

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Design**

This study applied qualitative methods for data collection and analysis that emphasizes the understanding and interpretation of participants' perceptions and explores lived experiences of the participants (Aydin & Kaya, 2017). As one of the qualitative research methods, case study enables the researcher to examine and describe complex and intricate details of the participants' life experiences (Farrell & Kennedy, 2019). Specifically, this study applied an exploratory case study to answer such questions as "what". In conducting an exploratory case study, the researcher has no control over the described events. Since this study was based on participants' experiences regarding their motivation in online learning during the study at home period, and needed detailed information about it, an exploratory case study design was chosen as the best and suitable method.

#### **3.2 Participant and Research Setting**

Three participants were involved in this study and it has been chosen using a purposive sampling method. Purposeful sampling technique was selected because it allowed the researcher to select participants who had the potential to provide information regarding the research question to be addressed (Aydin & Kaya, 2017). Regarding to the general characteristics of participants, all participants are eighth semester students, studying English at one of the Universities in West Java, Indonesia. There are three participants in total, two male and one female. Participants were chosen based on their GPA, so that this research has variations in the intellectual level of the participants and so there is no generalization. Specifically, participants were chosen because of their own unique individuality and based on their different level of participation in online learning implementation. One of the participants has a shy personality, both in online and offline learning.

She oftentimes seems anxious and nervous during her learning process and did not actively participate in the learning process. The other one is active students, both in online and offline learning. He always turn on his camera and oftentimes unmute his microphone during the question and answer session or sharing ideas. The last one is passive students, both in online and offline learning. He never turn on his camera nor microphone during the learning process. But the common thing from all of the participants is eventhough they have different personalities, they continue to join the online course. Moreover, participants are subjects who have experienced using *Skype* as a delivery learning platform during the study at home program.

### **3.3 Data Collection**

A semi-structured interview was used with the form of open-ended questions as data collection techniques. Semi-structured interview allows the researcher to ask probing, open-ended questions and want to know the independent thoughts of each participant (Newcomer, Hatry, & Wholey, 2015). The interview guideline including several questions regarding participants' motivation in online learning during their study at home program, are based on three Self-Determination categories, namely *amotivation*, *extrinsic motivation*, and *intrinsic motivation*. Each participant was interviewed with an estimation of time between 30-60 minutes per session, and recorded using an audio recording device. It may be more or even less depending on the data information obtained from the participants. For the participants to feel less pressured during the interview, the researcher encouraged participants to choose an interview location that would be most comfortable for the participants.

### **3.4 Data Analysis**

All of the interviews were recorded, transcribed, and then analyzed using the thematic analysis approach introduced by Braun and Clarke (2006) based on driven data. Castleberry and Nolen (2018) describes thematic analysis as a method of identifying, analyzing, and reporting themes within data. According to Braun and Clarke (2006) there are six-phase guides which are a very useful framework for conducting a thematic analysis, as shown in table 1 below.

Table 1.

*Six-Phase Guide for Conducting Thematic Analysis*

<b>Step 1: Become Familiar With the Data</b>	The researcher must be familiar with the entire body of data before going any further. Therefore, at this stage the researcher should be reading and re-reading the transcripts.
<b>Step 2: Generate Initial Codes</b>	In this phase, the researcher starts to organize the data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning because the researcher did not code every piece of text.
<b>Step 3: Search for the Themes</b>	In this case the researcher examines the codes and some of them clearly fitted together into a theme
<b>Step 4: Review the Themes</b>	During this phase the researcher reviews, modifies and develops the initial themes that have been identified in step 3. At this point it is useful to gather all the data that is relevant to each theme.
<b>Step 5: Defines Themes</b>	This is the final refinement of the themes and the aim is to ‘..identify the ‘essence’ of what each theme is about.’.
<b>Step 6: Write Up</b>	At this stage, the researcher concludes the result of the analysis.

**3.5 Research Schedule**

Table 2.

*Research Schedule*

