

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology applied in this research. The discussion of this chapter involves research design, participant and research setting, data collection technique, data analysis, and validity.

3.1 Research Design

A qualitative technique and a case study design were employed in this research. This form of research intended to define and interpret the object's meaning, as well as what event influenced and altered the current state. It said that the purpose of the study was to portray a real-life situation that occurred at the research site without administering any interventions to the participants. Furthermore, Yin (2018) states that case studies have been employed in decision-making, program formulation, organizational reformation, and implementation.

3.2 Participant and Research Setting

The study was conducted in a private junior high school in Bandung, West Java, Indonesia. The participant involved in this study is an English teacher. The English teacher was chosen since she has been involved in some training programs related to digital platforms for the school use long before the pandemic hit that the teacher was quite well-trained. Meanwhile, the school was chosen since it has familiarized students with the use of digital platforms frequently in face-to-face learning.

3.3 Data Collection

The data of the research were collected through observations and interviews.

3.3.1 Observations

The observations were mostly utilized to address research question 1, but they were also used to back up data for research question 2.

The researcher used non-participant observations to collect data from the participant. The following arguments, which are supported by Creswell (2012) were used to choose this type of observation. First, they were picked for their ability to depict reality or real-life circumstances throughout the implementation of CLIL. Second, because they captured the entire process or event, they allowed the researcher to discover many unique things.

The researcher was present as a non-participant observer in the classroom sessions. It means that the observer does not involve herself in the teaching and learning process, and is only present to watch and monitor the classroom's learning.

The observations were conducted in online meetings from October 26th to December 2nd 2021. The observations focused on how the English teacher implemented the CLIL based on its framework of implementation as described in chapter 2. The whole learning activities carried out in pre-activity, whilst activity, and post activity were well recorded.

The following table contains a summary of the observations made during the classroom sessions.

Table 3.1. The Meetings Observed

Meeting	Date	Topic of lesson
1	October 26th	Being Human
2	November 2nd	Inventors and Inventions
3	November 9th	Describing the Animals
4	November 16th	Creating Animal Character and Description
5	November 23rd	Nice and Tasty
6	November 30th	Healthy Eating Habit
7	December 2nd	Food Partitives

3.3.2 Interviews

Interviews with the CLIL teacher were performed in order to answer research question number 2, which concerned determinant factors of CLIL implementation in remote settings.

The researcher employed in-depth interviews. This type of interview is chosen due to the following reasons. First, the researcher wanted to find out detailed information about factors that influence or determine the success during her CLIL teaching. Additionally, the researcher needed to explore if there are new things coming up about the implementation of CLIL.

In detail, the interview was structured by 10 questions. The questions are adapted from the findings of Coyle (2013) (2013) on successful implementation of CLIL and MOOC dimension adapted from the study of Albelbisi et al. (2018). The second framework is adapted due to the use of online learning during the CLIL implementation. There is an additional facet used by the present researcher due to the focus of research to portray determining factors from teacher and school's side. The blueprint of the interview questions are detailed in the following table.

Table 3.2 The Interview Blueprints

Questions	Indicator
1-3	Learning environment 1. School preparation 2. Financial/infrastructure support
4-8	Instructors' identities 1. Interest on ICT knowledge 2. Teacher's workload and teaching motivation 3. Assessment issues 4. Technical and social issue
9-10	Learner engagement 1. Maintenance in online learners' engagement

	<ol style="list-style-type: none">2. Social presence (lower sensitivity towards teacher and other students)3. Variation of digital platforms4. Learning interactivity
--	---

3.4 Data Analysis

The data obtained were analyzed using three stages suggested by Miles et al. ((2014) consisting of data reduction, visualization or display, and verification or conclusion drawing. The details are presented below.

3.4.1 Observations

During the data reduction stage, the researcher rewrote the field notes before sorting the information gathered. In order to respond to the first study questions, the data was then categorized. The data was sorted depending on the learning phases that took place in the classroom, namely before, during, and after the exercise. For a better comprehension of the depicted teaching and learning situation, the researcher used data visualization to display the results on narration, tables, and some figures. Finally, utilizing the CLIL framework and related research, the findings were evaluated and justified.

3.4.2 Interviews

The data from the interviews were first transcribed before being reduced. It was then followed by sorting the necessary and relevant information according to the emphasis of the study issue. The researcher then coded the data and expressed it in the form of narration in the data visualization. The stages used to analyze the interview data are listed below. The data was clarified based on the taxonomy of e-learning challenges in CLIL implementation, and it was also compared to other relevant studies for making conclusions.

3.5 Validity

Triangulation was used to validate the data obtained from all instruments. The endeavor to ensure that the data acquired via observations and interviews matched each other was viewed as vital. There were two sorts of triangulation: data sources and methodologies.

3.6 Concluding Remarks

The methodology of the current study was provided in this chapter. The chapter went over the research method, which was a qualitative approach; the research design, which was a case study; the research site and participants, which involved a CLIL teacher at a junior high school; the instruments, which included non-participant observations, and in-depth interviews. The chapter is completed by data analysis, and closed by data validity.