CHAPTER III
RESEARCH METHODOLOGY

This part discusses aspects related to the ways how this study was conducted, consisting of the research questions, research design, research participants and setting, techniques of collecting the data, data collection procedures, and data analysis procedures.

3.1 Research Questions

This research aimed to explore teacher's perceptions of online English language learning, how they manage, negotiate and cope with challenges in teaching online, and students' responses toward it. This research implemented qualitative research methods to answer the following three research questions:

1. What are teachers' perceptions of online English language teaching and learning?

2. How do the teachers manage, negotiate, and cope with challenges in teaching online?

3. What are the students' responses toward online English language learning?

3.2 Research Design

The design deployed in this research study was qualitative. Qualitative research focuses on exploring and describing complex phenomena and the

provision of rich textual data (Johnson & Onwuegbuzie, 2004). Meanwhile, according to Hennink, Hutter and Bailey (2013) as cited in Malik and Hamied, (2017), qualitative research is defined as the study of "people in their natural settings to identify how their experiences and behaviour are shaped by their context'' (p. 186). Considering the goal of this research that investigate the teachers' and students' perceptions toward their implementation of online learning, a qualitative method was used to identify their perceptions and practices during experiencing online learning as well as challenges in the field. Their practice, experience, and obstacles shaped their perceptions, which is discussed in this study.

The common purpose of qualitative research is to explore and understand the phenomenon from the insiders' perspective by having participation with the individuals and groups. Therefore it can develop a new understanding from the view of the actors of the phenomenon (Bogdan & Biklen, 1992; Darlington & Scott, 2002).

Alwasilah (2011) mentions that the strength of qualitative research is that it has the advantage of revealing the phenomenon in a detailed description. Besides, it has high flexibility in determining the step of the research. Hamied (2014) also states, ″A distinctive feature of qualitative research is that it allows researchers to identify issues from the perspective of participants and understand the meaning and interpretations that they give to behavior, events or object.″ (p.186)

This study discussed topics about EFL teachers' perceptions of online teaching and learning, how do they manage, negotiate and cope with the challenges

of an online learning program, and how do the students respond toward the program of online learning. The aims of the study are to explore how EFL teachers perceive online teaching and learning, and to investigate the students' responses toward online learning during pandemic Covid-19. Besides, this study describes the teaching practices and challenges during online learning in pandemic era. To reach these aims, the opinions of a large group of people need to be collected. That is why the design of this study is a qualitative method.

According to Christensen, Horn, Caldera and Soares (2011) the method for collecting empirical data to investigate the research problem is closely connected to the purpose of the study and how it can be fulfilled in the best way. As a qualitative method was chosen to fulfil the purpose of this study, the technique for data collection was a questionnaire and Interview, and the participants were EFL teachers of Junior High School in Bandung.

3.3 Participants and Setting

The researcher invited 117 English teachers from 51 schools in four areas of Bandung, and 102 teachers had participated in this research. All of the participants have implemented teaching online using one or more platforms. The teacher has used online teaching from March to June 2020, and it may be more longer.

The reason why the researcher chose Junior High School teachers as participants is that the researcher herself is one of the English teachers in Junior

High School in Bandung, and she had easy access to English MGMP Bandung city, that is why the researcher chose the participants from English Junior High School.

To find out the participants, the researcher used the Whatsapp group of MGMP Bahasa Inggris Kota Bandung. Before the researcher called the member of teachers, of course, the researcher asked for permission from the leader of MGMP Bahasa Inggris Kota Bandung. After having permission, then, the teachers were called personally by WhatsApp to get their permission and asked to fill the questionnaire. A hundred and two teachers participated in this research.

The demographic description of the participants is explained in the following session.

Table 3.1. The Profile of Participants

Variable Label	Percentage	Number of Participants
School Area	North Bandung 20% West Bandung 22% South Bandung 33% East Bandung 25%	102
Gender	32 %Male 68% Female	102
Age Range	6.9% 22-28 years 7.8% 29-34 years 34.3% 35-42 years 30.4% 43-50 years 20.6% 51-59 years	102
Level of Education	2.4% D3 92.2% S1 5.9% S2	102
Teaching Experience	7.8% 0-5 years 13.7% 6-10 years 35.3% 11-15 years 43.1% 16+ years	102
Online Teaching Experience	76.5% less than a year 14.7% 1-5 years 1.9% 6-10 years 1.9% 11-15 years	102

	3.9% more than 16 years	
Platform Used	25.5% Sakoja (Puber, edubox online)	26
	2% Ruang Guru	2
	46% Google Classroom	47
	16.7% Edmodo	17
	13.7% Quipper	14
	13.7% Quizizz	14
	6.9% Kahoot	7
	21.6% Zoom cloud meeting	22
	5.9% School Website	6
	93% Whatsapp Group	95
	1% Face book Group	1
	6.9% Others	7

Table 1 shows that the participants were from different areas of Bandung, which is dominated by female. The teachers are in the age of 22 to 59 years old and most of them graduated from S1. All of them have been teaching English from about a year to sixteen years.

The last item of the table shows the application used by teachers to teach online. Whatsapp group is the most favourite application used to teach online. It reaches 95 people or 93%. Google Classroom used by 45 people or 44.1%, Sakoja used by 26 people or 25.5%, Zoom Meeting used by 22 people or 21.6%, Edmodo and Quizizz used by 17 and 14 people or 16.7% and 13.7%, Quipper and Kahoot used by seven-person or 6.9%, website school used by six people or 5.9%, group FaceBook used only by one person or 1% and the others application used by seven people or 6.9% such as Skype, Youtube, and LMS.

3.4 Technique of Collecting Data

This study employed three techniques of collecting data, a questionnaire for teachers, an Interview, and a questionnaire for students. The complete explanation is described in the following session.

3.4.1 Questionnaire for Teachers

The first technique in collecting data related to the problem investigated in this research is a questionnaire. A questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Malik & Hamied, 2017). Brown (2001) defines questionnaires as "any written instruments that present participants with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers" (p. 6). Neuman (2006) adds the function of a questionnaire is to gather information on the backgrounds, behaviors, beliefs, or attitudes of a large number of people. Other advantages of questionnaires are also mentioned by Hoyle (2002) that avoidance of interviewer bias, low cost, and reduced pressure for immediate response.

According to Dawson (2007), a questionnaire includes close-ended questions and open-ended questions. Close-ended questions are those where the answers are provided, and the participant is required to tick a box. Meanwhile, open-ended questions are those where a blank space is provided for the participants to write the answers freely. Both open and close question has advantages and disadvantages.

Dawson (2007) also mentions the advantages of close-ended questions are that they are easy to answer and analyze, thus being more time-effective, but the disadvantage is that the responses may not vary and not be parallel to the participants' genuine opinions. Meanwhile, the advantage of open-ended questions is that they openly allow the participants to share new ideas, while the disadvantage of open-ended questions is that they may take a long time to analyze.

The questionnaire used in this study was close-ended questions. It can be seen at Appendix 1 (pp. 183 – 189). The use of the questionnaire instrument aimed to obtain participants' demographic information and to find out the perceptions of teachers toward online learning. Besides, the questionnaire also was used to distinguish online-supportive and controlling teachers in order to choose the most qualified participants for the interview. Furthermore, it aimed to collect data to facilitate a broad understanding of how teachers manage, negotiate, and cope with the challenges.

The questionnaires were posted to EFL teachers of Junior High School in some area of Bandung. The participants answered the questions by choosing one of the answers in the design of the Likert scale. The categories strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire for teachers was designed according to the Technology Acceptance Model (TAM). The explanation about TAM can be seen in chapter two. TAM was used as a framework to design reseach instrument. Here, teachers' perceptions was measured by questionnaire as the research instrument, which was adopted from Anormaliza et al. (2015).

The Indonesian version questionnaire was used to collect data to avoid misunderstanding the questions. The questionnaire comprised two parts: items to collect personal demographic information such as school area, gender, age, and length of teaching experience and items to collect information about participants' perceptions of online English language learning. The first parts are name, school, school area, gender, education level, teaching experience, online teaching experience, and learning platform used. Meanwhile, teacher's perceptions includes perceived usefulness (14 statements), perceived easy to use (6 statements), behavioral intention (5 statements), and system use (5 statements). The total number of statements is 30 statements.

3.4.1.1 Participants Selection

According to Malik and Hamied (2017), in qualitative research, the selection is typically purposive. The participants in this study were Indonesian teachers of English at Junior High School in Bandung city. The participation criteria were: 1) a native Indonesia; 2) is currently teaching English at a Junior High School in Bandung city, and 3) implement online teaching during a pandemic.

To meet the participants' criteria, the researcher contacted the chairperson of MGMP Bahasa Inggris Kota Bandung to get permission to choose the participants from the Whatsapp group. Because almost all of the teachers in the Whatsapp group apply online learning, the researcher called them one by one to asked permission

for completing the questionnaire. Of 117 teachers who called personally, 102 teachers gave responses to the questionnaire.

3.4.1.2 Data Collection Procedure

The questionnaire was pre-tested by two EFL teachers and two Indonesian language teachers. Before conducting the research, the pre-testing objective was to ensure the questionnaire was understandable, clear, and compelling. After receiving comments or suggestions from the pre-test participants, the questionnaire was reviewed and edited. The questionnaire was then uploaded into Google Form. Following this, the researcher listed the Whatsapp contact numbers of the English teachers in some areas of Bandung. The researcher searched the teachers from a school in various areas of Bandung city to achieve diversity in the perceptions. The researcher first sent a message to each of the English teachers, followed by a questionnaire. The message contained information related to the research. The information statement provided details to the participants about the researcher, the study's purpose, the participation criteria, the ethical considerations, and the link to the online .

After the questionnaire was completed, the researcher sent it to the participants on 2 and 3 June 2020. Immediately, from 2 to 8 June 2020, the researcher received about 102 from 117 participants who have completed the in a week. About 15 persons could not participate in the questionnaire. Some of them

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mentioned that they were already retired, they are busy with PPDB, travelling, and the others did not respond at all.

3.4.1.3 Data Analysis

The data were analyzed through several steps: scoring questionnaire, finding out the total score of each statement, calculating the central tendency, classifying the average percentage, interpreting data analysis, and stating the conclusion. The way of analyzing data is explained below.

After the data are taken from Google-Form, the Excell program was next calculated to get the score. The first step is scoring the questionnaire. Before scoring the Likert scale, each teacher's answer was labelled with a value from 1 to 4: Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly agree (5). To find the score, the frequency of each answer was multiplied by the value of each answer. For example, there was disagreement in statement one, 38 persons, neutral 21 persons, and agree 43 persons. To get the score, 38 multiple by 2, 21 multiple by 3, and 43 multiple by 4. Then, sum up all of the scores and get the total score of each questionnaire statement answer. Next, to get the central tendency in percentage, the total value of answer multiple by 100% and divided by the ideal score for the highest value (the number of students who participate multiple by five). The last step of calculating the Likert scale was classifying the average percentage. Teachers' levels of perceptions were categorized into five levels adapted from Tarmimi and Kadri (2016), which are very strong (80%-100%),

strong (60%-79%), enough (40%-59%), weak (20%-39%) and very weak (0-19%).
If the central tendency was between 40% up to 100%, it is categorized as positive
and under 40% is categorized as negative.

After calculating the central tendency of each item, it was categorized into an
individual interpretation. Finally, the data about teachers' perceptions of Online
English Language Learning were categorized into positive or negative perceptions.
Furthermore, the last step was stating the conclusion about the s of the analysis.

3.4.2 Interviews

The second technique in collecting data related to the problem investigated in
this research is interview. In this study, the semi-structured interviews were used to
answer the second research question, how the teachers manage, negotiate, and cope
with the challenges. This section consists of data collection, participant selection,
and procedure.

3.4.2.1 Data Collection

According to Malik and Hamied (2017), an interview is a purposeful
interaction where a researcher tries to obtain information from the subject who
agrees to participate in the research. "Interviews enable participants –interviewers
and interviewees – to discuss their interpretations of the world in which they live,
and to express how they regard situations from their point of view." (Cohen, Manion
and Morrison, 2018, p. 506)

Kvale (1996) mentions that interview is used to understand the world from the subjects' points of view, to unfold the meaning of their experiences, to uncover their lived world before scientific explanations. Further, Cohen et al. (2018) also mention that the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, seen, spoken, heard, and, indeed, with online interviews. They also mention that the Interview may be controlled during the session but still giving space for spontaneity, and the interviewer can press not only for complete answers but for complex responses and serious issues.

Bogdan and Biklen (2007) indicate three types of interviews: open-ended, semi-structured, and structured. Meanwhile, Cohen et al. (2018) mention five main kinds of Interviews that may be explicitly used as research tools: the structured interview, the semi-structured interview; the unstructured interview, the non-directive interview, and the focused interview.

This study used semi-structured interview. The blueprint of interview guideline can be seen in Appendix 2 (pp. 190-191). Semi structure interview is a meeting in which the interviewer does not strictly follow a formalized list of questions. Instead, they will ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format. Hitchcock and Hughes (1995) mention that the semi-structured interview is used to gain depth of information as it provides the interviewer with the opportunity to probe into and elaborate on the participant's responses. Furthermore, the advantage of a semi-structured interview format is the option to pursue topics of

interest that may not have been foreseen (Hitchcock & Hughes, 1995). Lastly, a semi-structured interview format has excellent flexibility and is used by researchers to extract targeted and detailed information from participants. The semi-structured interview also has the advantage of helping to reduce interviewer bias and leads to a more straightforward analysis of data (Hitchcock & Hughes, 1995). This research study used semi-structured interviews because they offered the tremendous potential to gain in-depth information and for the researcher to control the questions. The semi-structured interview method also provided the participants with a degree of power and control and provided the interviewer with more flexibility (Nunan, 1992).

The interviews were conducted online using WhatsApp because it is still pandemic, and the government applies the distancing rules due to the Covid-19 danger. Additionally, the interview was done in the Indonesian language, making it easier for them to understand the questions and talk about their views.

3.4.2.2 Participants Selection

The participants for the semi-structured interviews were selected based on their responses to the question in the questionnaire instrument. The researcher took five English teachers from five different schools of Bandung to participate in the interviews. They were conducted on 6th to 10th of June and 18th to 19th December 2020. The interviews were done online using the WhatsApp voice record

application, and they were conducted to get more information about how the teachers manage, negotiate, and cope with challenges in teaching online.

3.4.2.3 Data Collection Procedure

The participants were first contacted to determine whether they were prepared to volunteer to participate in this research, using WhatsApp phone provided. The willing participants then provided the time to be interviewed. All were interviewed online. Upon calling each of the participants, a rapport was built by introducing myself to the participants and asking general questions. The purpose of the research was re-stated, and the interview period was outlined. Participants were asked to consent to have the interview recorded in order to transcribe and analyze the data. Participants were then asked to read the participant information statement and consent. The ethical considerations were outlined, and participants were assured that all information would remain confidential and that their identities would remain anonymous. It was explained that all participants were free to withdraw their consent and to discontinue participation at any time without prejudice. After the consent form was signed, the audio recorder was activated, and the interview commenced.

3.4.2.4 Data Analysis

Duff (2008) mentions that the first stage of the data analysis process was to transcribe the participants' interview responses. Kvale and Brinkmann (2009)

define transcribing as the method undertaken to transform an oral conversation between the participant and interviewer into written form. The interview recording was transcribed using Google Docs. Google Docs application is an application in which documents and spreadsheets can be created, edited, and stored online. This application helped the researcher to put speech into written form. The application helped make the transcription process easier for this researcher because it was impossible to pause and adjust the playing speed to type the dialogue along with the audio recording. When the transcribing process was completed, the contents were rechecked by listening to the audio recordings for a second time. The result of transcribing process is presented in Appendix 5 (pp. 200-236).

The transcriptions were read several times, and the themes to emerge from the data were written down. Similar themes were combined into groups and then categorized under main themes. The participant pseudonyms and segments were labelled with the source data from the page number of the transcription. The Indonesian transcriptions were translated into English, which was then checked and reviewed by English professional teachers. The script of English translation can be seen in Appendix 5 (pp. 237-279).

3.4.3 Students' Questionnaire

The third technique is a questionnaire for students. It employed closed-ended questionnaires. Here is the explanation about the closed-ended questionnaire, participants' selection, procedure, and data analysis.

3.4.3.1 Closed-Ended Questionnaire

In this study, the closed-ended questionnaire was employed to the students to gain their response to online learning. The questionnaire explored learners' responses to online English learning. The questionnaire is concerned with motivation theory by Keller (2000), which focuses on four aspects: attention, relevance, confidence, satisfaction, and another aspect of digital literacy. This questionnaire was translated from English to Indonesian because Indonesian was more comfortable for the students to understand. The researcher translated the questionnaire into Indonesian and then sent to two EFL teachers and one Indonesian language teacher for feedback. After revising the questionnaire, the back translation procedure was used to verify the translation. The questionnaire consists of 18 items in the form of a Likert Scale of five (strongly disagree, disagree, neutral, agree, strongly agree) and was designed by Google Form. The complete map of the questionnaire statements is presented in Appendix 3 (pp. 192-196).

3.4.3.2 Participants Selection

The participants for the data collection were recruited from the group of teachers participating in the questionnaire. A hundred and sixty-two students (87 females and 75 males) from different Junior High school in Bandung participated in the questionnaire. They were from grades seven, eight, and nine.

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3.4.3.3 Data Collection Procedure

Twenty teachers were willing to share the questionnaire with their students. The questionnaire was sent to the teacher using WhatsApp on 1st of September 2020. Then, the teacher continued the questionnaire to their students. Respond of the students received by the researcher right at the moment.

3.4.3.5 Data Analysis

Cohen et al. (2018) define data analysis as a process of gathering, modelling, and transforming data with useful information, suggesting conclusions, supporting decision making. In this study, data were collected using a close-ended questionnaire. Then, after collecting, the data were analyzed. In analyzing the data, the researcher used descriptive statistical analysis by calculating the percentage. As mention by Cohen et al. (2018) that in descriptive statistics, much is made of visual techniques of data presentation. Hence frequencies, percentages, and forms of graphical presentation are often used. This close-ended questionnaire used five scales of Likert Scale (Strongly disagree, Disagree, Neutral, Agree, Strongly Agree).

The calculation of the questionnaire for the students is similar to the questionnaire for the teachers. The data from Google Form was taken, then it calculated by the Excell program to get the percentage. The interpretation of the percentage is adapted from Tarmimi and Kadri (2016) as mentioned in the previous.

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