

CHAPTER I

INTRODUCTION

This Chapter presents the background of the research. It includes identification of the issues/phenomena, delimitations and focus of the research, research questions, research objectives, and research significance. This Chapter also presents the theoretical foundations highlighting several topics related to this research, previous studies, and frames of thought. Research methods, including research design and steps, data sources and types, data collection techniques and instruments, data analysis techniques, and research timelines, are also discussed in this chapter.

1.1 Background of the Research

In practice, online learning in Indonesia is still not good enough and far from interactive. This includes several components. They are teacher skills in delivering learning materials including in selecting and using applications in the learning process are still lacking, teacher skills in documenting the learning process which aims to assess students from affective and psychomotor aspects are also lacking, and interactions between students and other students or students and teachers during the learning process still lacking (Padli & Rusdi, 2020, p. 7). Online learning is one of the alternative solutions for the learning process, including for EFL students, during the Covid-19 pandemic and set by the government as an alternative solution to continue to carry out teaching and learning activities in the midst of the Covid-19 pandemic (Batubara, 2021, p. 452). This policy is intended to prevent the spread of Covid-19 and the transfer of knowledge to students can continue. Although this online policy can significantly contribute to learning sustainability during the pandemic, online learning still poses several problems, both for teachers and students, with a burden that all parties must be ready to implement (Efriana, 2021, p. 39). Therefore, it is essential to ensure several things, such as the interaction between teachers and students, to create an effective learning process. Referring to this situation, it is necessary to make improvements in online learning.

In addition, online learning has many obstacles faced by teachers and students such as the absorption of subject matter is very minimal, the character or behavior of students is difficult to monitor, and learning tends to be an online task or the teacher sometimes only gives assignments without explaining the material because of the teacher's lack of skills in using online learning facilities or media. Furthermore, a recent study to investigate the quality of online learning participation in a context of crisis (Chavez, Montano, Barrera, Sanchez & Faure, 2021, p. 83) concluded that one of the main obstacles posed by the covid-19 pandemic is for students to engage in an online learning environment. The infrequent participation of students and the low quality of the messages they post during collaboration are two of the main barriers in the virtual learning environment. According to Zhong (2020, as cited in Yuzulia, 2021, p. 9), the main consequences of implementing online learning are insufficient access, internet availability, a lack of skills in using technology, a lack of student participation in digital learning, and a lack of proper interaction with instructors. Referring to the situation above, it is necessary to make improvements in online learning.

Online learning is learning that is carried out by using the internet network. It can be synchronous (communication where teacher and students interact in the same time-space as video conferencing) or asynchronous (time-separated communication such as e-mail or online discussion forums), and accessed from various settings such as at school or outside the school (Simamora, 2020, p. 88). Online learning has the potential to broaden the range of courses available to students. However, online learning, on the other hand, should focus on the learner and the learning process rather than simply introducing and disseminating materials via the internet (Artikova, 2021, p. 1271). Guidelines for creating interactive teaching and learning are required.

Guidelines are generally defined as statements that define an action intended as a guide to carry out an activity properly and correctly. In online education, guidelines provide road maps or directions for advancing online education in order to improve educational quality (Department of School Education & Literacy Ministry of Human Resource Development Government of

India, 2020, p. 1). Guidelines are useful as a guideline framework for teachers and students in the online learning process because they provide explanations or steps related to the use of online learning platforms and steps to carry out learning activities so that the online learning process runs smoothly (Artikova, 2021, p. 1273). In addition, the importance of developing guidelines for online learning for teachers is that guidelines can guide teachers and education personnel in designing, facilitating, implementing, and reflecting on online learning. Then, the guidelines can guide teachers in making learning adjustments when there are changes in conditions in the education unit, such as the COVID-19 pandemic. The adjustments are approached through several kinds of research.

As the importance of research in guidelines for interactive online EFL learning, research shows areas of interest to explore. These areas are including **Online learning** (Almahasees, Mohsen & Amin, 2021; Ariffin, Halim & Darus, 2021; Fuad, Ariyani, Suyanto & Shidiq, 2020), **English online learning** (Ayu & Pratiwi, 2021; Famularsih, 2020; Octaberlina & Muslimin, 2020), **English online learning at senior high school** (Rachmawati, Djaniar, Putra & Aisyah, 2021; Hariyati, 2020; Tathahira & Sriayu, 2020), **Problems in online learning** (Batubara, 2021; Yuzulia, 2021; Destianingsih & Satria, 2020; Chang, 2019; Anh, 2017; Lestiyawati & Widiantoro, 2020), **Interactive online learning** (Mallilin, Mallilin, Carag, Collado & Largo, 2020; Chavez, Montano, Barrera, Sanchez & Faure, 2021), **Guideline for online learning** (Nonthamand, 2020; Mukuni, 2020; Stone, 2017), **Guideline for English online learning** (Artikova, 2021; Suryani, Apriliyanti & Rohmat, 2021).

From the findings of the research above, there are at least three important points missing. First, there has been no research that has developed online EFL learning guidelines in high school. In fact, the guidelines can be a solution to the obstacles faced by teachers and students in implementing online EFL learning in high school. These obstacles include the lack of teacher skills in choosing what learning methods are suitable for the online learning process so that students do not feel bored during the learning process, students have difficulty understanding information about assignments or others, and students are quite difficult to

understand the material being taught because they lack concentration and tend to bored (Sari & Haryono, 2021, p. 57).

Second, there are no studies that have developed guidelines for interactive online EFL learning. In fact, creating interactive online learning can be useful for student development and increase their understanding in order to achieve the learning objectives well. In interactive online learning there is an active interaction between teachers and students and students with other students, the teacher is not only limited to explaining the material but the teacher also invites students to actively interact and participate in the learning activities so that students can better understand the material being taught well. Interaction also plays an important role in the learning process to build a good relationship between students and teachers, so that learning is conveyed properly (Hariyati, 2020, p. 3).

Third, there has been no research that discusses the importance of the guidelines themselves in English online learning. In fact, in English online learning, guidelines can be useful to assist teachers in creating good and interactive online learning because the guidelines contain explanations or steps related to the use of online learning platforms and steps to carry out learning activities so that the online learning process runs smoothly. Guidelines are an alternative to make it easier for teachers to prepare and implement good and interactive online learning (Habibi, Sukroyanti, Herayanti, Putrayadi & Safitri, 2021, p. 24).

Therefore, it is necessary to develop interactive online learning guidelines. This is because there has been no research that has developed interactive online EFL learning guidelines in senior high school and there has been no research that discusses the importance of the guidelines themselves in online English learning. Interactive online EFL learning guidelines can be a solution to reduce problems that occur in online learning because the guidelines can be useful to guide teachers and students in carrying out interactive English online learning activities. The guidelines offer useful recommendations on what teachers and students should do during the online learning process. Guidelines can provide instructions to teachers

and students during the online learning process so that online EFL learning in high school can run well and can make online EFL learning more interactive. Then, knowing the importance of online EFL learning guidelines is very important because these guidelines can be useful to assist teachers in creating good and interactive online learning.

1.2 Identification of the Issues/Phenomena

In this research the researcher focused more on the problem of lack of interaction between students and teachers during online learning because the interactive online learning guideline is an attempt to increase student interaction or participation in online learning, specifically for students at Senior High School.

The following issues can be identified in relation to the problem's background:

1. Students feel bored learning online because teachers are not ready to guide their students when learning online.
2. Lack of teacher skills in delivering material in online learning.
3. Lack of teacher preparation in preparing interesting learning activities using English online learning facilities or media.
4. Lack of guidelines that can guide students to carry out English online learning.
5. Lack of close relationships between teachers and students so that interaction between students and teachers and students with fellow students during online learning is lacking.

1.3 Delimitations and Focus of the Study

This research focuses on developing guidelines for interactive online English learning that are carried out either synchronously or asynchronously and does not try to develop guidelines for offline or face-to-face learning. In this research, the researcher developed guidelines for interactive online English learning and did not try to develop learning media or learning models for

interactive online English learning. The decision was taken by considering the importance of helpful learning guidelines to increase interaction between teachers and students when online learning is being applied in the current situation. The interactive online learning guideline developed in this research is used for English Foreign Language learning in senior high school. The researcher assumes that online EFL learning is vital for senior high school students as their provision to continue to college level. Therefore, English learning in senior high school must be carried out properly. English is an international language widely used in education as the language of instruction. English can also support academic performance and help students get scholarships to enter college or other scholarships. Because nowadays everything uses digital, the format of the guidelines developed is in the form of e-book and not in printed form, so that many people will be able to easily access it, and it will be useful for many people.

1.4 Research Questions

1. What are the characteristics of guidelines for interactive online EFL learning at Senior High School?
2. How is the guideline for interactive online EFL learning at Senior High School?

1.5 Aims of the Research

1. To explore what are the characteristics of guidelines for interactive online EFL learning at Senior High School.
2. To explore how is the guideline for interactive online EFL learning at Senior High School.

1.6 Significances of the Research

The results of this study are expected to be useful both theoretically and practically for several parties such as teachers, students, researchers, or guideline developers.

1. Theoretically

This research can be a source or a reference for researchers who want to develop guidelines for online EFL learning and also for Senior High School teachers to develop online EFL learning. This study provides useful knowledge and information for other researchers who want to gain an understanding of the development of guidelines, especially guidelines for online learning of English in high school.

2. Practically

Practically, for teachers, the results of the product developed in this study are expected to be a new online English teaching guide that can be used to guide teachers in carrying out interactive online English learning activities in high school. It is hoped that these guidelines can be used to guide teachers in designing, facilitating, implementing, and reflecting on online English learning to create interactive online English learning in secondary schools. Furthermore, for researchers or guideline developers, this research is expected to be reference for developing more effective and more advanced learning guidelines.

1.7 Theoretical Foundation

This section provides a theoretical foundation for this study. There are five primary topics in this section includes Guidelines, Interactive Online Learning, EFL Learning, Senior High School, and The Importance of Developing Guideline for Interactive Online EFL Learning at Senior High School.

1.7.1 Guidelines

Guidelines are statements that define an action intended as a guide to carry out an activity properly and correctly. Guidelines contain information intended to advise people on how or what should be done. According to World Health Organization (2020), guidelines provide the necessary recommendations to offer benefits. The Guidelines are intended for policymakers in countries such as those in ministries of education, health, youth, sport, and/or social or family welfare, as

well as government officials responsible for developing national, subregional, or municipal plans. Online learning guidelines are statements outlining key definitions, research and resources, and practical strategies that detail what kind of preparation and support systems are needed to ensure students succeed in online learning that aims to guide the world of online learning and to create a learning experience that is enjoyable (Sir Arthur Lewis Community College, 2020, p. 3).

In addition, according to the UTM University Senate (2020), the online learning guidelines aim to assist the academic community and all relevant stakeholders in carrying out online teaching and learning during the COVID-19 Pandemic (p. 1). Besides, the NSW Department of Education (2021, p. 8) stated that guidelines provide guidance to schools that run online learning models. The guideline contains recommendations and guidelines on using learning media to support student learning. Guidelines can also help teachers decide when and how best to use instructional media to deliver their lessons.

Guidelines are statements that contain recommendations for taking an action that aims to make it easier to complete a process properly. Guidelines are useful as a guiding framework for teachers and students in the online learning process because they provide explanations of guidelines or steps such as guidelines for using online learning media or platforms that can be used in the online learning process so that the online learning process runs smoothly and steps to carry out learning activities to support the smooth learning process online.

1.7.2 Interactive Online Learning

Interactive means influencing each other or having an effect on each other. Interactive learning is learning in which there is an active interaction between teachers and students (Halatsyn & Yaroshenko, 2021, p. 132). Interaction is a collaborative exchange of thoughts, feelings, and ideas between two or more people, which produces a reciprocal effect on each other (Brown & Lee, 2015, p. 259). Interactive learning means learning in which students are actively involved in responding to the material provided by the teacher and discussing it with their classmates.

The following are the characteristics of interactive learning according to Brown (2000, p. 48) that can be recognized if the following activities occur:

1. Students engage in a lot of pair work and group work,
2. Students receive authentic language input in real-world contexts,
3. Students produce a language for sincere and meaningful communication,
4. Students perform classroom assignments that prepare them for actual language use 'out there,
5. Students practice verbal communication through giving and take and the spontaneity of actual conversation,
6. Students write for and for a real audience, not a made-up one.

Besides, online is something that uses the internet. Online learning means a set of learning activities in a subject delivered through a network giving access and exchange of knowledge. Online learning is defined as learning carried out from a distance assisted by electronic devices such as tablets, smartphones, laptops, and computers that require an internet connection (Atmojo & Nugroho, 2020, p. 53). All teaching and learning processes that are generally done in the classroom are done live but virtual in online learning technology, which means that a teacher teaches in front of a computer in one location while students follow the lesson from other computers in different locations. Course material can be obtained for free in the form of files that can be downloaded, while interactive teachers and students can be done intensively in the form of assignments or discussions in the form of discussion forums and emails (Hariyati, 2020, p. 18).

There are two types of implementation in the online learning system: synchronous and asynchronous online classes. Synchronous means that students and teachers participate in a conference simultaneously, for example, using a video conferencing platform such as Zoom, Google Meet, or Skype. Meanwhile, asynchronous means that students and teachers do not participate in the meeting simultaneously. Students can balance study time with family, work, and other tasks of this type. Students can easily log into e-learning sites from any virtual location and then download or exchange documents and email their classmates or

teachers. Students can also take the time to review their assignments and contributions (Fitria, 2021, p. 3).

Thus, interactive online learning is a series of learning activities delivered through the internet network in which, in the process, there is an active interaction or collaborative exchange of knowledge, feelings, and ideas between teachers and students or students with other students, resulting in a reciprocal effect on each other.

1.7.3 English as a Foreign Language Learning

English as a Foreign Language generally defined as English that is used in countries where English is not an official or second language. The term EFL is defined by several scholars. Safitri (2019) defined EFL as English as a second language that is not used by individuals in society and English is taught in schools, but does not play an important role in national or social life (p. 6). Moreover, Susiyanti (2019) defines EFL as learning and teaching English which mostly occurs in the classroom, rather than during daily communication (p. 18). Besides, In EFL learning, aspects of mastery language such as speaking, reading, listening, and writing, are very necessary especially in this era of globalization because English has spread and developed throughout the world by trends and is used in many fields such as science, economics, entertainment, and intercultural understanding (Rintaningrum, 2018, p. 7).

Therefore, English as a Foreign Language Learning is learning that is learned by students whose English is not the primary language. However, English must be taught properly so that students are able to compete in this global era. Because in this global era, many requirements, such as getting a job and continuing studies, require English language skills. Therefore, in teaching EFL, the teacher must be able to manage the class well. Teachers must be creative and manage the class with interesting techniques, so that students will focus on the learning process.

1.7.4 Senior High School

Senior High School is a secondary education level in formal education in Indonesia which is taken within three years starting from grade 10 to grade 12 as a continuation of Junior High School. A'yun (2018) mentioned the characteristics of senior high school students include, senior high school students are generally sixteen to nineteen years old and senior high school students are in the stage of adolescent development or is a developmental transition period between childhood and adulthood that contains major changes in physical, cognitive, and psychosocial conditions (p. 16). In addition, Safitri (2019, p. 9) states that Senior High School is a formal education level designed as preparation for higher education.

Therefore, Senior High School is a secondary level of formal education taken by students who have graduated from junior high school and are sixteen to nineteen years old and are taken in three years starting from grade 10 to grade 12 and designed as preparation for higher education.

1.7.5 The Importance of Developing Guideline for Interactive Online EFL Learning at Senior High School

The lack of active interaction between teachers and students in the online EFL Learning process in Senior High School creates an unfavorable class. This can cause several problems such as lack of understanding of the material, errors in understanding a concept, and can cause students' learning motivation to decrease. Therefore, an active interaction is very important in the learning process, especially in online English learning. Hariyati (2020) argues that learning interactions play an important role in the teaching and learning process, especially in online learning (p. 3). Moreover, Su, Bonk, Magjuka, Liu, & Lee (2005) as cited in (Hariyati, 2020, p. 2) added that learning interactions play an important role in the online learning process in order to build interactive classrooms where teachers and their students are involved actively in the learning process. So that learning goes well.

In addition, learning English is very important for Senior High School students. Arjulanaya (2018) emphasizes that learning English in high school is very important because English is a global language used in various professions and purposes, such as education, business, professional, or various types of work (p. 1). In learning English, mastery of English in all its aspects, such as speaking, reading, listening, and writing, is currently very necessary, especially in this era of globalization because English has spread and developed throughout the world by globalization trends that affect communication in various fields. fields such as science, economics, entertainment, and intercultural understanding (Rintaningrum, 2018, p. 7). This means that learning English in senior high schools needs to run well.

Therefore, it is necessary to develop guidelines for interactive online EFL learning in Senior High School so that online EFL learning in Senior High School becomes interactive. These guidelines are important to assist teachers in creating good and interactive online learning and are useful as a solution to overcome problems in online learning such as the lack of student participation and the low quality of the responses they post during online learning. Habibi, Sukroyanti, Herayanti, Putrayadi & Safitri (2021) suggest that guidelines can be an alternative to make it easier for teachers to prepare and implement good and interactive online learning activities (p. 24). With the development of guidelines for interactive online EFL learning in Senior High School, it can make online learning situations interactive so that online EFL learning can be carried out properly.

1.8 Previous Studies

The researcher highlighted and discussed some studies that were very closely related in this section. Several studies have been conducted on developing guidelines for online learning and English online learning. First, a research conducted by Mukuni (2020). This research seeks to produce guidelines for using video to teach procedural skills in an online learning environment based on Gagné's Nine Events of Instruction (Gagné, 1975). The design and development

research methodology was used in this study. The guidelines developed will be useful to instructors and course developers who plan to use video to teach procedural skills based on Gagné's Nine Events of Instruction (Gagné, 1975). However, this study did not use the educational research and development (R&D) design proposed by Gall, Gall & Borg (2003). This research also only focuses on developing guidelines for using video to teach procedural skills in an online learning environment based on Gagné's Nine Events of Instruction, not trying to develop guidelines for interactive online learning.

Second, a research conducted by Stone (2017). This research aims to develop National Guidelines for improving Student outcomes in Online Learning. In this study, researchers conducted qualitative interviews with members of academic and professional staff at 16 institutions of higher education – 15 in Australia plus the UK Open University – to gain their collective wisdom on how to increase student retention and success online. The interviews investigated the types of practice, support, and retention strategies developed and implemented by academic and professional staff at these institutions in order to increase student retention and academic success. The results of this study are 10 National Guidelines for Improving Student Learning Outcomes in Online Learning. The guidelines designed to inform institutions on how to improve student outcomes especially in undergraduate online education. However, this research only develops guidelines for improving student learning outcomes in online learning at universities and does not develop guidelines for online English learning at Senior High Schools. This research also does not provide a definition of what the guidelines themselves are.

The third is a research conducted by Artikova (2021). The goal of this research is to develop guidelines for designing online English teaching and learning materials. This paper examines the benefits and drawbacks of teacher-generated materials to outline some of these reasons. The researcher also suggests things that teachers should consider when designing or modifying materials for different students in this study, and then presents a set of guidelines for designing online English teaching and learning materials. The results of this study are

guidelines for designing online English teaching and learning materials. Similar to the research conducted by Mukuni (2020) & Stone (2017), this study did not design guidelines for interactive online English learning. This research only focuses on developing guidelines for designing online English teaching materials. This research also did not use the educational research and development (R&D) design proposed by Gall, Gall & Borg (2003).

The last is a study conducted by Suryani, Apriliyanti & Rohmat (2021). The purpose of this research is to create teaching guidelines and speaking learning modules for general communication. This study employed a survey method based on the Kirkpatrick Model. The survey collects and investigates students' perceptions of speaking after they have studied and practiced it in online lecture classes for a general communication course. Purposive sampling was used to identify survey respondents. This study included 165 first semester students from the English Language Study Program, IKIP Siliwangi Bandung, who were taking speaking classes for general communication courses. Based on the results, the majority of the students had positive perceptions and could improve their speaking skills after the teaching session. However, three things are not in accordance with student needs: handouts/teaching materials, technological beliefs, and material topics. Similar to the research conducted by Mukuni (2020), Stone (2017) & Artikova (2021) this study did not design interactive online English learning guidelines. This study only develops teaching guidelines and speaking learning modules for general communication and only intended for university students. This research also does not use the educational research and development (R&D) design proposed by Gall, Gall & Borg (2003), but uses a survey method based on the Kirkpatrick Model.

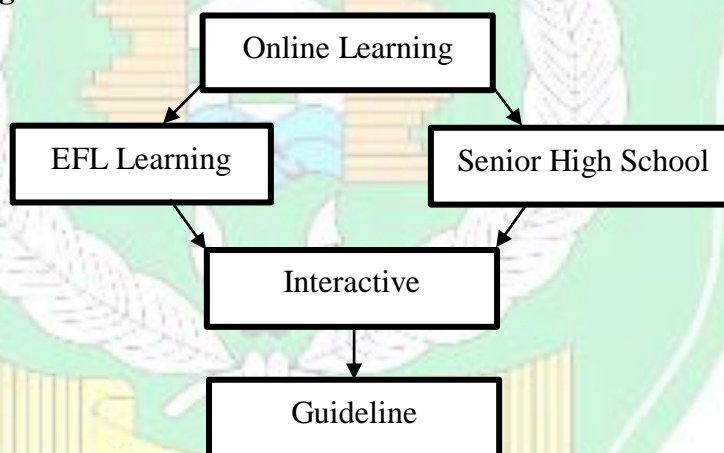
Based on the previous research findings above, it is known that many researchers have developed guidelines for learning English. However, the guidelines developed are not guidelines for interactive online learning of English. In this case, the researcher concludes to develop an online learning guideline for the subject of EFL learning for Senior High School students, and will be based on the needs of students. The researcher developed guidelines for Interactive Online

Learning in Senior High School to make online learning in Senior High School interactive so that online English learning is carried out well. The researcher also used educational research and development (R&D) design proposed by Gall, Gall & Borg (2003) in conducting the research because R&D is the process to develop educational products and the goal of this research is to develop an effective product that can be used in the educational program.

1.9 Frame of Thought

In this research, the researcher developed the guidelines for interactive online EFL learning at Senior High School. Figure 1 illustrates the relationship of all topics to the big issue in this research.

Figure 1.1 Developing Guideline for Interactive Online EFL Learning at Senior High School



In practice, Online Learning at Senior High School is far from interactive. Therefore, in this study the researchers tried to offer a new way by developing guidelines for Interactive Online Learning at Senior High Schools to make online learning in senior high school interactive. By developing it, the researcher hopes that this guide can make online learning situations interactive. In this study, researchers developed guidelines for online EFL learning in Senior High School. The results of this study are guidelines for Interactive Online EFL Learning at Senior High School.

1.10 RESEARCH METHOD

1.10.1 Research design and steps of the research

Qualitative approach used in this research because this research did not use numerical data collection or statistical analysis and this research also did not aim to observe phenomena or events that affect individuals. According to Moleong (2012), qualitative approach is research that produces procedures analysis that did not use statistical analysis procedures or other quantification methods.

The educational research and development (R&D) design proposed by Borg & Gall (2003) is used in this research. R&D is the process to develop educational products. The goal of this research is to develop an effective product that can be used in the educational program. According to Gay (1987) as cited in (Wijaya, 2016), the main objective of R&D is to create products that can be used effectively in educational programs. The research findings are used to create new products and procedures. Gall, Gall & Borg (2003) proposed the cycle of Research and Development (R&D) method, which consists of ten major steps. However, of all the steps in R&D, four steps can be selected according to the project time allocation. In some cases, however, the design and development project may require a subsequent project (The Institute of Education Sciences, U.S. Department of Education and the National Science Foundation [IES&NSF], 2013, p. 9).

There are four steps used in this research. Those are conducting research and information collection, planning, and developing the guidelines. The explanations of the research steps used in this study are below.

1. Research and Information Collection

This step is intended to collect information from various sources related to research. This includes a literature review and interviews. In this step, a literature review is carried out to obtain data about the characteristics of the guidelines. Then, information about the needs of students by conducting interviews with teachers and students is also collected in this step. Thus, the data results were analyzed as the basis for

developing guidelines for interactive online English learning in senior high school.

2. Planning

After conducting research and information collection steps, a plan to develop guidelines according to the required criteria is carried out. Planning is intended to develop interactive English online learning guidelines such as what is needed to make online learning more interactive. This step focuses on determining the sections and topics of each section of the guidelines.

3. Developing Guidelines

This step involves developing guidelines for interactive online EFL learning. The developed guideline consists of seven units or main sections. The section guidelines developed include about interactive online English learning, English online learning tools, English online learning guideline for preliminary activity, English online learning guideline for whilst activity, English online learning guideline for post activity, guideline for online assessment, the importance of interactive online learning.

4. Validating the developed Guidelines

This step included the evaluation of the developed guidelines. The guidelines were evaluated by the validator to assess the appropriateness of the guidelines. The validation of the product can be achieved through validator assessment. In the evaluation, the developed guidelines were validated by the validator. Validator assessment was carried out by an expert that was experts in the field of study.

1.10.2 Source and types of data

a. Source of data

The source of data in this study was obtained from three English teachers from Senior High School, one expert from a university, and nine students from Senior High School as the participants. The teachers, expert, and students were chosen as a data source by the researcher through an

interview. Participants were chosen because the researchers wanted to get information and explore data about English online learning at Senior High School. Teachers were chosen as data sources because they have been teaching English online. Students are selected as data sources because students know their needs. Furthermore, the expert was chosen as data sources because the expert had experience in conducting a lot of research. The expert also has experience teaching in the field of Technology Enhanced Language Learning (TELL).

b. Types of data

The type of data collected in this study is qualitative data. Qualitative data is a type of data that is collected through observations or interviews. The data were obtained from conducting interviews with three English teachers from Senior High School, one expert from a university, and nine students from Senior High School.

1.10.3 Data collection techniques and instruments

The data collection techniques used in this research are literature review and interviews. Then, the instruments used are inclusion and exclusion criteria of journals and books to be reviewed and interview protocol.

1. Literature Review

Literature review is a more or less systematic technique of collecting and synthesizing previous research (Snyder, 2019). Literature review is a technique for identifying, evaluating and synthesizing research results and ideas that have been produced by researchers. In this study, the literature review was carried out by looking for references to journals and books that were relevant to the topics searched on Google Search, Google Scholar, ResearchGate, Eric, Lib gen, and Z-library. The inclusion and exclusion criteria for journals and books to be reviewed are used as instruments to homogenize the articles or books found so that there are not too many articles. The tables of inclusion and exclusion criteria are shown on the next page.

Table 1.1 The Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
<ol style="list-style-type: none"> 1. Books and Journals 2. The journals should be published between 2012-2022 3. The books should be published between 2000-2022 4. The journals and books should discuss the topics of Guidelines, learning, online learning, EFL learning, interactive learning, Senior High School. 5. The journals index nationally and internationally 	<ol style="list-style-type: none"> 1. The year of publication of the article is under 2012 2. The year of publication of the book is under 2000 3. The journals and books which did not discuss the topics of Guidelines, learning, online learning, EFL learning, interactive learning, Senior High School. 4. The journals not index nationally and internationally

2. Interview

Interviews were conducted to obtain accurate data and appropriate data sources. Interviews are used as a data collection technique when researchers want to know things from respondents who are more in-depth and when the number of respondents is small (Sugiyono, 2019). Data were collected by interviewing three Senior High School English teachers who have experienced in teaching English online, nine Senior High School students (3 higher achiever, 3 middle achiever, and 3 lower achiever students), and one Expert from a university who has experienced teaching in the field of Technology Enhanced Language Learning (TELL) using an interview protocol. This interview is intended to obtain data about English online teaching and learning process at Senior High School and to obtain data about the needs of students in online learning. Furthermore, the results of these interviews are used to develop guidelines. For details of the interview protocol, please see Appendix 1.

1.10.4 Data analysis techniques

In this study, there are two data analysis techniques used, they are data reduction and semi-transcription techniques.

a. Data reduction

The results of data collection through conducting literature review and interview are analyzed by using data reduction techniques. Summarizing, selecting the main points, focusing on the most important points, searching for themes and patterns, and discarding irrelevant ones are all part of data reduction. The purpose of choosing this analytical technique is that the reduced data will provide a clearer picture in the study. The reduced data will provide a clearer picture, and make it easier for the researchers to conduct further data collection, and look for it if needed (Sugiyono, 2015, p. 338).

b. Semi-transcription technique

The data resulting from data collection through interviews with teachers and students about online English learning and about student needs related to online English learning analyzed by using semi transcription techniques. The selection of this analysis technique aims to ensure the answers from respondents are easier to understand. Semi-transcription technique is one in which the transcription does not provide a complete description of the interviewee's words. Instead, the main idea of the respondent's answer to the given question is transcribed. The aim is to ensure that respondents' answers are easier to read (Edmonds & Kennedy, 2017, p. 323) as cited in (Nashruddin, 2020, p. 84).

Two stages are used in conducting this research.

1. Stage 1: Answering Question 1 "What are The Characteristics of Guidelines for Interactive Online EFL Learning at Senior High School?"

In this stage, information from various sources related to the research is collected. This includes reviewing the literature and

interviewing teachers, expert, and students. This stage is intended to answer the first research question “What are the Characteristics of Interactive Online EFL Learning Guidelines in High School?” by conducting a literature study. There are several steps taken when conducting a literature review. First, the researchers looked for references to journals and books that were relevant to the topics searched on Google, Google Scholar, ResearchGate, Eric, and Lib gen by paying attention to several criteria to homogenize the articles or books found so that there were not too many articles.

Furthermore, the journals and book references that have been obtained are read. Then, information about the characteristics of guidelines for interactive online EFL learning obtained from several journals and books that have been read were summarized using data reduction techniques. After conducting a literature review, indicators were created to create an interview protocol. Furthermore, interviews with teachers, expert, and students using an interview protocol to gather information were conducted. Then, the resulting data were analyzed as a basis for developing guidelines for interactive online EFL learning at Senior High School. The data obtained from interviews were analyzed using semi-transcription techniques to ensure answers from respondents are easier to understand.

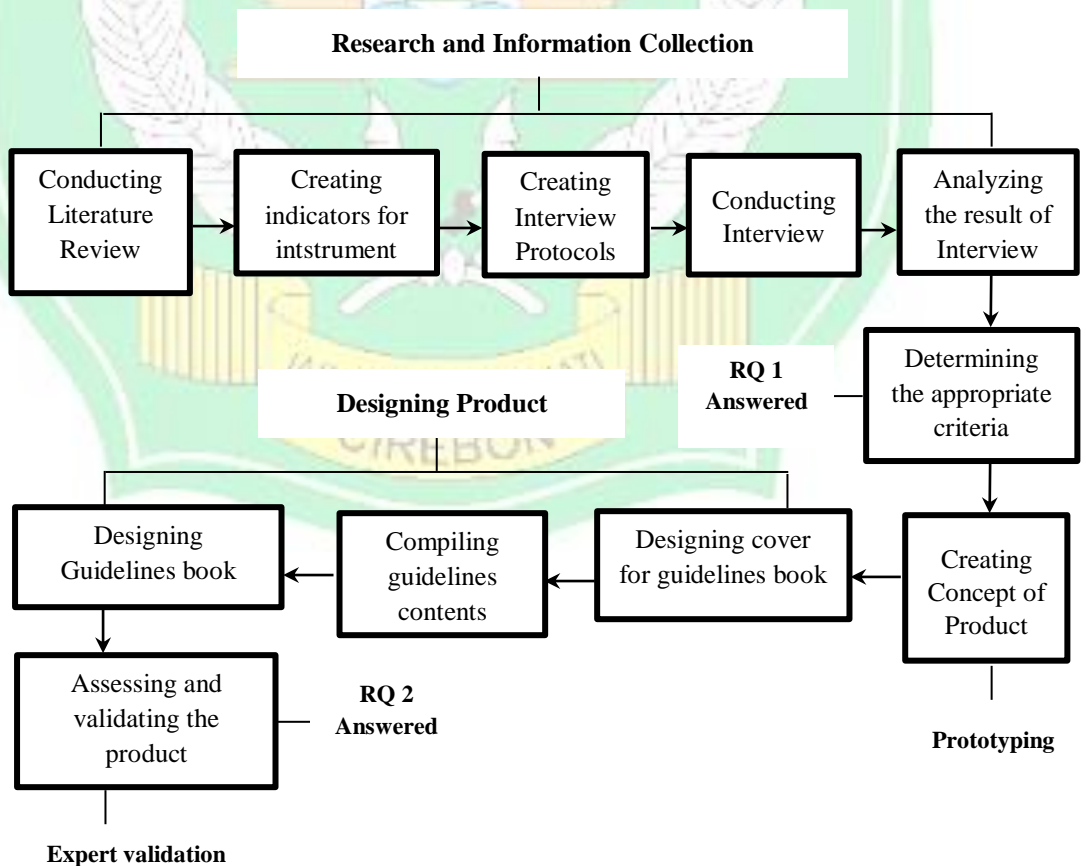
2. Stage 2: Answering Question 2 "How is the Guideline for Interactive Online EFL learning at Senior High School?"

At this stage, the development of guidelines for interactive online EFL learning at Senior High School was carried out to answer the second research question. After conducting research and information collection, a planning step is carried out to design guidelines according to the criteria that have been obtained through stage 1. The planning stage is intended to plan and design what kind of online learning guidelines are needed by teachers and students to make online EFL learning more interactive. The planning step focuses on determining the main sections and topics for each

section. After analyzing the results of the needs analysis, several main units or sections are presented along with the guidelines made for each of these main units or sections.

After conducting the planning step, guidelines were developed in the form of an e-book. The developed guidelines consist of seven main units or sections. The unit of guidance that has been developed includes online EFL learning design guidelines, online EFL learning delivery, online EFL learning assessments, and online EFL learning tools. The guidelines that were created are equipped with cover to enhance the illustration of the product being developed. After the guidelines are developed, guidelines are assessed and validated by the expert. An overview of the stages in conducting this research can be seen below.

Figure 1.2 Stages of conducting the research (adapted from Nurazizah, 2022)



1.10.5 Research Timeline

The estimated time allocation for this research is presented in the following table.

Table 1.2 Research Timeline

No.	Target	Date
1.	Proposal seminar & proposal revision	February 2022
2.	Collecting the data	February – May 2022
3.	Data Analysis	
4.	Developing product	
5.	Finishing thesis writing	June 2022

