

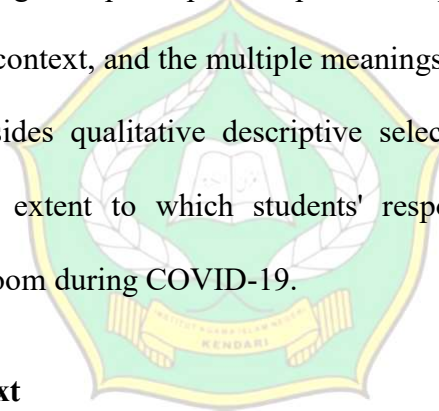
CHAPTER III

METHODOLOGY

This chapter presents the design of the study, settings, research question, technique of data collection, and followed by the technique of data analysis.

3.1 Research Design

This study use qualitative research. Qualitative research aims to explain the phenomenon profusely through deep data collection. A qualitative research focuses on understanding how participants experience a phenomenon at a certain time, with a particular context, and the multiple meanings of it for them (Heigham & Croker, 2009). Besides qualitative descriptive selection, topics need to be developed to see the extent to which students' response toward Schoology platform in EFL classroom during COVID-19.



3.2 Setting and Context

This study was conducted in the second semester of the academic year of 2019/2020. They were majoring in English Education Department. The participants used the Schoology platform in some class such as Intermediate Grammar, Speaking II, Vocabulary II, and Listening II. Participants used Schoology platform to submit their assignment, give comment and feedback, download course, download task for daily assignment, mid test and final test given by lecturers.

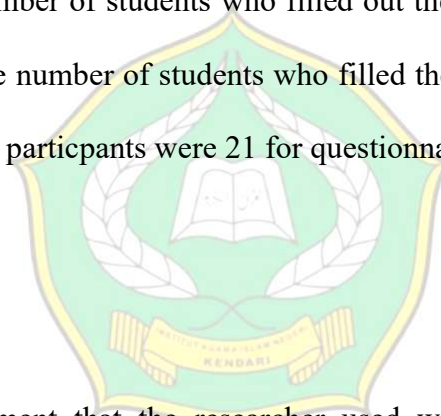
3.3 Participants

The participant of this study involve the students of English Education Departement Class A in the second semester. The class consists of 36 students including 8 male students and 28 female students. All students between 18 to 20 years old. The researcher chose the participant by purposive sampling. Since the researcher did an interview about which is the class of English Department that most applied the Schoology in their class during COVID-19. During the process of collecting the data some of the participants did not participate the data collection process such as the number of students who filled out the questionnaire was only 21 participants and the number of students who filled the reflection was only 18, and as a result the final participants were 21 for questionnaire and 18 for reflection.

3.4 Instruments

3.4.1 Questionnaire

The first instrument that the researcher used was a questionnaire. The reason the researcher used questionnare for collecting the data by capturing information is to gain information by providing questions in questionnaire. In this study, the researcher used a close-ended questionnaire adapted from Crisentia (2017). In the close-ended questionnaire part, the researcher provided 15 statements covering two aspects of usability. Those two aspects could give proof to show the learnability and satisfaction of Schoology use during pandemic COVID-19.



The close-ended questionnaire here used a rating scale questionnaire where the research uses a Likert scale to get the information from the participants. The Likert scale is to measure the extent of subjects' agreement with each item. The extent is measured on a five-point scale such as; 1 = agree, 2 = strongly agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree. In giving the response, respondents put a checkmark inside the column.

3.4 .2 Students' Reflection

To get more information about the data, the researcher used the second instrument. Reflection writing offers students the opportunity to communicate confidently because there is no anxiety associated with judgment or assessment (Park, 2003). The reflection was in the form of questions related to the research topic. Reflection was given undirectly to students to be answered by using Google Form. A reflection related to learning was done by students in the online class. In reflection, students answer questions leading to students' responses to the application used in class during COVID-19 pandemic.

3.5 Technique of Data Collection

The researcher collected data by using two instruments. The first was a questionnaire. The questionnaire was distributed for second-semester students of class A in English Education Department. The questionare was distributed by using Google Form to make the researcher easier to classify each answer from the participants. To gain information about students' response toward Schoology

platform in EFL Classroom during COVID-19 deeply, the researcher also distribute a reflection sheet that needs to complete by the participants after they finish their class in one semester. The participants only needed to `address their experience, judgment and impression refer to the questions in the reflection. They were asked to write their reflections in Indonesian, not in English. It is because they more express their selves if they wirite in Bahasa then in English.

3.5 Data Analysis

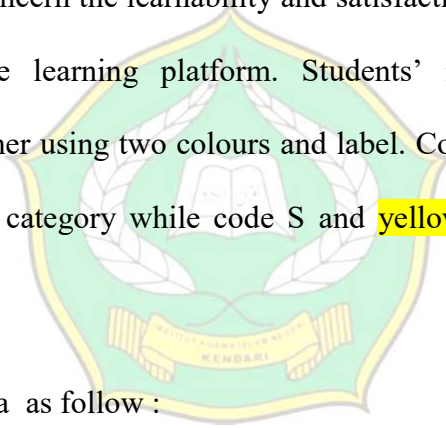
Data collection had done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, it used steps proposed by Creswell which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper (Creswell, 2010).

The data collected from the questionnaire were recapitulated in excel. There are five choices of responses to the statement on the questionnaire such as; 1 = agree, 2 = strongly agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree.. Then, the researcher counts the total of each response who only say agree and strongly agree with the statement in questionnaire. The researcher concludes the interpretation of the results in the form of written paragraphs.

While to gather students' reflections that contain students' answers concerning their response of using Schoology platform in EFL classroom. The researcher analyzed the data by coding. The researcher codes the students'

reflection to collect the data. After the data is analyzed completely, a final conclusion presented automatically. Coding did not constitute the totality of data analysis; however, it is a method to organize the data to draw conclusion become clearer to be a complete research. The kind of coding data is used to do description to be used in the reserach paper.

In coding, the researcher used thematic coding (thematic analysis). thematic coding is a way to analyze data in order to identify patterns or to find themes trough data that has been collected by research (Braun & Clarke, 2006). The theme that used concern the learnability and satisfaction based on the concept of usability in online learning platform. Students' reflection is read and categorized by researcher using two colours and label. Code L and **red colour** are a mark of learnability category while code S and **yellow colour** are a mark of satisfaction category.



The example of the data as follow :

Table. 3.1 : Example of Data Coding

Theme and Code	Students' Reflection	Code
Learnability (L)	Schoology helps students in making it easier to collect assignments which do not make it easy to scatter. (ST. 1 of Q1) (L)	(L)
	Schoology has very economical quota and in my opinion this application has no drawbacks (ST.4 of Q2) (S)	(S)
	My challenge is when accessing the Schoology of the internet network it has to be really good so that when the lights suddenly go out or the network is lost, it will be difficult for me to access it (ST. 18 of Q5) (L)	(L)
	The benefit is that I can send my assignments	

	on time because the Schoology has already written the due date of my assignment (ST. 18 of Q3) (S)	(S)
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Notes

ST : Student

Q : Question

L : learnability of online platform include response and challenge

S : satisfaction of online platform include advantages, disadvantage, benefits, and interest .

(Adapted from Braun, 2006)

