

CHAPTER III

METHODOLOGY

This chapter presents the methodology employed in this study. It begins with a discussion of the research design, setting and context, participants, data collection, and elaboration of data analysis relative to the instruments used.

3.1 Research Design

This qualitative study applied a phenomenological study approach to investigate students' experience regarding their experience of online collaboration for a research project and answer the research questions. Phenomenology provides a deep understanding of the phenomena experienced by multiple individuals (Creswell & Poth, 2016). The data collected in this study use written reflections and semi-structured interviews as the instruments.

3.2 Setting

This study was conducted at one of the higher Islamic education institutions in Southeast Sulawesi, with the participants from English Education Department. The participants from the seventh semester mainly did the small-scale online research project in the sixth semester for the Research in English Language Teaching II (RELT II) course in the academic year 2020/2021.

3.3 Participants Recruitment

The participants of this study are from classes A of the sixth semester of the English Education Department, in the academic year 2020/2021, at one of the higher Islamic education institutions in Southeast Sulawesi. Purposive sampling was used to recruit the participants. A purposive sampling technique, also known as judgment sampling, is the conscious selection of participants based on their characteristics (Etikan, Musa & Alkassim, 2016). Also, the participants were recruited based on specific criteria; the participants have already finished the RELT II course and have been involved in the small-scale research project. This study's total number of participants is ten (seven females and three males). Researchers have propinquity, so in recruitment, researchers ask about participants' willingness to join the study personally (face to face). After the participants agreed, the researcher created a WhatsApp group to share the Google drive link, which included the reflection sheet. Therefore, these participants were recruited because they could provide a wealth of information about their experiences participating in online collaboration for the research project. As a result, the final participants of this study were 10 participants who were recruited based on the above selection process.

Table. 3.1 Participants' Profile

Participants'	Gender	Age	Semester
H	Female	20	7
MA	Male	21	7
NH	Female	21	7
CVT	Female	22	7
FNF	Female	23	7
M	Male	21	7
AAM	Female	22	7
FAS	Male	21	7
HFH	Female	21	7
DM	Female	21	7

3.4 Data Collection

Written reflection (Barkhuizen, Benso & Chik, 2013) was conducted in Google form. First, written reflections are spread through Google Forms and shared using the WhatsApp application. Then, the participants fill in and answer the questions. For the unclear data, the researcher used the semi-interview method (Adams, 2015) as the next step to obtain more detailed and accurate information. During the interview, the researcher used a recorder to record the answer to the interview. The recording is used to repeatedly listen to the interview result and make the interview transcript (Janesick, 2004). The researcher concluded the main points and noted some important information from the interview. After that, the

researcher made it in narrative form. After all the data become apparent, the further stage is the researcher coding the data (Saldaña, 2021).

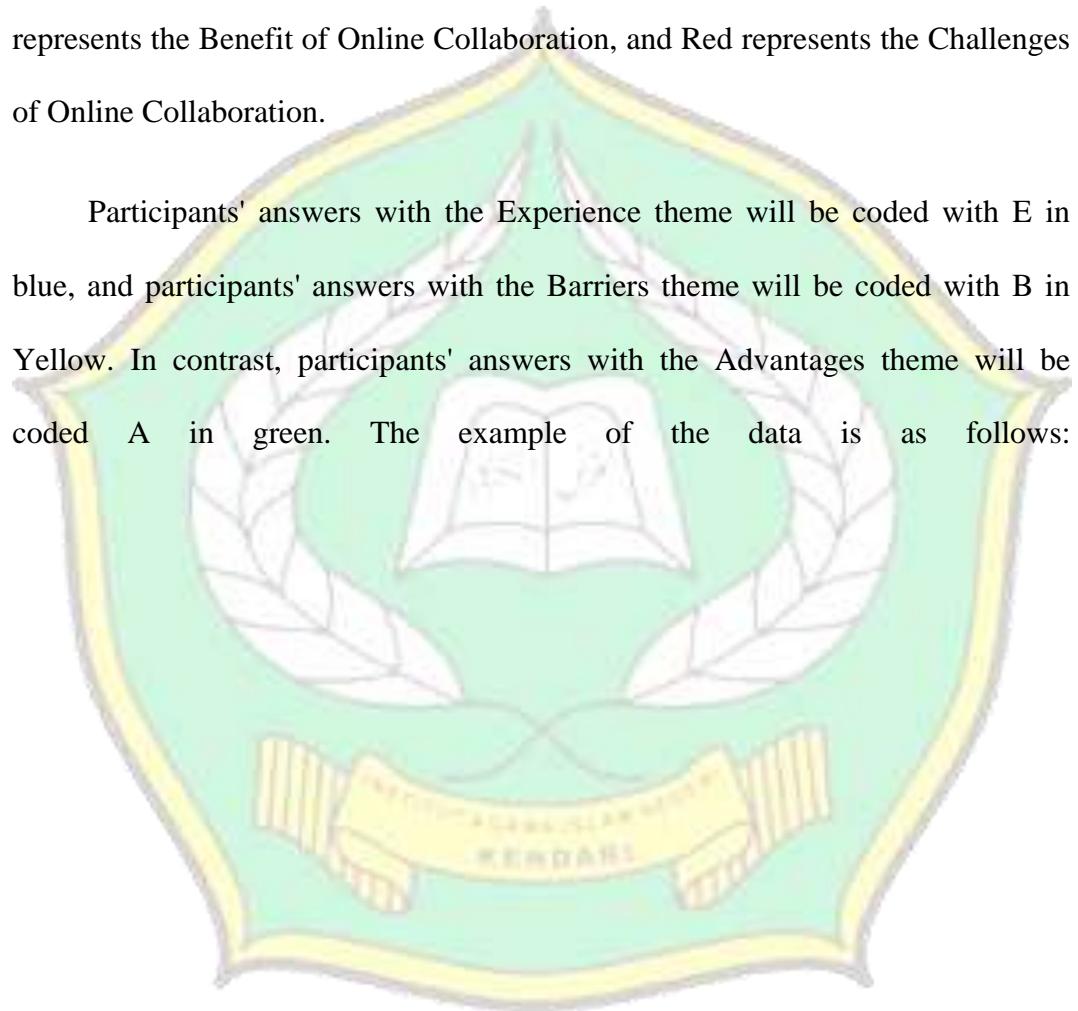
3.5 Instrumentation

In gathering the data, the researcher applied written reflections and semi-structured interviews as the instruments. Writing reflections integrates storytelling and research by using stories as survey data or storytelling as a tool for analyzing data or presenting results (Barkhuizen, Benson & Chik, 2013). The interview is a different instrument to gather the data in this research if there is a need for more detailed data from participants' reflections. The interview adopts a semi-structured interview technique utilizing the question guideline but allows the interviewer to give clarification and elaboration based on the question given. The method allows the researcher to collect open-ended data to explore participant thoughts, feelings, and beliefs about students' experiences of online collaboration for a research project.

3.6 Data Analysis

This study employed thematic analysis to investigate the EFL students' experiences of online collaboration for the research project (Braun & Clarke, 2006). They argued that thematic analysis gives an adaptable and valuable exploration instrument, which might give a rich and definite account of information. Data were categorized using Roberts's (2005) online collaboration framework. The data analysis process begins after the participants answer the

given reflections. The next step is analyzing the data using thematic analysis (Braun & Clarke, 2006). The researcher analyzed the data of students' experiences from themes that appeared in students' answers. The data coding in Microsoft Excel and sort questions in code (Q1Q4), answers from participants code (P1P10). Each participant's answer has the same theme coded in the same colour. Green represents the Benefit of Online Collaboration, and Red represents the Challenges of Online Collaboration.



Participants' answers with the Experience theme will be coded with E in blue, and participants' answers with the Barriers theme will be coded with B in Yellow. In contrast, participants' answers with the Advantages theme will be coded A in green. The example of the data is as follows:

Table. 3.2 Example of Data Coding

Name	Raw Data	Coding	Categorization	Theme & Interpretation	Theme
PS 2	Awalnya ketika mendapat projects tersebut saya merasa keberatan dan bingung tetapi setelah berdiskusi secara online dengan teman saya dengan membuat main mapping saya mulai faham dengan projects tersebut yakni membuat penelitian kecil yang membahas masalah di sekitar seperti penelitian yang telah kelompok saya akan lakukan pada waktu itu yang membahas tentang pengalaman belajar TEFL secara online di masa pandemic. Dan dari berbagai kesulitan yang saya alami saya mulai belajar dan faham untuk melanjutkan pengerjaan project tersebut, saya sangat antusias dan semangat untuk itu, karna saya bisa belajar untuk meneliti sehingga pada saat mengerjakan proposal saya sudah terbiasa dan mengerti dalam melakukan penelitian.	Awalnya ketika mendapat projects tersebut saya merasa keberatan dan bingung tetapi setelah berdiskusi secara online dengan teman saya dengan membuat main mapping saya mulai faham dengan projects tersebut yakni membuat penelitian kecil yang membahas masalah di sekitar seperti penelitian yang telah kelompok saya akan lakukan pada waktu itu yang membahas tentang pengalaman belajar TEFL secara online di masa pandemic. Dan dari berbagai kesulitan yang saya alami saya mulai belajar dan faham untuk melanjutkan pengerjaan project tersebut, saya sangat antusias dan semangat untuk itu, karna saya bisa belajar untuk meneliti sehingga pada saat mengerjakan proposal saya sudah terbiasa dan mengerti dalam melakukan penelitian.	Improve students research pedagogy (ISRP) Time saving (TM)	Enhanced Students Knowledge: PS3 students gain new knowledge about research Greater flexibility: PS3 online collaboration is a flexible project that can be done anywhere with an adequate network	Benefits of Online Collaboration
PS 1	Kendala yang saya hadapi dalam proyek penelitian ini adalah saya pernah sama sekali tidak bisa memasukkan data ke dalam lembar kerja Google doc (aplikasi yg dipakai untuk mengerjakan penelitian kolaboratif) yang dikarenakan jaringan internet yang kurang mendukung. Sehingga saya perlu ke tempat tempat tertentu yang memiliki kualitas jaringan yang memadai. Kendala yang saya rasakan secara khusus tidak dirasakan oleh teman kelompok saya, tapi dirasakan oleh kelompok penelitian yang lain.	Kendala yang saya hadapi dalam proyek penelitian ini adalah saya pernah sama sekali tidak bisa memasukkan data ke dalam lembar kerja Google doc (aplikasi yg dipakai untuk mengerjakan penelitian kolaboratif) yang dikarenakan jaringan internet yang kurang mendukung. Sehingga saya perlu ke tempat tempat tertentu yang memiliki kualitas jaringan yang memadai. Kendala yang saya rasakan secara khusus tidak dirasakan oleh teman kelompok saya, tapi dirasakan oleh kelompok penelitian yang lain.	Internet connection problem (ICP)	Technical issue: PS1 This project is carried out online, this makes this project require an internet connection as well as an adequate device. If the second factor is not fully met it will cause difficulties for students.	Challenges of Online Collaboration