

CHAPTER III

METHODOLOGY

This chapter presents a method applied to find out the research questions. It deals with research design, research site and participants. Moreover, it also provides research procedures, data collection, data analysis techniques.

3.1 Research Design

To answer the research questions, a case study design with a combination of qualitative and quantitative is believed to be relevant for this research. As this study is a case study, I employed a qualitative approach for getting deep information about study-from-home activity implemented by one formal school in an Indonesian rural area of one formal school. Then, quantitative approach was also needed especially for interpreting data gathered from questionnaire.

3.2 Data Collection

3.2.1 Respondents

All respondents in this study is from one junior high school in Sengkang, Wajo regency, South Sulawesi, Indonesia. For the quantitative data, the respondents were 50 junior high school students. The respondents were the students who joined the online class during the study-from-home activity. The minimum sample size of the quantitative data is 30 (Hamied, 2017). Thus, the number of the current respondents is believed to be enough for representing the actual implementation of study-from-home activity in the school being evaluated in this study.

For the qualitative data, there were 1 EFL teacher who used online learning model, 1 EFL teacher who used face-to-face learning model, 1 student who joined online learning class, and 1 student who joined face-to-face learning class. The other participants were 1 parent/guardian of the student who joined the online learning class, and 1 parent/guardian of the student who joined the face-to-face

learning class. The interviewees were chosen with purposive sampling technique, a technique of choosing a sample for a particular aims and purposes (Nindi, 2020). The interviewees were selected with the following criteria: (1) an EFL teacher who use online learning model and an EFL teacher who use offline learning model; (2) a student who join online class and a student who join offline class; (3) a parent/guardian of the student who join the online class and a parent/guardian of the student who join the offline class.

There was not any exact number of the interviewee in this study. The interviewees who participated in this study were knowledgeable about and experienced with the study-from-home implementation as they took part in the activity. They could give the information that met the need of the study. According to Martha and Kresno (2016), adequate information is one requirement of selecting an informant in qualitative research. Therefore, the study was done with the current number of interviewees.

3.2.2 Instruments

Data collected in this study are online questionnaire, document analysis (teachers' lesson plan, students' recorded participation and students' recorded outcomes) and semi-structured interview and was conducted with a strict health protocol in an attempt to prevent the spread of the COVID 19.

As follows:

Online Questionnaire

Online questionnaire was used to collect the information covering the indicators of the evaluation aspects written in table 2.1 in the previous chapter and distributed to 50 students. In developing the questionnaire, the guideline is adapted from Hamied's concept (2017) which are: (a) research question/s identification; (b) sample identification; (c) making appropriate and clear questions list; (d) using

circle or tick to score the questions; (e) coding up the questionnaire for being analysed easily; (f) ensuring the respondents leave their personal data for being identified easily; (g) following up if the returned questionnaire is in a small number or is not as predicted.

The type of questionnaire is semi open questionnaire. Semi open questionnaire is chosen to gain wider information from the students' answer. It is to avoid the condition where they feel confused about how to answer the question. The data found through this online questionnaire is taken as the consideration of determining the questions to use in the interview.

In more detail, the questions in the questionnaire was based on the CIPP concept of Stufflebeam (2003) that is showed in table 2.1 in the previous chapter. The questionnaire was given for reaching the information about: (a) students' learning duration; (b) the use of internet data quota during the learning activity for students who joined online learning class; (c) the participation of the parents/guardian in guiding the students during the learning session; (d) the students' roles realization when applying online learning model. The questionnaire form can be seen in appendix 2.

Document Analysis

Document analysis is a systematic procedure of evaluating printed or electronic documents (Bowen, 2009). It is an activity of examining and interpreting documents in order to gain understanding and develop empirical knowledge (Corbin & Strauss, 2008; Rapley, 2007). In this study, document analysis is needed to analyse several documents of study-from-home activity run by the targeted school. The analysed documents are chosen as they are believed to represent several aspects of study-from-home activity that was evaluated based on *CIPP* concept showed in table 2.1. The targeted document were teachers' lesson plan, the emergency curriculum, students' recorded participation, and students' recorded outcomes.

Teachers' Lesson Plan

The format of teachers' lesson plan is based on the Indonesian government's rules that can be adapted by the schools in each region in Indonesia. In the time of Covid-19 outbreak, according to the study-from-home concept (*Kemdikbud, 2020*), the lesson plan is made based on the students' interest and students' condition. Then to ensure it, they are required to discuss it with the students' parents/guardians. Thus, the lesson plan used by the teachers in one semester during the study-from-home activity is needed to find out whether or not the teachers prepare the lesson plan based on the students' interest and students' condition.

The Emergency Curriculum

The emergency curriculum was designed by the Ministry of Education and Culture. It was made to be used during the pandemic Covid-19 to adjust the teaching and learning condition at the time. This study analysed the emergency curriculum that was used for English classroom at 7th and 8th grade in the 2021/2022 school year.

Students' Attendance List

The students' attendance list was used to record the students' participation when conducting the learning session. Based on the *CIPP* concept in table 2.1, the students' active participation is one aspect to be evaluated for judging the relevance of study-from-home activity to teachers, students, and students' parents/guardians. Therefore, the students' attendance list is investigated to see the students' active participation during the activity.

Students' Learning Scores

To identify what specific aspects that are included in the learning outcomes, this study takes a definition of learning outcomes that is as result-oriented, full-ended and measurable (Proitz, 2010). Another definition which is also considered

in taking the aspects of learning outcomes in this study is that learning outcomes is a written statement of what successful student is expected to achieve at the end of a module, course unit, or qualification (Adam, 2004 in Proitz, 2010). Then, the students' learning scores is to measure the students' understanding by seeing their GPA score for one semester.

Semi-Structured Interview

Semi-structured interview is one kind of interview that is done with purpose of knowing more information about a particular issue found in the study (Esterberg in Sugiyono, 2010). The respondents were asked more about their opinion or ideas about the issue that they experienced during the study-from-home activity. In this study, the interview was conducted to gain insight into certain issues found by the EFL teachers, the students, and the students' parent/guardian when applying the activity.

The interview was done through phone call and WhatsApp chat. The interview was not in face-to-face interaction considering the rules of physical distance during the pandemic of Covid-19. All sections included the interview with 2 EFL teachers, 2 students, and 1 parent and 1 guardian of the students who joined online learning class and offline class. The interview was mostly done in Indonesian language and Bugis daily language. The two languages were used to avoid misinformation as the students and their parents/guardians mostly used their local language to communicate with each other.

The questions in the interview address the evaluation indicators in table 2.1 except for the students learning scores. There are three types of questions: (a) The question for online mode; (b) The questions for offline mode with books, modules, and other sources. Offline model referred as face-to-face class in chapter IV because the teacher used face-to-face model during the program; (c) The questions for offline mode with TV or radio.

The first phone-call interview with a student who joined online learning class and a student who joined face-to-face learning class addressed: (a) the student's experience when submitting the assignment online; (b) the student's experience when following the face-to-face learning class; (c) the learning duration; and (d) the students' obstacle when implementing either online or face-to-face learning model. The second whatsapp-chat interview that was only with a student who joined the face-to-face learning class was about: (a) the student's understanding about the learning material taught in face-to-face learning class; (b) the student's activity at the beginning and the end of the learning session in face-to-face learning class.

The interview with the parents/guardians of students who joined the online and the face-to-face learning class was to achieve the information about: (a) the interaction between the teachers and the parents/guardians; (b) their child obstacle during study-from-home activity; (c) training program for the parents/guardians; (d) the coordination with the teachers about their child assignment; (e) the participation of the parents/guardians during the learning session.

The first phone-call interview with one teacher who used the online teaching model and one teacher who used the face-to-face teaching model discussed: (a) the teachers' roles realization when implementing the online learning model and face-to-face learning model; (b) teaching and learning duration; (c) the students' activities and assignment; (d) the interaction and communication with the parents; (e) the participation of the students' parents/guardians; (f) teachers' obstacles; (g) students' obstacles; (h) the obstacles found by the parents/guardians; (i) official teaching training for facing study-from-home activity. The second interview was only with the teacher who applied the face-to-face learning model, and was about the students' absence on the attendance sheet. The third whatsapp-chat interview with the teachers who used online and face-to-face teaching model explored: (a) the lesson plan; (b) the communication method with the parents/guardians during the study-from-home activity; (c) official training for students before following the activity; (d) the facility for the parents/guardians that they could use during the

study-from-home activity; (d) the lesson plan; (e) teaching process; (f) teaching reflection; (g) monitor sheet of the students' learning activity in home for the parents/guardians.

The example of interview format is shown below. The complete format can be seen in appendix 4.

Table 3.1. Interview Format

Date of the interview:		
Type of interview:		
Name of the Interviewee:		
1.	Introductory stage – interviewer introduced herself and informed about the purpose of the interview.	Responses
2.	Question for a student who joined the online learning class	Apakah kamu pernah menghadapi masalah saat belajar daring, misalnya susah menjawab satu pertanyaan saat kamu mengerjakan tugas? (Have you ever faced a problem while studying online, for example you felt difficult to answer a question when you did your assignment?)
3.	Question for a student who joined the face-to-face learning class	Apakah kamu pernah menghadapi masalah saat belajar luing, misalnya susah menjawab satu pertanyaan saat kamu mengerjakan tugas? (Have you ever faced a problem while studying online, for example you felt difficult to answer a question when you did your assignment?)
4.	Question for the parent/guardian	Jika Anda menemukan kendala yang dihadapi anak Anda selama belajar

	of the student who joined the online learning class	daring, apakah Anda mendiskusikannya kepada guru?	
5.	Question for the parents/guardians of the student who joined the face-to-face learning class	Jika Anda menemukan kendala yang dihadapi anak Anda selama belajar luring, apakah Anda mendiskusikannya kepada guru?	
6.	Question for a teacher who applied online learning model	Apa Anda menghadapi kendala saat mengajar dengan model pembelajaran daring? (Did you find any obstacle when you taught using online learning model?)	
7.	Question for a teacher who applied face-to-face learning model	Apa Anda menghadapi kendala saat mengajar dengan model pembelajaran luring? (Did you find any obstacle when you taught using offline learning model?)	

3.2.3 Data Collection Procedure

The data needed for the study was collected in seven steps. First, processing the administration in the school – getting deal between the researcher as evaluator and the school principle, then discussing the evaluation plan with the teachers. Second, administering the online questionnaire made with Google Form with the

teachers and the students through WA. Third, requesting and analysing the document such as teachers' lesson plan, students' attendance record, and the online and face-to-face learning class report. Analysing the responses gathered with online questionnaire. Fourth, interview with 2 EFL teachers with different learning model implementation, 1 student who joined the online learning class, 1 student who joined the face-to-face learning class, and 2 parents/guardians of the students who joined the online and face-to-face learning class. Fifth, the interviewee was interviewed after analyzing the responses in the questionnaire.

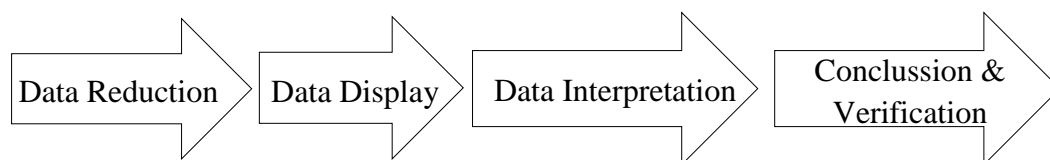
Sixth, the interview was conducted through WA or Phone. The interview was conducted in three sessions. Session one was with a student who joined the online learning class and a student who joined face-to-face learning class. The interview with the students was done in two times through phone call and whatsapp chat. Session two was with the parent/guardian of a student who joined the online learning class and the parent/guardian of a student who joined the face-to-face learning class, and was conducted once through phone call. Session three was with 1 EFL teacher who taught in the online learning class and 1 EFL teacher who taught in the face-to-face learning class. The interview with the teachers who applied online learning model and offline learning model was done three times; the first and the second one were through phone call; the third one was through WhatsApp chat.

3.3 Data Analysis Techniques

As the data is in the form of sentence and numbers, the data is considered a qualitative and a quantitative data. The techniques explained below are believed to be the proper ones to process a qualitative and a quantitative data. The techniques are used based on the concept of qualitative and quantitative data analysis techniques in the book of *Pengantar Evaluasi Program Pendidikan* by Ananda and Rafida (2017).

3.3.1 Data Analysis Techniques for Qualitative Data

The analysis techniques in this study adapted the concept from Faisal (1999) in Ananda and Rafida (2017). The techniques are as follows.



Picture 3.1 Data Analysis Techniques

The first technique is reducing data gathered from the online questionnaire and documentation which is called *data reduction*. The data collected from the online questionnaire was analyzed and categorized to place it either in the form of tabulation data or non-tabulation data. Then, the data collected from the documentation added the information of the previous obtained data. The result of analyzing and categorizing the data from this online questionnaire and documentation was for deciding the respondents to interview.

After getting the data from interview, it was transcribed. The transcript was described and analyzed. Then, the respondents' answers were categorized based on the type or subject of discussion.

The second technique is *data display*. With this technique, the data gathered from online questionnaire, documentation, and online interview were categorized into several points based on the general categorization of evaluation in Table 2.1. Then, every point was classified based the aspects of evaluation.

The third technique is *data interpretation*. The data was interpreted with *content analysis model*. Any information in the data that shows unfamiliar terms, mark, symbol or codes was interpreted. For instance, if the respondents use their local language in communication, it would be translated into English. The terms, mark, and other necessary points to verify that is difficult to translate directly into English was interpreted first into Indonesian to avoid misinformation.

The fourth technique is Conclusion and Verification. The interpreted data were concluded. Then, the data were verified to check the validity of the data. It was by ensuring that the interpretation was appropriate, whether or not any information need to be reconfirmed by the respondents, or any possibility that the data need more supported source.

After the verification, a recommendation from the conclusion was made. The recommendation was made by considering that it is potentially applied in a real context of rural area. It was based on the actual condition and situation of EFL teaching and learning of one junior high school in Sengkang, Wajo Regency that was evaluated during the activity implementation.

3.3.2 Data Analysis Techniques for Quantitative Data

A quantitative data was the students' learning scores and the results of the questionnaire. The students' learning outcomes were analyzed by measuring their Grade Point Average (GPA) scores and their speaking skill scores. Whereas, the data form the questionnaire are the results of the questions given to students.

The students' understanding to the learning material was seen from their GPA scores. It is taken to judge the students' outcome after implementing the study-from-home activity. The minimum score to measure the students' understanding is based on the criteria of mastery learning from the school which is 75.

The students' speaking skill was seen by checking their speaking skill scores. The score was given from the teachers when the students practiced English conversation online. The standard score to measure the students' speaking skill is based on the school criteria which is 78 for the second-grade students taught by a teacher who conducted online model and 75 for the first-grade students taught by a teacher who conducted face-to-face model.

The data was analyzed and measured using the percentage calculation. The GPA scores of 50 students were collected and measured to see the percentage of students who had score standard 75 and above the score standard. The result of

the questionnaire was to see the percentage of the students who implemented their roles.