fundamental to the quality of the inquiry.
2. It allows the interview to proceed as a conversation rather than as a formalised exchange in which the interviewer imposes his or her authority of the interviewee. The effects of the asymmetrical relationship between interviewer and interviewee can be minimised if the interview is conducted in true interpretive spirit as a two-way conversation rather than a researcher-dominated activity.
3. It allows the researcher to explore tacit and unobservable aspects of participants' lives.
4. By avoiding forced-choice responses (those where the respondent must choose one of the responses provided by the interviewer), it facilitates the researcher's task of interpreting participants' experiences from their point of view and of representing these experiences in participants' own language.
5. By relying predominantly on open-ended questions, it has the potential to generate data which are more elaborate and qualitatively richer than those generated by closed questions.
6. It provides the researcher with a flexible tool for data collection in that the direction of the conversation is not predetermined but responsive to the specific contributions the interviewee makes. This reflexive approach to interviewing also makes it possible for the researcher to make and explore unexpected discoveries.
7. It encourages interviewees to play an active part in the research, rather than being passive objects to be studied. This form of interviewing solicits the active involvement of individuals in communicating the sense-making processes through which they interpret their own experiences.

The researcher interviewed the teacher and five students at the end of the course. The teacher was asked about how students engage to the learning, what the teacher's strategies to boost their engagement, and what the challenges in creating blended learning instruction. Meanwhile, students were interviewed about their engagement and their feelings and thoughts in the learning process.

Interviews were conducted after all observation sessions end. There were 12 pre-determined questions to be addressed for teacher and 12 pre-determined questions to be addressed for students which all are in the form of open-ended questions. Since it is a semi-structured interview, additional questions are allowed to ask depending on the responses given from the participant.

3.4.3 Documents

According to Creswell (1998), documents are very convenient for the researcher to use due to the easiness, availability, and context. The researcher collected several related documents posted both by the teacher and students. Online documents were taken from teacher's and students' posts during online session at Google Classroom. The posts consisted of notes, replies, and students' comments, texts, videos, and audios shared by the teacher. Students' work which formed of texts, videos, and audios took by downloading, while notes, replies and students' comments in the online class discussion took by screenshot.

3.5 Data Analysis Technique

The analysis conducted by employing Creswell's (2003) qualitative data analysis. which begins with organizing and preparing data collection, reading, coding and then interpreting them to be presented in the paper. The following were steps to analyze the data from this study.

1. Observation sheets in face-to-face classrooms and documents posted in online classroom analyzed by coding to see their engagement in both offline and online classrooms.

2. Interview data transcribed and then coded and categorized to make comparison based on students' engagement criteria proposed by Fredricks, Blumfeld, and Paris (2004).

3. The data collected from 3 instruments (observations, interviews, and documents) validated by applying triangulation (comparing the data collected from 3 instruments).

3.6 Trustworthiness

This research must be conducted comprehensively and thoroughly to gain readers' trustworthiness. To establish that trustworthiness, the investigation of this research has to take validity and reliability into account. Validity and reliability can be approached through meticulous consideration of how research is conceptualized in which the data are gathered, analyzed, and interpreted and how the findings are presented (Merriam & Tisdell, 2016; Merriam, 2009). The research conceptualization process includes selecting and applying a suitable research design for a particular study.

Diverse assumptions about what is being studied and investigated to answer different research questions are the basis for selecting and choosing research designs (Merriam & Tisdell, 2016; Merriam, 2009). Besides, in qualitative research, the main rationale is to understand, unlike quantitative studies which have to apply certain standards and are accepted by the scientific community. Therefore, Merriam and Tisdell (2016) stated that the strategies for qualitative studies for establishing the authenticity and trustworthiness of a study including triangulation, member checks, adequate engagement in data collection, researcher's position or reflexivity, peer review, audit trail, rich, thick descriptions, and maximum variation.

As for this study, triangulation was chosen to promote validity and reliability. Triangulation is a way where multiple data sources or data collection techniques to confirm emerging findings. As it is elaborated in the section of data collection, this study employed three data collection techniques namely interviews,observations and analyzing documents. In this case, the documents used are lesson plan, assessment progress, and attendance list. Additionally, the documents in the online classroom were taken in my research to ensure and support data from face-to-face activities in a blended learning instruction. The emerging findings in this research were shown to the participants so that they could rule out the possibility of my misinterpretation.

In this research, the researcher also attempted to establish adequate engagement when the researcher employed the collection of data. The researcher conducted a deep

interview sessions (15-30 minutes of interview sessions) and observing the details of the learning process in face-to-face and online classroom. The data then were interpreted and described in detail to enlighten the readers so that they can determine the extent to which their situations match with this study context, and, thus, findings can be delivered well (Merriam & Tisdell, 2016). Moreover, discussions with colleagues who are familiar with student engagement and blended learning topics were conducted to obtain broader perspectives and ask them to review some of the raw data in order to discover any drawbacks. Lastly, the researcher asked his colleagues to be a proof reader before the researcher went to present this research in the examination.