

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology that involves the research questions, research design, research site and participant, instruments, data collection, and data analysis.

3.1 Research Questions

This study aims to describe the implementation of school from home in English for young learners' (EYL) classrooms and seek perspectives from teachers and parents of young learners. This study implemented a qualitative approach to answer the following research questions:

1. How do teachers implement school from home in English for young learners' classrooms?
2. How do teachers perceive the implementation of school from home in English for young learners' classrooms?
3. How do young learners' parents perceive the implementation of school from home in their children's English classrooms?

3.2 Research Design

This study was conducted through a qualitative approach with a case study design as it provides methods that meet the objectives of this study. This study aims to describe the implementation of school from home in English for young learners' classrooms and gain an understanding of the teachers' and parents' perspectives on its practice. Hence, a qualitative approach is considered suitable for this study because it analyses a specific phenomenon related to a person, group, community, society, and other social matters (Bassegy, 1999; Hamied, 2017). Qualitative research acknowledges that the behavior of the participants and the researcher must be understood in context (Hamied, 2017; McMilan, 1992). Qualitative research is best suited when the purpose of the study is to gain an in-depth understanding of specific issues.

The following diagram describes the theoretical thinking of this study.

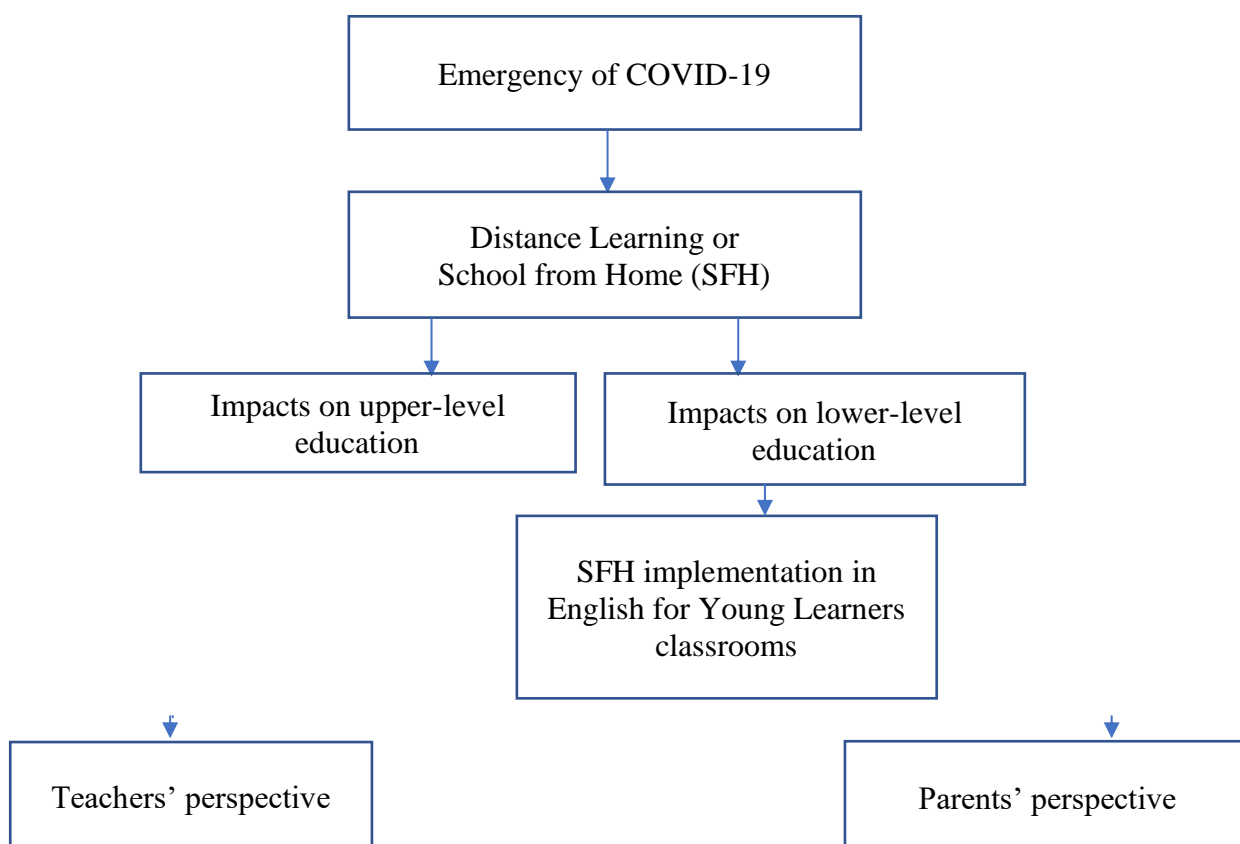


Diagram 3.1 Theoretical Thinking

The current study follows several principles of qualitative research proposed by Cresswell (2014). First, natural setting; the data collection processes were done in the field at the site where the participants experienced the issue under study. Second, the researcher was the critical instrument who collected the data. Third, multiple sources of data; there were three sources of data in the current study, i.e., document observation, interviews with teachers, and interviews with parents. Fourth, participants' meanings; the researcher focused on learning the meaning that the participants hold about the issue under study, not the meaning that the researcher brought to the research. Fifth, emergent design; the data collection processes were flexible. Sixth reflexivity; I, as the researcher, reflected on how my role in the study and everything that played potential for shaping my interpretations.

3.3 Research Site and Participants

This study was conducted in a private elementary school in Karawang, one of the primary schools that included English as one of the learning subjects within the 2013 curriculum framework. The reason for choosing this school is because of the accessibility to reach participants and the suitability of the school to the required participant of this study. Furthermore, the school participant emphasized a great concern in providing suitable distance English learning for primary students during the emergency of COVID-19. English became the main focus of the participating school because it is currently developing a bilingual program and requires support to improve its English program.

The researcher is a novice English teacher in this school, and mutually, this study can contribute to the improvement of future English learning implementation in this site participant. This study serves as an evaluation seen from parents' perspective on school-from-home implementation in English for young learners' classrooms; it might also provide resources for teachers to develop their instructional delivery design within the context of distance learning for young learners.

Young learners became the primary concern of education during the emergency of COVID-19 in Karawang because other than the teachers and students, parents were also struggling with their children's participation in school from home. According to the researcher's experience, many young learners' parents stated that they had moved their children to different schools within a year because they had difficulties finding a school that can adequately facilitate distance learning for their children.

Three English classrooms were observed in this study, including the second, fourth, and sixth-grade classrooms, representing lower and upper-grade primary classrooms. The online observation was conducted in these classrooms to obtain the actual data from the conducted learning activities during the implementation of school from home. Furthermore, all five English teachers in the school participant were involved in interviews to add and support observational data and seek their perspectives on school-from-home implementation in English for young learners' classrooms. This study also invited six student parents selected through a purposive

sampling for interviews to gather data about parents' perspectives of school from home implementation in English for young learners' classrooms.

3.4 Ethical Consideration

It is the researcher's responsibility to protect their research participants from any indecent acts related to the study and build trust with them (Isreal & Hay 2006, as cited in Cohen, Manion & Morrison, 2005). Hence, researchers must consider several ethical issues in writing their studies. There are five ethical issues to be considered in conducting a study, including ethical issues in the research problem, purpose of the study, questions, data collection, data analysis, findings, and ethical issues in writing and disseminating the study (Cohen, Manion & Morrison, 2005).

Names and images of the participating institution and individuals displayed on the presented data within this study are covered and remain confidential to protect the research participants' identities. All participants involved in this study were informed about the study before voluntarily participating. Moreover, a permission letter was issued from the Faculty of Languages and Literatures, Universitas Pendidikan Indonesia, and delivered to the site participant before the data collection process (see Appendix 2).

3.5 Data Collection

3.5.1 Observation

The observation was conducted as one of the methods to collect the data for this study. It aimed at investigating the implementation of school from home in English for young learners' classrooms. Observation means collecting data from fields (Semiawan, 2010). Observation is a systematic process involving several activities like observing and taking notes on various phenomena and situations, whether in a natural or artificial environment (Kristanto, 2018). It is conducted to investigate non-verbal behaviors objectively. Its analysis relies on what the researcher saw, heard, smelled, tasted, or touched from the observed subject (Kawasati, 2019). In other words, observation provides live data from live situations (Cohen, Manion, Morrison, 2005)

School from home has blurred the line between classroom observation and document analysis. Traditionally, a conventional classroom observation is conducted on-site, where the researcher visited the site. However, the

implementation of school from home is conducted remotely, and the researcher could not visit the site. The researcher collected observational data online through screen-recorded and screen-captured documents; causing it seems interchangeable with document analysis.

Documents in document analysis are facts that are kept in the forms of letters, journals, pictures, etc.; they can be used to explore information from the past (Kawasati, 2019). This study, therefore, collected multiple data in the form of notes, videos, and pictures to conduct the observation. The following sections describe details of the gathered data during the observation phase of this study.

Recorded learning videos and screens-captured WhatsApp conversations

The field of observation of this study is an online environment in which evidence of the conducted learning is presented through various distance communication media. Unlike face-to-face classrooms, all activities in distance learning, particularly online learning, can be automatically recorded and seen later. It, hence, allows researchers not to attend the actual learning activities for observation since the recorded learning presents a precisely similar situation to the actual conducted learning.

Video recordings and documents that provide research data can be described as non-human sources of information (Kawasati, 2019). This study gathered a collection of non-human sources of information, including the learning videos, recorded synchronous online learning, and WhatsApp group conversations to be observed and analyzed to answer the first research question. Due to the limitation of this study, data were only collected from second, fourth, and sixth-grade classrooms to represent the lower and upper grades of primary school. The data include three learning videos recorded in the first week of November 2021. The following figure presents an example of the recorded learning video.



Figure 3.1 Example of the learning video

Two recorded synchronous online learning activities from the second week of November 2021 were also obtained and illustrated in the following figure.

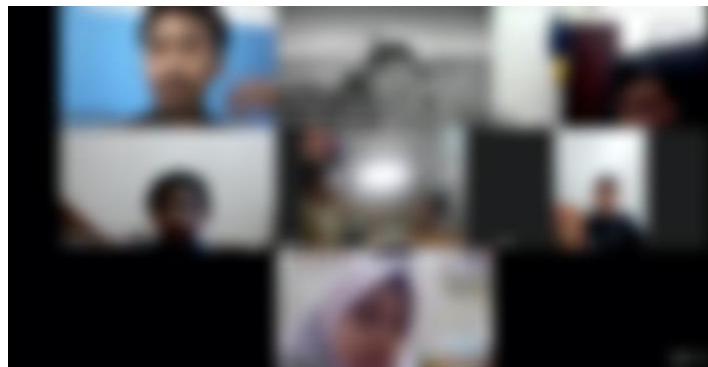


Figure 3.2 Example of the synchronous online learning activity

Screens-captured learning materials during online learning activities were furtherly taken as presented in figure 3.3.

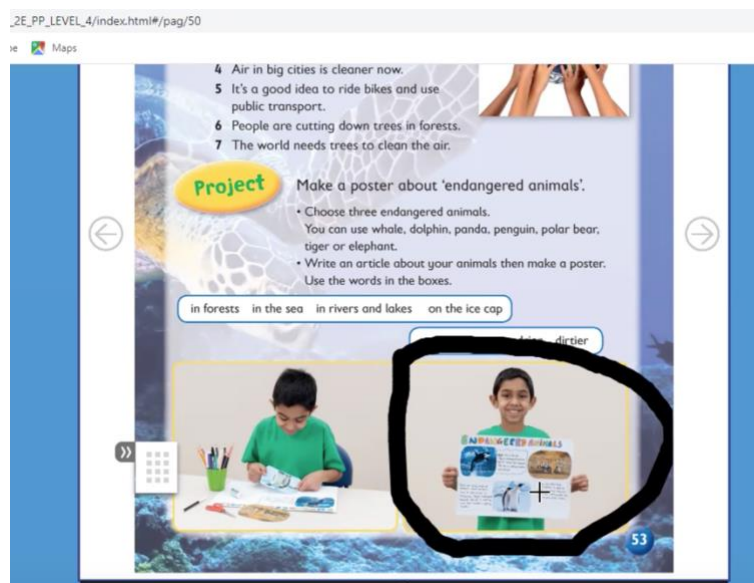


Figure 3.3 Example of the screen-captured learning materials

Lastly, screens-captured WhatsApp group conversations between parents and teachers were collected to be analyzed; one of the examples is presented in the following figure.



Figure 3.4 Example of the screen-captured WhatsApp group conversations

Further detail on the data collection timeline is presented in Appendix 1, the audit data trail.

Field Notes

This study refers to field notes as a collection of written notes that were taken during the observation of the recorded and captured data and interviews with the students' parents and teachers. The field notes keep information about the description of actions, conversations, and reflective thoughts from the researcher, including questions, concerns, ideas, etc., on the observed matter. It is crucial to write field notes as soon as possible while or after conducting the observation or interviews; otherwise, essential details or thoughts might be forgotten. There are five characteristics of field notes, including accuracy, details, clarity, relevance, and reflection, as categorized by Scwhandt (2015). Field notes allowed the researcher to recall important information in the future and connect the information with another related matter.

In conclusion, there were three types of data collected when conducting the observation involving recorded data, screen-captured data, and written data produced from the previous two data.

3.5.2 Interview

Besides observation, an interview was conducted with five English teachers and six students' parents from each grade classroom. The interview is described as a direct interaction process between the interviewer and interviewee addressed to record authentic data regarding the participant's opinion, feelings, and emotions, and clarify unknown facts that could not be observed in an observation (Yusuf, 2014).

The interviews for teachers aim to provide more information about the English teachers' implementation of school from home in English for young learners' classrooms. There were five English teachers involved because the same teacher taught the first and second-grade classrooms. Results from the teacher interview were presented to support observational data and answer the second research question. Furthermore, six young learners' parents from the first to sixth-grade classrooms were invited for an individual interview to gather data for the third research question.

Before the interview was administered, teachers and parents were contacted through WhatsApp and informed about the research conducted. Once the response from participants was received, the researcher assigned an individual interview schedule for each participant. Each teacher's interview lasted for approximately 45 to 75 minutes, while the parents' interview lasted for approximately 35 to 38 minutes. All interviews with parents and three with the teachers were performed using WhatsApp calls due to distance barriers and recorded using a voice note application for transcription and code process. The interviews were conducted through a semi-structured interview which consisted of open-ended questions and delivered in Bahasa Indonesia as the primary spoken language to avoid misunderstanding. The semi-structured interview is widely used to dig deeper into specific topics.

In most cases, a semi-structured interview is the primary source of information in qualitative studies (Bloom and Crabtree, 2006). The questions asked

in the semi-structured interview are outlined as guidelines, not a set of rigid questions to be asked (Harrell, 2009). The interview guidelines are constructed to prevent the conversation within the interview from stepping out of the topic. The interview guidelines to answer each research question are presented in the instrumentation section below.

3.6 Instrumentation

The first following table presents interview guidelines for teachers that accommodate teachers' implementation of school from home in English for young learners' classrooms. The interview questions refer to the guidelines adapted from the ADDIE model of online learning framework suggested by the United Nations. The ADDIE model provides a general instructional model to develop instructional materials or learning programs applicable to traditional and online learning (Shelton & Saltsman, 2007; United Nations, n/d).

Analysis	<p>Have you taught in distance classrooms before?</p> <p>What do you know about the school from home?</p> <p>How do you prepare for school from home?</p> <p>How do you maintain communication with the students during school from home?</p>
Design	<p>What platforms do you use to deliver learning during school from home?</p> <p>Why do you choose those platforms?</p> <p>How do you adjust the learning objectives to suit school from home learning environment?</p> <p>How do you support parents and students during their participation in school from home?</p> <p>Where do you find sources for the learning materials?</p> <p>Where do you find sources for the learning activities?</p>
Develop	<p>How do you develop the learning materials?</p> <p>How do you develop the learning activities?</p>
Implement	<p>How do you deliver the learning activities during school from home?</p>

	<p>How do you deliver the learning materials during school from home?</p> <p>How do you deliver the learning instructions during school from home?</p> <p>How do you encourage interactions among students and teachers in school from home?</p> <p>How do you engage students in learning?</p> <p>How do you evaluate students' learning during school from home?</p> <p>How do you ensure that students have completed their tasks?</p> <p>How do you collect students' tasks?</p>
Evaluate	<p>How do you deliver feedback to students during school from home?</p> <p>How do you ensure students' understanding of learning?</p> <p>How do you monitor students' progress?</p> <p>How do you overcome the emerging challenges during the learning activities?</p>

Table 3.1 Interview guidelines for teachers on the implementation of school from home

The next following table presents the interview guidelines to seek teachers' perspectives on the implementation of school from home in young learners' classrooms. The interview guidelines were adapted and modified from the study conducted by Abdel-Maksoud (2019) and An et al. (2021). According to (Abdel-Maksoud, 2019), perception of E-Learning can be determined through three factors, namely what drives users to use it, how satisfied were users in using it, and what kind of barriers occur in implementing it. Furthermore, An et al. (2021) outlined K-12 teachers' perspectives on online teaching during pandemic into (1) teachers' feeling towards online teaching; (2) strategies implemented in online teaching; (3) challenges faced when teaching online; (4) suggested future online learning preparation for teachers; and (5) teachers' perspectives of the "new normal" after the pandemic COVID-19.

Factor driver	<p>What do you think about the implementation of school from home in primary classrooms?</p> <p>What do you think about the utilized learning technology in school from home?</p> <p>How do these technologies support your teaching and students' learning performance?</p> <p>What do you think about the learning activities conducted in school from home?</p> <p>How do these activities support your teaching and students' learning performance?</p> <p>How does parents' involvement support you and your students during school from home?</p> <p>How does the school support you during school from home?</p>
Satisfaction	<p>How does school from home support teaching and learning activities?</p> <p>How satisfied are you with your teaching performance during school from home?</p> <p>Would you rather teach English online or offline in primary classrooms? What are the reasons?</p> <p>In what way could you imagine school from home as the successor of traditional learning?</p> <p>What do you think is the best way to cater to young language learners' needs during school from home policy?</p> <p>What would you like to suggest for future implementation of school from home in primary classrooms?</p>
Challenges	<p>What challenges occur during the implementation of school from home in primary classrooms?</p>
Advantages	<p>What benefits did you gain from conducting school from home in primary classrooms?</p>

Table 3.2 Interview guidelines to seek teachers' perspectives

Lastly, the following table presents the interview guidelines employed to seek parents' perspectives on the implementation of school from home in young learners' classrooms. The interview guidelines were adapted and modified from the completed work done by Lase, Daeli, Zaluchu, and Ndraha (2020) on parents' perceptions of distance learning during COVID-19 pandemic in rural Indonesia.

The implementation of school from home	<p>What do you know about distance/online learning?</p> <p>What kind of support is given by the teachers and school to help you and your children during school from home?</p> <p>How do teachers provide feedback for your children?</p> <p>How does school from home affect your children's learning?</p> <p>What kind of difficulties occurs when supporting your children during school from home?</p>
Parents' perception	<p>What do you think about the implementation of school from home in primary schools?</p> <p>What do you think about the delivered online learning instructions?</p> <p>What do you think about the teachers' presence during school from home?</p> <p>What do you think about the utilized learning technology during school from home?</p>
Parents' role	<p>Do you have all the devices needed for school from home?</p> <p>What kind of support do you provide to your children during school from home?</p> <p>How do you manage your time to assist children during learning?</p> <p>How do you help your children with difficult assignments?</p> <p>What do you do when assisting your children during learning?</p>
Advantages	<p>What benefits did you gain from the implementation of school from home?</p>

Disadvantages	What are the challenges you faced during school from home? How do you overcome those challenges?
Satisfaction	How satisfied are you with school from home implementation? What do you expect for future implementation of school from home? What would you like to suggest to teachers, schools, or the government in conducting school from home?

Table 3.3 Interview guidelines to seek parents' perspectives

3.7 Data Analysis

3.7.1 The Implementation of School from Home in English for Young Learners' Classrooms

Observation

The observation aimed to answer the first research question, identifying activities the participating English teachers conducted to implement school from home. As alluded to in the previous section, three types of data were collected for the observation. The researcher carefully watched the recorded data and commented on the occurring activities within the recorded data. The comments were written and linked to other related notes. For example, in one of the recorded synchronous learning activities, the student felt enthusiastic about completing tasks from the teacher that were presented in the form of games. Notes from the teachers' and parents' interviews supported this evidence that online educational games enhance the students' motivation to learn and become one of the advantages of online learning during school from home.

Furthermore, the recorded data showed variations in the use of English and Bahasa Indonesia by the English teachers. The student's parents, especially in the lower grade classrooms, admitted in the interview that the intense use of the target language in delivering the learning materials or instructions had caused difficulty for the students and parents in understanding the lesson. Notes from the recorded and interview data indicated causality.

In addition to the observation, screen-captured data were collected to investigate the interactions between teachers and parents in WhatsApp groups, support claims from the teachers' and parents' interviews, and provide evidence for the implementation of school from home. The screen-captured data were gathered, read, and paired with other suitable data or claims from the teachers and parents. For example, the teachers stated that there was a lack of responses from parents in WhatsApp groups. Claims from the teacher were proven correct according to the observation of the screen-captured WhatsApp group conversation between the teachers and the student's parents.

Each data had produced a series of field notes that are complementary to one another. These field notes were coded, connected, interpreted, and narrated in chronological order to create pieces of sequential information.

Interview

Results from the analysis of the observational data displayed a set of raw information that should be organized into themes. The process of organizing the information into themes included re-reading the entire information, coding, and grouping them into their relevant themes. The organization process was essential to deliver presentable findings of the study; hence, readers can easily read and find related information about the study. Besides observational data, interview data was included to add, support, and clarify the observational data in answering the first research question.

The analysis process of the interview involved transcribing to avoid loss of information, iterative reading of the transcripts, categorizing the transcripts into topics, labeling, and finally, coding to generate themes (Damayanti, 2019). It followed Creswell's (2014) coding system for thematic analysis, as presented in the following figure.

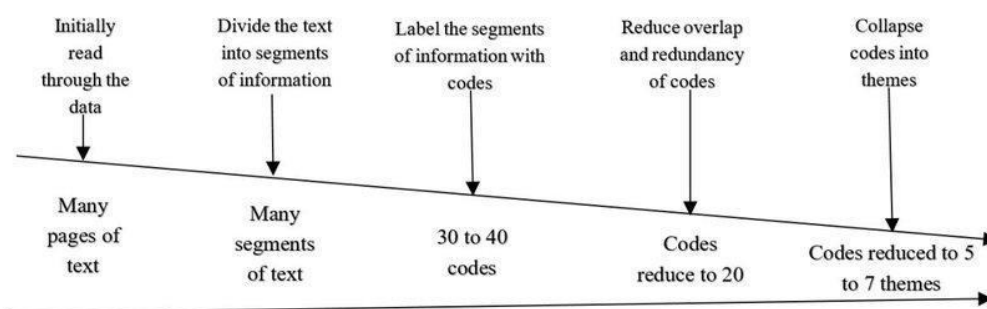


Figure 3.5 Creswell's Coding System

Thematic analysis is a strategy to reduce and analyze data using categorization and reconstruction of a dataset (Given, 2008). There were three coding steps in conducting the thematic analysis suggested by Creswell (2013, as cited in Damayanti, 2019), open, axial, and selective coding.

Open coding is the first level of coding that involves the classification of broad thematic domains to arrange data (Williams & Moser, 2019). It is an initial analysis of the data to obtain the first codes. In open coding, textual data were broken into discrete parts, compared, and labelled. This study employed in-vivo coding in labelling the textual data, meaning that codes were obtained from words produced by the participants; hence, in-vivo coding is also known as literal coding. For example, the code “create WhatsApp group for parents” refers to an excerpt from a teacher indicating that the teacher created WhatsApp groups as a communication medium between parents and teachers. Several descriptive codes have resulted from the open coding, i.e., join teacher training, discuss with peer teachers, and find online sources on effective online learning.

Following the open coding is axial coding, which involves drawing connections between the generated codes in open coding. It was conducted by grouping the initial codes from open coding into categories. The transition process from open coding to axial coding within the thematic analysis of this study is presented in table 3.1.

Open Codes	Axial Coding		Examples
	Categories	Properties	
Create WhatsApp groups for parents, maintain good communication with parents, monitor students' learning through parents in WhatsApp groups,	Maintaining communication with parents.	Talks related to strategies to connect teachers with the students and parents while separated by distance	An English teacher informed the purpose of the WhatsApp groups. “We <u>created WhatsApp groups</u> so parents can discuss or ask for help when they face difficulties

			teaching English to their children."
analyze existing online learning videos, find online sources on effective online learning	Seeking sources on online learning implementation.	Efforts conducted by teachers to gather information on online learning delivery procedures	An English teacher shared his strategy to prepare for online learning implementation. "we did <u>online browsing</u> at home to <u>find references</u> that might help us implement good online learning."

Table 3.4 Transition from open to axial coding

Finally, selective coding was conducted by combining all the related categories in axial codes into one core category. The selective coding then produced a broader category compared to axial coding. Examples of themes generated from the entire coding process of the first interview dataset are presented in the following tables.

Open Codes	Axial Codes	Selective Codes	Themes
Create WhatsApp groups for parents, maintain good communication with parents, monitor students' learning through parents in WhatsApp groups,	Maintaining regular communication with students' parents remotely	Mediating distance communication with students' parents	Teacher's Readiness to Implement school from home

Analyze existing online learning videos, find online sources on effective online learning	Individual online research on online learning implementation	Conducting professional development activities	
Join teacher training, discuss with peer teachers	Extending teachers' online pedagogic knowledge		
adding online conference as part of online learning, utilizing Zoom online conference	Adding online conference through Zoom as part of the school from home	Including Synchronous Online Learning as Part of the School from Home	Teacher's Strategies to Overcome Challenges in Online Learning as part of School from Home
discussing task deadlines with the students' parents, discussing penalties for overdue tasks with the students' parents	Arranging deadline to collect tasks during asynchronous online learning	Setting Tasks Deadline and Flexible Learning Schedule	
adjusting online conferences to parents' availability, uncertain times to conduct online learning through Zoom meeting	Providing flexible timetable for online conferences through Zoom		
utilizing Google Duo for a lower internet access environment, WebEx as a substitute for Zoom	including different online learning platforms to suit different needs	Providing different learning platforms	

adjusting learning duration according to the difficulty level of learning materials, shortening the learning materials, shortening the learning session once students lose focus and get bored	Creating an adjustable learning duration according to the learning materials and students' attention span	Reducing learning duration	
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Table 3.5 Example of the Thematic Analysis in the Implementation of School from Home

The final result of the thematic analysis on the implementation of school from home generated three themes presented in the following table.

Main Themes	Sub-themes
Teachers' Readiness to Implement School from Home	<ul style="list-style-type: none"> • Mediating distance communication with students' parents • Conducting professional development activities
Teachers' Strategies to Implement Online Learning as part of School from Home	<ul style="list-style-type: none"> • Engaging parents in students' learning. • Preparing online learning media and teaching devices • Selecting online learning platforms • Delivering blended learning
Teachers' Strategies to Overcome Challenges in Online Learning	<ul style="list-style-type: none"> • Including synchronous online learning as part of the school from home • Setting tasks deadline and flexible learning schedule • Providing different learning platforms

	<ul style="list-style-type: none"> • Reducing learning duration
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Table 3.6 Themes Generated in the Implementation of School from Home

3.7.2 Teachers' Perspectives on the Implementation of School from Home

A similar process of thematic analysis through open, axial, and selective coding was applied to the interview dataset collected to seek teachers' perspectives on the implementation of school from home in young learners' classrooms. The following table presents an example of the coding process from the dataset gathered to answer the second research question.

Open Codes	Axial Codes	Selective Codes	Themes
Supporting features in online platform, Variety of online sources,	Useful features to support learning provided online	Usefulness	Perceived Usefulness
effective platform for online learning, effective classroom with smaller amount of students, save more times	Effectivity of learning provided by online learning	Effectiveness	
up-to-date learning method, self-upgrade, technology awareness, becoming a better teacher, borderless teaching, growth mindset, unlimited classroom, getting used to new online platforms and technology, satisfaction with teaching performance, getting used to online learning,	Positive impacts of online learning to teaching performance	Improvement to teachers' work performance	

comfortable to use, provide similar features to traditional classroom	Driven factors for using online learning	Convenience	
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Table 3.7 Example of the Thematic Analysis in Teachers' Perspective on School from Home

The overall thematic analysis generated three themes presented in the following table.

Main Themes	Sub-themes
Perceived Usefulness of Online Learning as part of the School from Home	<ul style="list-style-type: none"> • The usefulness of online learning • The effectiveness of online learning • Capacity for self-improvement gained from online learning • Convenience of online learning
Perceived Suitability of Online Learning for Young Learners	<ul style="list-style-type: none"> • Appropriateness of online learning for young learners • Classroom management in online learning • Desired learning outcomes in online learning • Influential factors affecting the success of online learning in young learners' classrooms
Perceived Challenges in Implementing Online Learning as part of the School from Home	<ul style="list-style-type: none"> • Limited access to the internet • Distractive home-learning environment • Misbehaviors from students in online learning • Rigid learning materials for young learners in online learning

Table 3.8 Themes Generated about Teachers' Perspectives on School from Home

3.7.3 Parents' Perspectives on the Implementation of School from Home

Lastly, the interview dataset collected to seek parents' perspectives on school-from-home implementation are also categorized and reconstructed through thematic analysis. The following table presents an example of the coding process from the datasets gathered to answer the third research question.

Open Codes	Axial Codes	Selective Codes	Themes
Teachers used various learning media, children like the animation presented in the digital learning module, children can easily follow learning from the video and English module, teacher presented interesting animated pictures, animated pictures create understandable learning for children	The integration of various learning media to encourage students' learning understanding	Clarity of learning materials presentation	Perceived Clarity of the Online Learning Delivery
Teachers re-explained learning instruction in Bahasa Indonesia, teachers demonstrate how to complete the task, teachers sent regular reminders to parents about the learning instructions, teachers simplify the learning instructions to make it understandable	The provision of clear learning instructions	Clarity of learning instructions	

Table 3.9 Example of the Thematic Analysis in Parents' Perspective on School from Home

The overall thematic analysis generated three themes presented in the following table.

Main Themes	Sub-themes
Perceived Clarity of the Online Learning Delivery	<ul style="list-style-type: none"> • Clarity of learning materials presented by the teachers • Clarity of learning instructions from the teacher
Perceived Advantages of Online Learning in Young Learners' Classrooms	<ul style="list-style-type: none"> • The provision of a better understanding to children's learning development • Time flexibility • The growth of appreciation for teachers • Capacity to integrate various online learning media into the learning activities
Perceived Challenges during the Participation in Online Learning as part of the School from Home	<ul style="list-style-type: none"> • Misbehaviors from students • Parents' limited teaching ability and time availability • Doubts toward online learning

Table 3.10 Themes Generated about Parents' Perspectives on School from Home

This study utilized the analysis of the interviews to generate themes that framed the findings of this study in Chapter IV. Once all the datasets from the interview were transcribed and coded, the substantive codes were linked to the core category and interpreted to produce a comprehensive understanding to answer the research questions of this study. Relevant quotes from the interviews were also translated and presented in Chapter IV as supporting data.