

CHAPTER III

METHODOLOGY

This chapter presented the design of the study, setting and context, participants, research question, technique of data collection, and followed by the technique of data analysis.

3.1 Research Design

This study used a qualitative descriptive method approach to investigate students' experiences regarding the Zoom platform and answering the research questions. (Nassaji, 2015) confirmed that qualitative research's purpose was to understand and interpret social interaction, studying the whole rather than specific variables, and emphasizing words, besides, the qualitative descriptive method is used to describe the results of observations with the help of searching data from available sources. Qualitative research aims to explain the phenomenon profusely through deep data collection. Therefore, qualitative research is subjective and the results were more casuistic. Besides qualitative descriptive selection, topics need to be developed to see the extent to which students' experiences toward the Zoom platform in the EFL classroom during COVID-19. The data in this study used a questionnaire and reflection as the main instruments in this study.

3.2 Setting and Context

This study was investigated at one of the higher education institutions in Southeast Sulawesi, with 17 learners from two classes as the participants whom particularly the fourth semester at the university, and their ages range from

nineteen to twenty-one years old, academic year of 2019/2020. They were majoring in English Education Department at one of the Islamic universities in Kendari. The participants used the Zoom platform to do the online learning as a substitute for face-to-face classes for at least a year since COVID-19, where they can learn together like at the real class, discuss the material, present the presentation. In using this platform, the participants experienced several obstacles such as poor networking, internet data runs out, application display that the participants do not understand well.

3.3 Participants

The participant of this study involved the students of the English Education Department in the fourth semester from classes A and B, in the academic year 2019/2020 at one of the higher education institutions in Southeast Sulawesi. The participants of this research consist of 25 students including 5 male and 20 female students are about 19-21 years old. Selecting these participants was done through purposive sampling. The indicators used to be the participants were the students who were involved in online learning activities actively also who always attend the online learning during the COVID-19 pandemic, the students who were recommended by the lecturer, and the students who have good internet access. As a result, the final participants of this study were 17 participants who were selected based on the above selection process, including 5 males and 12 females.

3.4 The Instrument of the Study

The data for the study collected using two instruments they are; a Questionnaire and Students' Reflection.

3.4.1 Questionnaire

In the questionnaire, the researcher gave some questions to the students related to EFL learners' experiences about using the Zoom platform during COVID-19, because by using a questionnaire, collecting the data will be easier. In this study, the researcher used a close-ended questionnaire adapted from (Eurostat., 2017) that states the good questionnaires impose a low response burden and remain both respondent and interviewer-friendly. They ask relevant questions and permit data to be collected efficiently and with a minimum number of errors while facilitating the coding and capture of data and minimizing the amount of editing and imputation that is required". Also (Young, 2015) suggested that Questionnaires were defined as any text-based instrument that gives survey participants a series of questions to answer or statements to respond to either by indicating a response – by marking a page, writing a number, or checking a box on paper or online, for example.

The instruments used in this study are based on the updated version of (Scherer & Fontaine's, 2018) components of appraisals. It contains both specific questions of the Likert-scale type, in which the subjects are asked to choose their responses from the following options: Agree, strongly agree, Disagree, strongly disagree and also descriptive questions when the subjects are expected to produce a narrative text (i.e. a description of the incident recalled from memory). The

indicators of the questions are also based on(Scherer & Fontaine, 2018), such as: - Novelty: Suddenness, Familiarity, and Predictability. -Intrinsic Pleasantness. - Goal significance: Concern relevance, Outcome probability, Expectation, Conduciveness, Urgency. -Coping potential: Cause: agent, Cause: motive, Control, Power, Adjustment. -Compatibility standards: External, Internal.

For this study, the researcher used all conditions as indicators. These indicators were chosen because the researcher wanted to explore how much these learning platforms used by the lecturers have helped the students study effectively and interestingly throughout the pandemic condition. The following is a table of the items questionnaire based on the two indicators of usability criteria.

Table 3.1: Questionnaire Item Specification

Indicators	Item Specification
Novelty& Intrinsic Pleasantness	Item 1, item 2, item 4, item 8, item 11
Goal significance&Coping potential	Item 3, item 5, item 6, item 10
Compatibility standards	Item 7 and item 9

3.4.2 Reflective Journal

In students' reflection, the researcher gave some reflection tests to the EFL learners, they answered the questions. The use of students' reflection is to know the EFL learners' experiences about using the Zoom platform during COVID-19.(Fung & Hoon, 2013)defined that reflection increases the use of higher-order thinking skills because students have to develop a deep, personal understanding and awareness of themselves as researchers. According to Ong (2004), it helps the

teacher as well as the students to monitor their understanding and ability to handle new concepts or knowledge. The reflection of this study engaged students to think back about their experience when they use the Zoom platform for online learning since the COVID-19 situation. Such as when they first accessed the Zoom platform, when they tried to understand the features of this platform, and when they learned using Zoom platform.

3.5 Data Collection

In collecting the data about what are the experiences perceived by EFL learners' toward the Zoom platform during the COVID-19 pandemic. In this study, the researcher used two instruments they are; a questionnaire and students' reflection.

The researcher created at least ten questions as the questionnaire and five questions of students' reflection related to the title of the research. First, the researcher created the questionnaire at the Google Form and sent the link of the questionnaire through the WhatsApp application. The researcher asked the participants if they were available to answer the instrument. After getting the agreement, the researcher explained the instructions on how to answer the questions. Then, given the time to EFL learners at least a week to answer the questionnaire about what the experiences are perceived by EFL learners toward the Zoom platform during the COVID-19 pandemic. After giving the questionnaire, the researcher gave a week to answer the questions of students' reflection that related to the questionnaire to get the details information from the participant. The research was conducted from February 2021 to March 2021.

3.6 Data Analysis

After analyzing the questionnaire data, the researcher evaluated the data to produce some reflection questions. Then, the identification of the reflection is done through code in the reflection. Data from reflection were coded to help researchers identify the data. In coding the data, the researcher used thematic coding (thematic analysis). Thematic coding is a way to analyze data to identify patterns or to find themes through data that has been collected by the researcher (Braun & Clarke, 2006). The theme was concerned students' experiences for Zoom platform. The example of coding the data is presented as follow.

Q1. If the Zoom Platform helped you, please state and explain the benefits you get while using the Zoom Platform?

Table 3.2: Example of data coding

Participants	Q1	Easy to understand material	Assist with virtual meetings	Easy to operate	Like in a real classroom kelas	Support online presentation
ST1	The benefit of using zoom is that it is easy to understand the material as when the teacher presents the PPT it can be seen clearly compared to studying in class.	1				
ST2	Able to carry out the online teaching and learning process, the delivery of learning materials becomes clearer.	1				
ST3	The benefits of the Zoom platform for me:	1	1	1		

	<p>1. Helping virtual meetings in learning. So during the learning process, with Zoom I can meet virtually with the lecturer and also my friends at the same time, especially if I use a laptop, I can immediately see at the same time without sliding the screen.2. Understanding the material. So if I use Zoom, I can see the lecturer explaining when showing the share screen. So I feel like it's explained directly, so it's easier to understand. 3. Its use is easy to understand. So Zoom is easy to understand how to use, so it's not difficult during the learning process, then we have problems, I usually can always handle them. Unless there are problems with Internet access.</p>					
ST4	<p>1. Get information directly. Through the zoom meeting I can hear directly and see directly who is speaking and what is being discussed next. I can access complete information related to class topics by using zoom in the implementation of the learning. 2. Like being in a real classroom. Because by meeting each other face to face</p>		1		1	

	even though it's only through this zoom, I feel that I am also being controlled the same as when I do direct classes on campus usually.					
ST5	First, Zoom can facilitate the online learning process in the pandemic era, because its features are very easy to operate , such as making online presentations easier using power point or other files . Second, the Zoom application is also accessible , accessible to all.		1	1		1

Q2. If the Zoom Platform makes it easier for you to understand the material, mention and explain what makes Zoom different from other platforms?

Participants	Q2	Zoom is easier to use	Can accommodate many participants	Various interesting features
ST1	I think Zoom is easier compared to other platforms because as I explained earlier, when explaining with PPT, it was easy for students to understand.	1		
ST2	If I use zoom I can see the faces of my lecturers and other friends.			1
ST3	Yes, Zoom makes it easier for me to understand the material . As I said above, the Zoom application when used, I can feel as if the lecturer is explaining directly to me. Because the material he explained I could see in front of my eyes, and explained right away. So while I'm reading, observing I can also listen to the lecturer. We can	1		1

	<p>also discuss with each other. In essence, I feel the lecturer explained directly in front of me when using Zoom. This is what distinguishes it from other platforms.</p>			
ST4	<p>1. Available via video call. Generally the same as WA, but this is also one of the differences because the invite is in the form of a link and automatically enters if the zoom app is available on the cellphone. There is also a waiting session when logged in to allow and deny or restrict access so that it indirectly controls the course of activity in it. 2. Can join many participants directly. This is also a differentiator with other applications, which is not limited to anyone who wants to join it, especially students who want to study and or even seminar activities. 3. Can do sharescreen material. This advantage is very important to be used to support the good running of the class. The presence of sharescreens makes it easier for presenters to convey the material they want to convey, as well as for participants, making it easier for them to witness directly related material in this class. In this icon there are also many tools that can be used, such as one of them can strike/underline or delete as desired. 4. There is a chat box column if there are problems in conveying via microphone. Another advantage is also the available chat box. This makes it easier for participants or hosts and presenters (all users in it) to write down their wishes or commands to write in it which serves to find out and provide information either because of problems with the microphone, instructional rules during class or other obstacles that cannot be conveyed. What they want to say. 5. Knowing</p>		1	1

	<p>who is present in the class. This is one more advantage of this zoom meeting application. Presenters, lecturers, teachers, or the user committee can access anyone who joins this class or Zoom room. They know that through the names of each person/participant listed at the bottom after their picture/photo. This naming instruction is usually carried out on a warning before entering the class so that the name update is still disguised. This is done mostly in formal teaching and learning activities. Other checks are also found on the existing participant icon. By clicking on the icon, each participant can be identified either by name or by activating or deactivating the microphone and video.</p>			
ST5	<p>It's very easy because in addition to making it easier for presentations clearly, you can also ask directly to the lecturer if there is something you don't understand, this is certainly different from other platforms such as WA, it can only be done with messages or voice notes, although video calls can be made but the participants are limited so it's not effective. While Zoom can be followed even if hundreds of students.</p>	1	1	1

Q3. If you find problems in using the Zoom Platform, please state and explain the shortcomings that you have encountered in this Platform?

Participants	Q3	Internet Network	Waste of data quota	Difficult to control
ST1	<p>The drawback is that when the network is less stable, the sound or image sometimes doesn't connect with students or lecturer.</p>	1		

ST2	If the internet network is not stable, the teaching and learning process at Zoom will also be disrupted.	1		
ST3	The drawback that I encountered with Zoom is that I think this platform requires very strong Internet access , so to use it I have to find a place with good Internet access. Otherwise, I usually can't see the share screen, or the sound drops, and often even logins and can't log in at all.	1		
ST4	1. Network to access Zoom meeting. This is not something that is rarely encountered in online classes regardless of the application used. Constraints on the network are often encountered so that attending classes becomes ineffective and lacks information. Likewise, accessing the zoom application must require a stable network state. Getting into class quickly and not going in and out is expected but it is very disappointing for students who are in poor connection areas and do not have the effort to move to other areas due to other constraints including funds and COVID-19. 2. The amount of data packets is wasteful. The zoom application is one of the applications that is wasteful in spending data packages. Especially if you activate the video camera during class, which is usually a must in teaching and learning activities by certain lecturers. The state of activation of this camera also affects network conditions, but not everyone can understand and believe this problem. They think it's just an excuse to feel unappreciated. 3. Difficult to exercise good control. This is usually found in teachers or lecturers because participants who go in and out, turn off the camera, and there are parties from other participants behind the screen, sleeping and forgetting to mute the microphone disrupted when the learning objectives are conveyed properly.	1	1	1
ST5	The problem is that the network is not good and the data packets are so bad that the material obtained is not clear,	1		1

	and the most important thing is the lack of concentration on the material, usually if other friends don't download the voice feature it ends up being noisy.			
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Q4. If you feel challenged in using the Zoom Platform, please state and explain what challenges you have encountered in using the Platform?

Participa nts	Q4	Some features that are not well understood	Adequate network and data	Understanding the material
ST1	The challenge of using zoom when I am a speaker and want to show a file in that section I do not understand.	1		
ST2	One of the challenges in using the zoom application is how to do a green screen in the zoom.	1		
ST3	The only challenge I face in using Zoom is that to use it I have to try to find a good network access point. While in my area, Internet access is not always stable. I often have trouble with this. So this is a challenge for me.		1	
ST4	I think the part that makes me feel challenged is the delivery of the material. I try to keep the material in anyway so that there is no misunderstanding in it. My steps are usually when using a laptop as a medium for entering online learning, the menu that I open is not only on the zoom application, which is also opening documents that according to power are important for typing what the lecturer says. Furthermore, with the screenshot displayed by the lecturer, I can also screen it and include it in the document where I took notes earlier. So it's not just listening that I do in a focused manner but also on carefully controlling the displays that may			1

	suddenly appear by the lecturer and unknowingly move to another. It's tense but also fun.			
ST5	Actually, the challenge is more on an inadequate network , the zoom application requires a very good network and also the data package must be adequate so that when both are not met then the lecture does not run this case I often experienced in lectures last semester, when I was in a different place. The network is not good (village) . Another challenge is that sometimes students don't pay attention to the lecturer's explanation because they can turn off the video feature, if I specifically usually turn off the video feature if for example the material is boring, but still pay attention.		1	

Q5. Mention and describe the experience you got while using the Zoom Platform from the start!

Participants	Q5	Difficulty at the beginning of use	Positive	Negative
ST1	The experience of using Zoom has its positives and negatives, the positive is that we can meet many people via virtual and the negative is that I can sleep even though the class is in progress by turning off the camera.		1	1
ST2	So far my experience in using the zoom is quite good.		1	
ST3	There are many experiences. Some of them, from the first experience of using it, I was confused about using it the first time. But the next time I use it I can understand it. This application is very good to use and many benefits for me. The benefits are as I mentioned above, such as making it easier to understand the material, easy to use, and allowing me to meet my lecturers and	1	1	1

	<p>friends even though virtually. Sad experience, I often go out into the city looking for a network just to use this Zoom. But I don't feel like complaining, because this is my duty as a student. I have to work for it.</p>			
ST4	<p>My experience has many ups and downs. The joy is that when the connection is good I can focus extra on the explanation and take notes as much as possible so that I don't get left behind when there is an assignment given at the end. The sadness is when the connection is bad, I just wait for it to connect, patient because I have to go in and out, work hard because I have to run and walk looking for a place that has a good network, even to the point of staying at a family home, which rarely takes up to 3 hours from home by car/motorcycle, and trying to fight the laziness that appears because when feels tired and bored with this condition which is always repeated, coupled with homework that must be completed, helping parents and the house where they stay. But all have wisdom. From the situation above, I can get results on activities such as clear tasks and increase my agility both writing and typing on the laptop keyboard. While from the sadness above I can make the best use of opportunities, I always make self reminders, become strong with the situation, get experience in other areas, get to experience different cultures, improve my social media skills, and what I am most proud of is because all of that I get used to. Face difficulties so that if the online situation continues then the mistakes that have been made will be avoided and the bitterness that has been felt becomes neutral. The point is to be grateful. (Sorry, this is just a little addition just to express emotional :))</p>		1	1

ST5	<p>My experience is, from the start I had a bit of trouble using this application because I was not used to it and I also didn't understand the features that existed in the application, such as how to ask what features to use, how to share power points, how to type messages and others, also early. I have a hard time using this application in terms of finding a good network to take Zoom classes; data packages must also be prepared. But now I can use it well because I have used it often, and in my opinion the Zoom application is now the best application for conducting lectures or webinars.</p>	1	1	1
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The technique of data analysis was narrative analysis adopted from Simamora (2020) is using narrative analysis to explore student perspectives or views on the use of e-learning based on their essay writing during the COVID-19 pandemic. The researcher collecting, reading and highlights each student's response that is considered relevant for analysis. In this study, the researcher used pseudonyms (the use of numerical) at the transcription stage. The pseudonyms used are "I.F" for females and "I.M" for males. According to Ary et al. (2010), the researcher and those telling their stories have an equal voice in determining the meanings attributed to the experiences.

In analyzing the data, the researcher used several steps such as; collecting data, preparing the data for analysis, coding the data and description to be used in the research paper.

The first step is a questionnaire. The researcher collected answers to the questionnaire questions to analyze EFL students' answers by checking the data. After getting the data, the researcher moved to Ms. Excel and determined the

category of how or what are the experiences perceived by EFL learners toward the Zoom platform during the COVID-19 pandemic, and the researcher calculated EFL students' responses.

In the second step, after giving the questionnaire, the researcher gave the reflection questions. After getting the data from EFL students then the researcher collected the answers, the researcher analyzed what experiences are perceived by EFL learners toward the Zoom platform during the COVID-19 pandemic, and the researcher calculated EFL students' responses, the researcher also used pseudonyms at the transcription stage. The pseudonym used is "ST" as the students' participants.

Analyzing was done by coding the data from the questionnaire and reflection. Data from the questionnaire and reflection were given code to help the researcher to identify the data. Then, classification is the process of classifying all-sufficient data based on a category. The researcher starts to make a classification based on students' answers from questionnaires and reflection. After classifying the data, the researcher interprets the data, gives meaning to information, evaluates, concludes, responded appropriately, and predicts the result, identification, and evaluation.