#### **CHAPTER III**

#### **METHODOLOGY**

This chapter presents 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 type of qualitative research used by researchers in this research is a case study. A case study is a study that explores a case in depth, and collects complete information using various data collection procedures based on a predetermined time (Creswell, 2007). This case can be in the form of an event, activity, process, and program (Creswell, 2016). This type of case study research is suitable as a method to answer questions in this study about the EFL learners' challenges of Zoom platform use in listening class during COVID-19. 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 EFL learners' challanges of Zoom platform use in listening class during COVID-19. The data in this study used reflection as the main instruments in this study.

## 3.2 Setting and Context

This research was conducted at one of the universities in Southeast Sulawesi, with 20 participants from two classes, especially the fourth semester at the university, and their ages ranged from nineteen to twenty-one years, the 2019/2020 school year. They majored in English Education at an Islamic university in Kendari. Participants use the Zoom platform in the listening class to do online learning instead of face-to-face classes for at least one year since COVID-19, where they can study together like in a real class, discuss material, listen/understand audio material, and present presentations. in the listening class while using the zoom platform the participants lacked concentration in learning, because using this platform, the participants experienced several problems such as poor network, running out of internet data, unclear audio video, application display that was not well understood by the participants.

## 3.3 Participants

The students of this study were 20 students of the English Education Department major who took the Listening Class at one of the Islamic Universities in South East Sulawesi. They were junior students who were in their fourth semester. They consisted of 4 males and 19 females. They were about 19 and 20 years old. They are active users of Zoom that learning online during covid-19. The situation in listening class using zoom is very different when in the classroom directly with face to face, listening class using zoom makes students have less activity because they are constrained by the network as a result they cannot listen to the lecturer's pronunciation clearly.

## 3.4 Instrument of the study

Data for this study were collected using reflection and semi-structured interviews. Researchers used reflection to collect rich and in-depth data descriptions about EFL Learners' challenges of zoom platform use in listening class during COVID-19. Researchers use reflection because participants are free to express their ideas and thoughts by writing them down in reflection. The main advantage of self-written reflections as a means of data collection is that participants can freely express understandable answers and responses to questions based on their experiences and reflections (Hollweck & Yin, 2015). Reflection consists of two questions covering the biggest obstacles and challenges that students feel when using Zoom in the listening class

#### 3.4.1 Reflection

The researcher gave several reflection sheets to EFL students about the biggest obstacles and challenges while using the zoom platform in the listening class, then the researcher gave the participants time to answer these questions. The use of student reflection is to know the challenges of EFL learners regarding using the Zoom platform in listening classes during COVID-19. According to McGuiness and Brien (2007) reflection increases the use of higher order thinking skills because students must 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 challengeswhen 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 The Technique of Data Collection

In collecting data about the challenges faced by EFL students on the Zoom platform in listening classes during the COVID-19 pandemic. In this study, researchers used one instrument, namely student reflection.

The researcher made at least two student reflection questions related to the research title. First, the researcher made a reflection on Google Form and sent the reflection link through the WhatsApp application. The researcher asked the participants if they were willing to answer the instrument. After getting an agreement, the researcher explained the instructions on how to answer the questions. Then, time is given to EFL learners at least a week to answer reflections on what challenges EFL learners feel about the Zoom platform in the listening class during the COVID-19 pandemic to get detailed information from participants. The research was conducted from September 2021 to October 2021.

## 3.6 Data Analysis

Data analysis is done by looking at the data that has been collected and coding. Data analysis was carried out in writing and answered the questions provided by the researcher. Data collection is done by sorting out the answers according to the needs of the researcher. In analyzing the data, the steps proposed by Creswell (2010) were used, namely: (1) collecting data, (2) preparing the data for analysis, (3) reading the data, (4) coding the data, (5) and coding the text. for themes and descriptions to be used in research papers (Creswell, 2010).

Data to collect student reflections containing student answers about EFL learners' challenges of the zoom platform used in listening class, researcher would beanalyze the data by coding. Researchers coded student reflections to collect data. Coding does not constitute the totality of data analysis; However, it is a method for organizing data to draw conclusions to be clearer to become a complete study. This type of coding data is used to carry out a description that would be used in research papers.

In Coding, researcher used Thematic Coding (thematic analysis). Thematic coding is a way of analyzing data to identify patterns or find themes through data that has been collected by research (Braun & Clarke, 2006). The theme used is about efficiency and satisfaction based on the concept of usability in online learning platforms. The students' reflections were read and categorized by the researcher using two color sub themes. Colors Blue are signs of efficiency categories, while Colors Red are signs of satisfaction categories.

# **Table** Coding Data of Q1

	Q1. If you have	Open Coding awal	Open	Axial	Selective	Sub Tema	Tema
	problems while using		Coding	Coding	Coding		
	the zoom platform,		selanjutnya				
	especially in the				1100		
No	listening class, what	1 1 1					
	are the obstacles you			-		77	
	face while using the	1 / / /	100	1 1 3	( / A )	6	
	zoom platform, state	Very	11/2	1 1	V / /	/	
	and explain?	N. F.S.	1.45	4.4			

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P2	Usually, I get problems due to a bad network. Because the zoom application usually takes quite a lot of data packets, in my opinion, this is quite wasteful. Then, if the network is not good, then I can't listen to the lecturer's explanation properly so that it makes me left behind if the lecturer gives a	Usually, I get problems due to a bad network. Because the zoom application usually takes quite a lot of data packets, in my opinion, this is quite wasteful. Then, if the network is not good, then I can't listen to the lecturer's explanation properly so that it makes me left behind if the lecturer gives a question.	1. problems due to poor network, wasteful data packets when using zoom. So from that I couldn't listen to the lecturer's explanation properly so that it left me behind if the lecturer gave a question.	1. Constraints: poor network, wasteful use of data packets.	1. Internet network interference	Internet access, limited internet quota	Efficiency
	makes me left behind if the	behind if the lecturer gives a		THE PARTY NAMED IN			

	first, audio/sound	first, audio/sound	1. Audio /	1.	1. internet	Internet	Efficiency
	that sometimes	that sometimes	sound that	Constraints:	network	access,	
	sounds	sounds intermittent	sometimes	audio / sound	interference	limited	
	intermittent due	due to an unstable	sounds	that is		internet	
	to an unstable	network. secondly,	intermittentdue	sometimes		quota	
	network. Second,	the use of the data	to unstable	intermittent			
	the use of the	plan on zoom takes	network. Use	and eats up a			
	data plan on	up a lot of data, so	of data	lot of data.	3-X (1)	77	
	zoom takes up a	if <mark>you</mark> zoom for a	packages on	A SA	20/23/A		
P1	lot of data, so if	long time the data	zoom it takes	128		[ [	
	you zoom for a	plan will run out	up a lot of				
	long time, the	and the lesson will	data, so if you	Section 1	of Start		
	data plan will run	not finish	zoom for a		12		
	out and the lesson		long time the	37		1	
	will not be finish	1.7	data plan will		2 /	1	
		( ) ( ) ( ) ( )	run out and the		ONT /		
		1/2	lesson will not	-	211111		
			finish	WHITT	AUL		
		. / / / /	27	Ni.bwa.	36		
		118	41.53	100			

	The obstacle that	The obstacle that I	1. Constraints	1.	1. internet	Internet	Efficiency
	I often get is a	often get is a	that often	Constraints:	network	access,	
	network with the	network with the	occur,	Network and	interference	smartphone	
	type of	type of smartphone	networks with	smartphone		sophisticatio	
	smartphone that I	that I use. As	smartphones	type affect		n	
	use. As before I	before I said that	that I use and	the poor			
	said that the	the network can	affect the	network			
	network can	affect sound	clarity of audio			The same of the sa	
	affect sound	clarity. For the type	sounds		EX Sh	77	
P3	clarity. For the	of smartphone I	8 1 La		2007		
13	type of	still use the old	1 / (5	(100)	1.00		
	smartphone I still	version so that my					
	use the old	smartphone			11/11/11		
	version so that	sometimes plagues			of the said		
	my smartphone	or loading because	N 19		1		
	sometimes goes	caused by a long	0.2				
	or loading	type.			2 /	1	
	because it is				SATE Y	/	
	caused by a long	100000	No.		SHIRL XX		
	type.		N. Comment	1000			

	The first, namely	the first obstacle,	1.	1.	1. internet	Internet	Efficiency
	the Network	namely the	The first	Constraints:	network	access,	
	because it can	network because it	obstacle, the	the network	interference	limited	
	make video zoom	can make video	network makes	makes the		internet	
	stuttering and	zoom stuttering	the video	video drop		quota	
	dropping out. then	and dropping out.	dotted.	out, the quota	1111		
	data packets,	then the second	Second, the	runs out in			
	running out of data	data package,	internet quota	the middle of		1	
<b>P4</b>	packets in the	running out of data	runs out in the	class, the	72C-W	7/	
	middle of zooming	packages in the	middle of a	capacity to		1.1	
	is also an obstacle	middle of zooming	class. The	use data			
	for me plus the	is also an obstacle	three data	packets is		11	
	capacity to use	for me plus the	packet usage	wasteful.	V Start	1.0	
	data packets on	capacity to use data	capacities on		975	1	
	zoom.	packages on zoom	zoom are fairly		1	1	
		which is quite	wasteful			I.	
		wasteful.				/	

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	The obstacle in	The obstacle in	1.	1.	1. internet	Internet	Efficiency
	zooming during	zooming during the	Constrained by	Constraints:	network	access	
	the listening	listening class is	the network	the network	interference		
	class is the	that it is	because if the	is not good,			
	network	constrained by the	network is not	the sound			
	because if the	network because if	good or	will be	200		
P5	network is not	the network is not	unstable then	interrupted so			
13	good or	good or unstable	the sound will	it will be		The same of	
	unstable then	then the sound will	be interrupted	difficult to	3-X	1	
	the sound will	be interrupted so it	so it will be	understand.	200 A 7 7 7		
	be interrupted	will be difficult to	difficult to	8.000		117 /	
	so it will be	understand.	understand.			100	
	difficult to		1		WILL!		
	understand.	1-2			Jan Jan Jan		

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# **Table** Coding Data of Q2

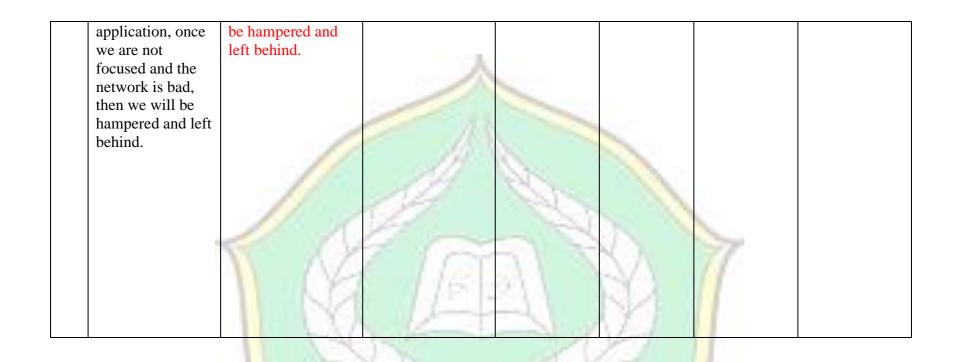
	Q2. If you feel challenged,	Open Coding awal	Open Coding selanjutnya	Axial Coding	Selective Coding	Sub Tema	Tema
	what is your		Scianjuniya	Coung	Coung		
	biggest		424				
NO	challenge when		6.40	200			
	learning online			1		7	
	through the zoom platform		7 / 1		V 7	1	
	in listening		165 20	11 3	Yes		
	class?			7 1			

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	The biggest	The biggest challenge	1.	1.	1. Bad	Can't focus	Satisfaction
	challenge is if	is if an unstable	The biggest	The biggest	connection	on listening	
	an unstable	network causes the	challenge is that	challenge:			
	network causes	learning process at	the network is	unstable			
	the learning	zoom to not run	unstable causing	network			
	process at zoom	smoothly. This makes	the learning	causes			
	to not run	me uncomfortable	process to not run	learning to be			
	smoothly. This	with unstable signal	smoothly, I am	not smooth			
<b>P1</b>	makes me	interference because	not comfortable	0.00	177		
	uncomfortable	we have to really	using a bad				
	with unstable	focus to listen well in	signal, in			-	
	signal	listening class.	listening class I	7	N. A.	7/	
	interference	(A)X2-3	have to really		42VAV		
	because we have	N. 1534	focus on listening	23.1			
	to really focus	SV61	well in listening				
	to listen well in	4.707	class		X		
	listening class.	1 4					

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P2	My biggest	My biggest	1.	1.	1.	Can't focus	Satisfaction
	challenge is that I	challenge is that I	My biggest	The biggest	<b>Network is</b>	on listening	
	have to keep	have to keep trying	challenge is	challenge:	not		
	trying to focus	to focus while	having to keep	Having to	supported		
	while studying on	studying on zoom.	trying to focus	stay focused			
	zoom. Because if	Because if I don't	while studying on	even though			
	I don't focus, then	focus, I won't	zoom. Because if	the network			
	I won't	understand or be	it's not focused,	doesn't			
	understand or be	late with what the	even though the	support it	100		
	late with what the	lecturer has	network doesn't		177		
	lecturer has	explained. It's not	support it, it will				
	explained. It's not	the same as when	be difficult for me			-	
	the same as when	using the	to understand the	7 1 0	NO D	7/	
	using the	WhatsApp	material that has		20VAV		
	WhatsApp	application, even if	been delivered	844	10 M		
	application, even	w <mark>e h</mark> ave network	because zoom is	_		11	
	if we have	problems or there	not the same as		Vind	1.0	
	network problems	are obstacles for	WhatsApp which			110	
	or there are	example having to	can scroll up		7	1	
	obstacles for	go to the bathroom,	when left behind		100	1	
	example having	then we can still				1	
	to go to the	scroll back to the		Leave 1			
	bathroom, then	previous lecturer's	17.20				
	we can still scroll	explanation.	A Dalas	COPP TO SERVICE STATE OF THE PERSON NAMED IN COLUMN TO SERVICE STATE OF THE PERSON NAMED			
	back to the	However, if we use	annt.	A TELL STATE OF THE PARTY OF TH	The state of the s		
	previous	the zoom		THE REAL PROPERTY.			
	lecturer's	application, once			-4/		
	explanation.	we are not focused			and the last		
	However, if we	and the network is					
	use the zoom	bad, then we will					



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	The biggest	The biggest	1.	1.	1.	work on	Satisfaction
	challenge is the	challenge is the	The biggest	Challenges:	The	tasks	
	network and the	network and the	challenge is the	network and	network is	directly via	
	type of	type of	network and the	type of	not stable	zoom	
	smartphone,	smartphone,	type of	smartphone			
	because the	because the	smartphone,	and			
	network makes it	network makes it	making it	assignments			
	uncomfortable	uncomfortable	uncomfortable	given by			
	during learning. I	during learning. I	during learning.	lecturers.	00/1		
	was also	was also	challenged with		100		
	challenged with	challenged with the	assignments				
	the assignment	assignments given	given by			The same of the sa	
	given by the	by the lecturers	lecturers, I tend to	7 1 0	N. O.	7/	
	lecturer because it	because I used the	prefer other		2J/AV		
P3	was through the	zoom application	applications such	844	A 15	11	
	zoom application	because for me the	as using YouTube	-		11	
	because for me	zoom platform was	to learn listening.		Vind		
	the zoom	still not very	1700			110	
	platform was still	helpful for			7	-	
	not very helpful	listening			100	1	
	for the listening	g class because I			/	1	
	class because I	was more		and the	TI /		
	tended to prefer	cenderung like	17.50				
	other applications	other apps like	A Delegan	Company of the last of the las			
	such as using	using youtube to	annh.	Alle Sales			
	YouTube to learn	learn to listen.		THE REAL PROPERTY.			
	listening.	1100					
					and the same of th		
				and the same of th			

<b>P4</b>	My biggest	My biggest	1. It is a challenge	1. Challenge:	1. network	Can't focus	Satisfaction
	challenge is the	challenge is the	for me to try to	trying to		on listening,	
	network because	network because if	keep attending	keep up with		doing tasks	
	if the network	the network starts	lectures.	the class		directly via	
	starts to get	to get hostile then	challenges during	even though		zoom	
	hostile then it is a	it is a challenge for	class I feel that	zoom is still			
	challenge for me	me to try to keep	zoom cannot help	not very			
	to try to keep	attending lectures.	for listening class	helpful in			
	attending	Then for	1111	listening			
	lectures. Then for	challenges during	2124	class	11.1		
	challenges during	class I feel that		1			
	class I feel that	zoom cannot help				1	
	zoom cannot help	for listening classes	To do proper	- 0	NO THE	7/	
	for listening	because I prefer	8 1 100		43V/A		
	classes because I	lecturers to give	1 (42)	223 )			
	prefer lecturers to	assignments				11	
	give assignments	through other			(X-)		
	through other	applications such			Janes Janes	1	
	applications such	as WhatsApp,	W. 170	100			
	as WhatsApp,	schoology, and	200		100		
	schoology, and	YouTube to send			- /	1	
	YouTube to send	audio that we will		100	TT /		
	audio that we will	listen to.	17	-	110 //		
	listen to.		C. Barrer				
		1 7000	A SERVE	122 / 14			

P5	The challenge is	The challenge is	1.	1. Challenge:	1. network	work on	Satisfaction
	when we repeat	when we repeat	The challenge is	Say what		tasks	
	what we have	what we have	when we say	sentence has		directly via	
	heard, because	heard, because this	what sentences	been heard		zoom	
	this makes it	makes it difficult	we have heard, I				
	difficult for me to	for me to repeat it	have difficulty				
	repeat it with the	with the correct	repeating them	1			
	correct	pronunciation. The	with the correct				
	pronunciation.	Zoom platform is	pronunciation,	676	100		
	The Zoom	quite helpful in	then the network		10.		
	platform is quite	listening class but	is less stable				
	helpful in	not for learning				The same of the sa	
	listening class but	and listening	5 3 100	7 0	NO D	7/	
	not for learning	through the Zoom	1 100		20VAV		
	and listening	platform because	100	844	10 M		
	through the Zoom	there will be an		-		11	
	platform because	unstable network			1 American		
	there will be an	so we cannot listen	180			110	
	unstable network	properly, therefore		100	7		
	so we cannot	the Zoom platform			100	1	
	listen properly,	is less helpful in			/	1	
	therefore the	listening learning		and the second	TI //		
	Zoom platform is	class.	17.90	3	111111111111111111111111111111111111111		
	less helpful in		S. Shaker	100000			
	listening class.	1 1000	A sense	WELL STORY	Second Marie		