CHAPTER III
RESEARCH PROCEDURES

3.1 Method of the Research

This research used Descriptive Case Study, and A case study is a technique that refers to the in-depth study or research of contemporary phenomena in real-life scenarios utilizing diverse kinds of information (Yin, 1994). The researcher used a case study because it is most successful when multiple forms of evidence are collected and analyzed, including both qualitative (Gillham, 2000; Yin, 2003).

3.2 Focus of the Research

In this study, researcher focused on student activities in learning English with a blended learning system and what can influence student activities in English with a blended learning system in high schools in Indonesia. This description is taken from the results of interviews with high school students with their experience in English language learning activities with a blended system in Indonesian high schools through student perceptions.

3.3 Setting and Participants

Researcher conducted research at one of the Senior High School in Tasikmalaya, West Java, Indonesia. This place was chosen because researcher carry out practical teaching activities in schools. In addition, researcher also know the conditions of student learning activities with a blended system (informal preliminary interview, July 17, 2022) with several high school students who have had learning experiences with a blended learning system at school

The participants of this study were five students X MIPA 1 and they were willing to participate. Their age ranges from 15 to 16 years. They recruit because of several considerations, such as, (1) they are very involved in learning activities with a blended learning system, (2) they are willing to participate in this research.

3.4 Technique of Collecting the Data

This study will use semi-structured interviews because suited to the research. The sample in this study has been involved and has participated in this study. The results of this data will be analyzed to determine whether it is correct with the objectives of this study. Qualitative semi-structured interviews can be used to analyze participants' experiences, meanings, and reality,' as well as to investigate how these experiences,' realities and meanings may be shaped by discourses, assumptions, or ideas in the larger society (Braun & Clarke, 2006).

According to Melissa DeJonckheere and Lisa M Vaughn (2019), Semi-structured interviews are an effective method of data collection when the researcher wants to gather qualitative, open data; investigate participants' ideas, feelings, and opinions on a specific topic; and dig deeply into personal and often delicate problems. The step of how to do a semi-structured interview is stated by Adams (2015):

1. Selecting respondents and arranging interviews

    This phase focused on the issues that must be addressed throughout the study's execution. The interview was limited to two people. In addition, the researcher called them to seek and set an interview time.

2. Drafting questions and the interview guide

    The researcher used Castillo-Montoya's (2016) interview procedure structure, which consists of four phases:

    1. Ensure that interview questions correspond to research questions.
    2. Creating an inquisitive discourse
    3. Obtaining feedback on interview procedures
    4. Putting the interview protocol through its paces.

    The first step is to plan; the researcher should create an interview procedure and a list of interview questions that will be beneficial for presenting the questions to the participants and the form of a concern. Furthermore, interview instructions were distributed online, including various themes linked to the difficulties and solutions of adopting the blended system in Indonesian Senior High schools.

3. Starting the interview

   The researcher does the interview using the Personal Smart Phone (VIVO V23) with WhatsApp group calls. The interviewer then instructed the participants to talk freely. In addition, the length of the interview should be considered by the interviewer. Then, go through the questions on the list one by one.

4. Polishing interview techniques

   In collecting data in interviews, researcher used the WhatsApp Call Group application due to distance conditions and the pandemic due to COVID-19.

5. Analyzing and reporting the semi-structured interview

   In this section, the researcher examines the data for correctness from the recording. In addition, the data was transcribed and translated. It is then subjected to thematic analysis.

3.5 Technique of Analyzing the Data

From the results that have been collected and have been obtained, the researcher will analyze more deeply the results of interviews that have been conducted by researcher using thematic analysis. *Thematic analysis* is a qualitative data analysis approach that involves searching through data collection to identify, evaluate, and report on repeating patterns (Braun & Clarke, 2006). The researcher used this thematic analysis because the researcher believes that using it will make it easier for the researcher to analyze the results of the data that the researcher gets. Braun and Clarke (2006) offer a six-phase guidance that is a highly effective foundation for undertaking this type of study.

1) Familiarizing with the data

   Reading and rereading interview transcripts is the process of transcripts of data linked to the research subject researched at Tasikmalaya High School being reviewed and repeated by researcher.

2) Generating initial codes When analyzing data, it is the act of arranging data logically and methodically into small pieces of information and solving specific research questions.

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Subthemes	Color Code	HTML Color Code	Total of Partcipants
Enjoyable Blended learning English activities	Yellow	#FFFF00	5
Perceived acceptance to traditional instructional media	Blue	#0000FF	5
Anxious perceptions to shorter learning time	Green	#008000	5
feasible tasks in Blended Learning activities	Teal	#008080	5
Comprehensible Teaching Materials Delivery	Red	#FF0000	5

Table 3. 1 Generating initial codes

3) Searching for themes

It is the process of choosing a data transcript and discovering anything relevant or interesting about the data depending on the research questions.

Potential Subtheme 1	Potential Subtheme 2	Potential Subtheme 3
Enjoyable Blended learning English activities	**Perceived acceptance to traditional instructional media**	**Anxious perceptions to shorter learning time**
Student 1: Ummm.... feeling no objection at all instead I was happy to be reunited with my classmates and study together again even	**Student 1:** In class my teacher used the whiteboard more often I miss because I am used to using the whiteboard in class during English lessons	**Student 1:** From the challenges, maybe from the *KBM*, yes, miss, for example, we have to quickly understand the material and when given a group discussion, we

though it was only a few friends.		must hurry so that the time doesn't run out too quickly, miss.
Student 2: yeahh... It's a little strange because it's the first-time using blended learning but the most important thing is miss, I can study together again with my friends at school and can also meet teachers at school because this is our first time going to school too because previously, we were online from entering school because it was early I'm still in covid with a severe situation so I haven't had time to meet school friends	**Student 2:** If the English teacher in my class used the whiteboard because every English lesson takes place my teacher often used the whiteboard and is also used to using the whiteboard in class miss.	**Student 2:** *KBM* time reduction, miss, hmm… for example, like studying in class, I feel pressed for time and I have to catch up to understand the material, even if I don't understand it, I will ask my friends in class or via chat
Student 3: Learning especially umm… when English is in a hurry and hmm… to ask questions is also	**Student 3:** If the teacher in the class that I enter often used the whiteboard, miss compared to others	**Student 3:** Short teaching time when learning in class begins, for example, when learning takes place,

difficult because time is limited so I have to understand quickly but from that I can go to school and meet my friends again even though this is my first time meeting my friends who previously only met on Zoom or online only	because the teacher in my class may be used to it, miss teaching with the whiteboard, but behind that we are allowed to use cellphones in class to open google translate or open a discussion of the material studied in class because so that make it easier and take advantage of existing technology.	like it or not, my friends and I have to focus when the teacher gives the material because so that I can understand what material the teacher gives in front of the class.
Student 4: I feel a different experience with my friends such as from reduced or shortened time but I am happy because I can meet my friends at school again and learn together.	**Student 4:** The whiteboard because the teacher in my class used the whiteboard more often when teaching because it may be easier to use and also accustomed to using it and also, I don't mind it as long as I can understand the material there is no problem for me in	**Student 4:** If from the challenge, maybe we go back to the urgent *KBM* time, for example, maybe we are used to the *KBM* time which is a bit long and then shortened me and my friend, like it or not, we have to quickly understand

Student 5: I feel that learning in blended learning is a bit difficult to be able to think longer because of the limited time, but in delivering the material it is also easier to understand than when online but nevertheless I can learn together back at school	**Student 5:** If the English teacher in my class used a whiteboard, miss, because before that, it was the first time I went to school. Our teacher in our class used to use the whiteboard in class. In terms of the media that he often used, there's no problem with me, miss, as long as the teacher is comfortable using the whiteboard. no problem and I also understand the material.	**Student 5:** When the teacher gives a question, we must be ready to give an answer if the question is given at random and it must be fast because the lesson time is shortened, we have to understand the material.
Potential Subtheme 4	**Potential Subtheme 5**	
Feasible tasks in Blended Learning activities	**Comprehensible Teaching Materials Delivery**	
Student 1: Assignments are given clearly and easy to understand, the types of assignments are	**Student 1:** In delivering the material, it is easier to understand than when online, it's just that the	

sometimes individual and group but when there is a covid miss, more group assignments are possible so that we always communicate and discuss with friends even though we rarely meet and only meet once a week even though not all of them can go to school, and the deadline given is quite miss	material is very short because the time is reduced, for example when the teacher gives the material and explains in the lesson time that is reduced by miss, it must be right so that we can practice with questions from new material so that it doesn't come from the *KBM*. only explanation of the material but there are practice questions too
Student 2: From the type of assignments that are often given in groups and in my opinion this can make me and my friends learn together and understand each other's material, from the way the assignment is also easy to understand and	**Student 2:** When the schedule in class yes! The material is conveyed well but when studying at home there are many obstacles so that the material is not conveyed properly, if there is no direct interference, for example, when online

easier to do if you don't understand it can be asked to the chat group from the deadline I don't think so there is a problem because it is enough with the time that the teacher has given to me and my friends in collecting assignments.	the teacher explains, only explains then gives assignments, then if we ask questions on whatsapp, the answer is not long if offline with the current system more effectively the teacher will explain in detail on the whiteboard from the examples and tasks given then we can ask questions directly.
Student 3: From the type of assignment, in my opinion, there is no problem, although often with group assignments, maybe because in order to discuss together to make it easier for each other when doing it, it helps in understanding the material from the	**Student 3:** From the delivery of the material given by the teacher in class, I think it's effective, miss compared to before because sometimes the signal from the teacher is intermittent, it's not clear, then it's done at home, and the task is also miss, sometimes

assignment method, it is also easy to understand and easy to do compared to before because the teacher explains clearly in front of the class with the assigned tasks. will be given from the deadline in my opinion enough because I don't think it's too rushed and enough.	it's not easy to understand, for example, when online, you're naturally sleepy because you might be sitting. silence is sometimes a break signal if we are offline we can listen to the delivery of material directly without any interference and then it can be easier to discuss with friends in class.
Student 4: From the type of assignment, in my opinion, there are no problems, usually assignments are often given, namely group assignments compared to individual assignments because it is possible to finish quickly from the assignment method, which is easy to understand, from the	**Student 4:** I think it's quite effective, especially during a pandemic like this and quite efficient too because I can meet friends and it's easier to understand the material than just studying in front of the zoom, especially if the signal is bad, for example when offline I can freely listen to the

deadlines back to each other, yes, miss because in my opinion it is enough because after all, you have to be able to divide your time.	explanation of the material clearly if previously, I'm focused on listening to uh… suddenly the signal is lost and intermittent.
Student 5: If the type of task is sometimes a group, sometimes it is individual, the deadline does not really give a limited time, sometimes with a blended system it is not too time-limited and it also depends on how to manage the time, miss because the task is not only one, umm.. and also from tasks easier to understand and do.	**Student 5:** Yes, the learning delivered can be understood and we can listen clearly to what the teacher is saying in class if the zoom is lacking, for example in terms of a signal that suddenly disappears or is bad or suddenly turns off the cellphone or laptop battery light runs out.

Table 3. 2 Searching for themes

4) Reviewing themes

The process of creating or changing the themes discovered during the theme search stage.

5) Defining and naming themes

The procedure for determining the essence of each subject. Based on the data collected, researcher identify and describe themes.

Themes	Sub Themes
Enjoyable Blended learning English activities	Enjoyable Blended learning English activities
Perceived acceptance to traditional instructional media	Perceived acceptance to traditional instructional media
Anxious perceptions to shorter learning time	Anxious perceptions to shorter learning time
Workable tasks	Workable tasks
Comprehensible Teaching Materials Delivery	Comprehensible Teaching Materials Delivery

Table 3. 3 Defining and naming themes

6) Producing the report

Researcher present the findings of this study, which focused on student perceptions of learning English activities utilizing a blended system (Blended Learning).

3.6 Time and Place of the Research

No	Activities	Nov	Dec	Jan	Mar	July	Oct	Dec
		2021			2022			
1.	Research Proposal Writing	███	███	███				
2.	Research Proposal Examination				███			
3.	Data Collection					███		
4.	Data Analysis					███		
5.	Comprehensive examination						███	
6.	Final Thesis Examination							███

Table 3. 4 Time of the research