

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

The research method that was used in this research was a descriptive case study. According to Yin (2018), a descriptive case study is a case study that is used to identify the phenomenon and the context of a real-life situation. Therefore, this research is appropriate if it uses a descriptive case study because the researcher reported about the teacher's perceptions on the integration of smartphones in the English young learner classroom.

3.2 Focus of the Research

The research focus of this study was the teacher's perception on integrating smartphones in teaching English to young learners especially on online learning settings. The context of this research was an Indonesian teacher who teaches in a primary school. In this research, the teacher's perception of integrating smartphones was investigated through the TPACK framework from Mishra and Koehler (2006) which focuses on analyzing the knowledge of technology, pedagogy, and content in the teaching process.

3.3 Setting and Participant

This research was carried out in a primary school level which was located in Garut, West Java, Indonesia. The participant of this research is female and she is an Indonesian primary school teacher. The participant's background knowledge is primary school teacher education and she is the homeroom teacher of students' fifth grade aged around 10-11 years. The reason why the researcher chose her, was because the participant is one of the teachers who is quite intense on integrating smartphones where at the beginning till the end of the teaching process she is consistent using smartphones. In her practice, the teacher has carried out the teaching process by utilizing some features that are available in smartphones. For the first, the participant takes pictures of the material that will be taught through a phone camera. After that, she searches the pictures from the

phone gallery and then shares it to the WhatsApp group. If the material relates to examples of English pronunciation, then the teacher shares a video link as an example from YouTube. In streamlining the learning process, the learners are asked to take pictures of their learning activities then at the end of the semester the learners are asked to collect all documents that are evidence of their learning process for one semester.

3.4 Technique of Collecting the Data

In this research, the researcher collected the data by conducting a semi-structured interview and online observations. As said by Adams (2015), a semi-structured interview is a process of interviewing which is conducted more relaxed but still relates with the topic and for the questions are usually mixed between closed- and open-ended questions. Here, the interview was conducted into three sessions and the duration for each session is thirty minutes. Further, the questions that were asked to the participant are all about the participant's perception in implementing smartphones in the English young learner classroom. Besides using a semi-structured interview, this study also used online observations to collect the data. According to Norskov and Rask (2011), online observation is a technique of collecting the data by utilizing interactive internet-based communities. In this technique, the researcher joined the WhatsApp group as a form of online observation. This was relevant to be carried out because of today's phenomenon that all of the activities should be conducted in an online setting.

3.5 Technique of Analyzing the Data

In analyzing the data, the researcher used thematic analysis which was elaborated with the TPACK framework from Mishra and Koehler (2006). Thematic analysis is one of the methods of analyzing the data which can be used to identify, analyze, and report the patterns or themes of the data (Braun and Clarke, 2006). The steps are from Braun and Clarke (2006) which consist of six stages by the following:

3.5.1 Familiarizing the data

It is the process of reading and re-reading the data that is obtained when the process of collecting the data. This process is ideal to be carried out at least once before coding to familiarize the researcher with the theme of the data. Here, the researcher also did as Braun and Clarke stated, the researcher read the data (transcript) more than one time.

INTERVIEW TRANSCRIPT

Interview (14th October 2021)

Interviewer: Bismillahirrahmaanirrohiim, assalamu'alaikum warohmatullohi wabarokaatuh.

Participant : Wa'alaikumsalam warohmatullohi wabarokatuh.

Interviewer: Em... Bu, em,, sebelumnya perkenalan diri terlebih dahulu, saya Resti Purnamasari dari Mahasiswa eee... Universitas Siliwangi jurusan Pendidikan Bahasa Inggris. Eeee adapun tujuan untuk mewawancarai ibu itu untuk eee mengambil data mungkin ya bu untuk penelitian saya dan penelitian saya itu memiliki tujuan yaitu untuk men menginvestigasi persepsi guru dalam pengintegrasian smartphones dalam proses pembelajaran Bahasa Inggris untuk anak sekolah dasar.

Participant : Iya.

Interviewer: Kemudian saya ingin bertanya dulu mengenai kabar ibu, apakah ibu sehat bu?

Participant : Alhamdulillah sehat.

Figure 3.1 Part of Interviews Transcription

3.5.2 Generating initial codes

It is the process of coding the data. In coding the data, the researcher used some colors on the text which was used as the data to make the process of analyzing more straightforward later. Here, the researcher used yellow and green colours in coding the data that relate into the research questions.

Colour	Initial Codes
Yellow	Negative Perception
Green	Positive Perception

Table 3.1 Initial Codes

3.5.3 Searching for themes

This process is to re-focus on broader themes rather than codes. Additionally, in this process, all of the relevant code data extracts on identified themes are collated and on the potential theme, it involves the different codes

which are selected. Here, the researcher searched the themes for the data that were already given the codes. After that, the researcher grouped the data that looked similar.

Colour	Initial Codes	Total
Yellow	Negative Perception	7
Green	Positive Perception	7

Table 3.2 Calculation of Codes

3.5.4 Reviewing themes

It is the process of reviewing the themes to make sure that themes are appropriate. Besides, this process is to modify or develop the themes to search the themes which were identified before. Related to this research, the researcher reviewed some data that was already grouped and made sure all of the data were appropriate.

3.5.5 Defining and naming themes

This phase is the process of defining and refining the themes that will be presented in the analyzing process. Further, by conducting this process, it means identifying the essence of each theme and determining the aspect of the data which is captured by each theme. Here, the researcher started naming the data that was already coded in some groups to be some themes.

Teacher's Perception
Negative Perception
Positive Perception

Table 3.3 Process of Defining and Naming the Themes

3.5.6 Producing the report

The last phase is the process of final analyzing and writing the report about what was carried out by the researcher during the collecting the data process.

Emergent Themes	Data	Sources
Negative Perception	If the material is for memorizing vocabulary,	Participant in the second interview, October 21 st ,

	it can still pass through a 2021. WA group or something else, but <u>if the material is for a conversation, it's a bit difficult if it doesn't do face to face directly with students.</u>	
Positive Perception	Yes, <u>because it is easier to use and more efficient.</u> Then, if the teaching process takes place by using other applications, not all students can follow. <u>I think the WhatsApp group is simpler.</u>	Participant in the third interview, December 3 rd , 2021.

Table 3.4 Sample of Data Analysis

3.6 Research Schedule

No.	Description	Jan 2021	Feb- Jul 2021	Aug 2021	Sept- Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jul 2022
1.	Submission of Research Topic	■									
2.	Research Topic Approval	■									
3.	Writing Research Proposal		■								
4.	Seminar Proposal Examination			■							
5.	Conducting the Research				■						
6.	Writing the report					■	■	■	■		
7.	<i>Telaah Komprehensif</i> Examination									■	
8.	Final Thesis Examination										■

Table 3.5 Research Schedule