

# The Role of Online Media for Students' Reading Skills: A Case Studies

**Gina Sonia<sup>1</sup>, Hidayati<sup>2</sup>, Rima Rahmaniah<sup>3</sup>**

Muhammadiyah Mataram University; ginasonia713@gmail.com  
Muhammadiyah Mataram University; hidayatinal73@gmail.com  
Muhammadiyah Mataram University; rimarahmaniah@gmail.com

DOI: <https://doi.org/10.32528/issn.v2i1.142>

\*Correspondence: Gina Sonia

Email: ginasonia713@gmail.com

Published: Agustus, 2022



**Copyright:** © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (<http://creativecommons.org/licenses/by/4.0/>).

**Abstract:** Online media is the activities which are done throughout the internet in order to take benefits from it: such as to post, exchange, and search for online materials using symbols, text, voice, and other. Online media is known as published media over the internet, such as in web-sites, social media, and blog. However, it is self-evident that the internet not only connects people and entertains them, but also gives intellectual and scientific knowledge. The purpose of this study is to explore the students' perception on the use of online media for their learning activities and the students perceive the use of online learning media on the development of their reading comprehension. This study used a descriptive method with qualitative design to observe and obtain information about a current phenomenon as much as possible. The instrument of this study is a semi-structured interview and questionnaire. For the data collection, the researcher gave some questions as an interview and explanation about how to answer the questionnaire. The results of research showed that online media is proven to help students in understanding the lesson. From questionnaires that have been submitted can be concluded that online media is very influential in the learning process because it makes it easier for teachers to explain and answer student questions, getting students' attention to achieve learning goals. Thus, using online media to increase students' skills in reading comprehension is necessary as it is believed to help teachers and students to expand and support the English teaching and learning activities.

**Keywords:** Online Media, Reading Skills.

## INTRODUCTION

The activity of teaching and learning in recent years have changed massively, this includes the changes in school facilities and teachers' methods when teaching in class. The teachers, especially English teachers, should look for other fun and interesting methods for delivering the materials to students when they conduct the online learning. The change of teaching methods has some impacts on the teaching and learning process in school. Recently, the teachers were asked to modify their teaching methods by utilizing the websites, and online media as supporting materials when they could not attend the class in the pandemic era (Covid-19 Pandemic). According to Law Insider [2], online media refers to published media over the internet, such as in web-sites, social media, and blogs.

---

We know that English is connected to communication skills through four skills in the form of reading, listening, writing, and speaking. To improve certain knowledge and abilities, students cannot be separated from reading which is very helpful in learning, so researchers focus on researching the development of students' reading skills at SMP Negeri 3 Pujut. The background to this research was the spread of Corona Virus Disease (Covid-19) which required more researchers on this topic. In a previous study, Li, Cathy., and Lalani, F [4] stated that 1.2 billion children were out of school and that teaching activity was undertaken by online and other digital platforms, which happened around the world including in Indonesia, and Pujut sub-district.

There were three previous studies which were relevant for this study. They are; (1) Sudiran [12] entitled "A Model of The Use of Internet Media in Reading Comprehension", (2) Nurhasanah et al [10] entitled "students' perceptions on the use of the internet as learning media in reading classroom", and (3) Purnomo, T., [14] entitled "Students' Perception in Online Learning Toward Reading Comprehension at Tenth Grade of SMA Negeri 1 Kota Jambi". Among the three researchers, Sudiran [12] aimed to investigate the role of internet media in senior high school, while Nurhasanah et al [10] and Purnomo, T., [14] studied about the internet media role for students who learn English in senior high school level, specifically in order to increase their reading skills. Therefore, this study intends to explore the role of online media for students' reading skills improvement at junior high school level.

For learning activities, students experience problems related to the way they access English learning materials. In this case, students have difficulty if they only use one source of learning, books. The research questions are (1) How do English teachers perceive the use of online media for teaching English at grade VIII in SMP Negeri 3 Pujut?, (2) How do the students at grade VIII in SMP Negeri 3 Pujut perceive the role of online media in improving their reading comprehension skills?. Therefore, this study aims to see the role of online media as a supporting learning material for students who experience these difficulties. This is also in accordance with the use of internet media as a medium for searching, sharing, or discussing certain information about lessons.

## METHOD

This study used a descriptive qualitative method. The presentation of the research design is as follow:

### Research design

The method of descriptive qualitative was used in this study [7]. The aim was to observe and obtain information about a current phenomenon as much as possible. The researcher collected data from mixed data sources such as interviews and questionnaires. The goals of this research were; (a) exploring the teachers' perception on the use of online media for their teaching activities, and (b) finding out the students' perception of online media's role on students' learning activities including the development of their reading skills.

### Population, Sample, Sampling

The population of grade VIII was 112 students. Based on the population number, the researcher focused on searching for the most compatible source of data that required her to search for the most active classes in grade VIII according to the English teachers. As the result of the stated criterion, the sample came from the four classes of grade VIII where 5 to 6 students per class participated to fill in the questionnaire. Then, the total number of the sample is 26 students or 30% out of the population involves to answers the questionnaire.

---

This study used a purposive sampling technique to choose participants. There were two interviewees for the interview session and they are the English teachers at SMP Negeri 3 Pujut, while the students (participants) were selected purposely.

#### Intervention Procedure

This study is a case study type which focuses on SMP Negeri 3 Pujut. The school was selected based on the current phenomenon relating to the spread of Covid-19 and its relation to English learning methods or strategies in rural areas. In this study, the researcher firstly on May 2022, looked for the interview data. The interview session required a one-day process to finish interviewing the two English teachers. After completing the interview, the researcher came to look for the participants in order to give responses to the questionnaire questions in the third week on this month. The process of filling out the questionnaire required two-day long as the research conducted. The questionnaire was given to selected participants as the most active students in class according to the teachers, it involved 7 students per class. To analyze the data, the researcher used thematic analysis [15], while the questionnaire was analyzed using Grenier's steps [8].

#### Instrument

The first instrument in this study is an interview. The aim was to collect data in structured-type questions. The second instrument was structured-questionnaire which used closed-ended questions. However, to ease students in answering the questions, the researcher used Bahasa Indonesia in the questionnaire sheets relating to students' perception on the use of online media for their reading skills improvement. The formula to formulate the total number of choices into a percentage is  $p=f/n \times 100$ . The (p) stands for Percentage, (f) stands for total of choices, and (n) stands for the total of participants [1].

In relation to the validity and reliability of the questionnaire, it was stated to be valid and reliable as the questionnaire was used in a previous study of Kamila [6].

## RESULTS AND DISCUSSION

The results were divided into two parts. The first part relates to the interview results and the second one deals with the questionnaire results.

#### Interview Results

The results of the interview deal with the English teachers' perceptions toward the use of online media during online teaching. There were two participants of English teachers and they were given pseudonyms such as; Teacher 1 and Teacher 2.

The interview results represent two themes which are related to how teachers experienced the online teaching of the English subject, and how they thought of the students when conducting online learning. The themes are; (1) Teachers' thoughts on the role of online media, and (2) Teachers' effectiveness in online teaching.

#### *Teachers' Thoughts on The Role of Online Media*

Both teachers, teacher 1 and teacher 2, responded to the role of online media for the teaching activity. Based on the results, the teachers conveyed that they believed that online media is effective for delivering materials which were not delivered yet in school as the effect of the Covid-19.

The results were supported by each statement of the teachers where teacher 1 stated “*Peran pengajaran online pada pelajaran bahasa inggris sama aja dengan pelajaran-pelajaran yang lain. bisa membantu kita dalam menyampaikan pelajaran bagi pelajaran pelajaran yang ketinggalan, yang tidak bisa kita sampaikan di sekolah karena pengaruh kekurangan jam tatap muka karena Covid-19.*” Besides, teacher 2 also stated in the same way of reacting to the online media role and he said “*Pengajaran Bahasa Inggris secara online itu sangat bagus baik secara reading, juga bisa dengan cara listening. Dan juga ada yang lain misalnya untuk mengajarkan reading misalnya dengan mengirimkan anak-anak text reading disertai pertanyaannya, perintah di atas read the text and then answer the question below. jadi kita suruh kirimkan textnya kita suruh anak-anak baca dan menjawab pertanyaannya. dan kita bisa langsung koreksi dan bisa langsung Tanya jawab lewat online ataupun bisa juga di kelas kita koreksi.*”

### *Teachers' Effectiveness in Online Teaching*

In this theme, the teachers gave active responses to the questions. Both teachers give responses to the fluency, the accuracy, the pronunciation, and the intonation during the online teaching process. The fluency, accuracy, and pronunciation according to both teachers were good for their materials delivery through online teaching.

#### The Fluency

Both teachers' statements relating to their fluency in online teaching. The question is “Does online media affect your teaching process?”. The responses are as follow:

Teacher 1: “*Jelas akan mempengaruhi karena ini cara baru kita menyampaikan pelajaran terhadap anak-anak. Juga sangat mempengaruhi terutama dalam kita menyampaikan pelajaran dan terkadang kurang nyambung kita dengan anak-anak.*”

Teacher 2: “*Iya Jelas, sangat berpengaruh dalam pengajaran Bahasa Inggris lewat online karena untuk menambah waktu jam efektif di sekolah bisa kita lewat online.*”

#### The Accuracy

The two teachers responded to their accuracy during teaching English via online. The question is “Does online teaching affect your accuracy?”. Their statement are as follow:

Teacher 1: “*Jelas mempengaruhi namanya juga kita tidak tatap muka langsung melainkan dengan jarak jauh, dan jelas kita lebih mudah untuk pengajaran dengan tatap muka langsung.*”

Teacher 2: “*Iya jelas sangat akurat, karena kita langsung berdialog dengan siswa lewat online tentang kita kirimkan text atau misalnya siswa belum tau tentang ucapannya yang benar bisa kita ucapan siswa dirumah lewat telpon.*”

#### The Pronunciation

Both teachers reacted to the “pronunciation” well and they give responses as follow:

Teacher 1: *“kalau pengucapan mungkin sama saja Cuma karena melalui Media mungkin ada sedikit perubahan kita dengar.”*

Teacher 2: *“Ia jelas, seperti yang saya katakan tadi bisa langsung lewat telpon siswa kita mendengarkan pengucapan sebuah kata atau beberapa kata seperti Voice Note. Dan kita langsung mendengarkan siswa pengucapan yang benar.”*

### The Intonation

The aspect of teachers’ intonation in online teaching is also necessary for students’ understanding.

The participants responded as these statements:

Teacher 1: *“Seperti jawaban nomor empat tadi, jadi kita sama saja mengucapkan. Cuma yang mendengar kadang-kadang tidak seperti aslinya.”*

Teacher 2: *“Iya juga, jadi pengucapannya kita mendengarkan intonasinya kita mendengarkan kepada siswa dan siswa mendengar di rumahnya atau dimana saja mereka berada bisa kita langsung mendengarkan dan waktunya pun tidak terbatas.”*

### Questionnaire Results

#### Utilization of Online Media for Learning English

Description of likert-scale item;

SA: Strongly Agree, A: Agree, N: Neutral, D: Disagree, and SD: Strongly Disagree

Table 1. Students’ Perception on The Use of Online Media for Learning English

Variable	Dimension	Indicator/Statement	Scale					Total
			SA	A	N	D	SD	
Online Media	Knowledge of Characteristics	1. I know for sure about Online Media.	14,29 %	78,5 %	3,57 %	3,5 %	0%	100 %
		2. I know the types of Online Media.	10,71 %	64,2 %	25%	0%	0%	100 %
	Benefits	3. Online Media helps understand learning.	60,71 %	32,1 %	7,14 %	0%	0%	100 %
		4. Online Media is useful as a medium that helps learning activities at school.	64,29 %	28,5 %	7,14 %	0%	0%	100 %

	5. Online media in class are only things that not important.	7,14%	39,2 9%	42,8 6%	10, 71 %	0%	100 %
	6. Online Media as lesson material discussed with classmates.	10,71 %	39,2 9%	42,8 6%	7,1 4%	0%	100 %
	7. I think Online Media easier to use for studying compared to other learning materials.	42,86 %	46,4 3%	10,7 1%	0%	0%	100 %
	8. Learning through online media can drive away boredom about the lesson.	21,43 %	35,7 1%	39,2 9%	3,5 7%	0%	100 %
<b>Utilization</b>	9. I discussed material related to Online Media with school friends.	21,43 %	42,8 6%	28,5 7%	3,5 7%	3,57 %	100 %
	10. I use Online Media for studying until 23.00 PM.	21,43 %	17,8 6%	28,5 7%	25 %	7,14 %	100 %
	11. I study through online media for more than 3 hours in a day.	17,86 %	28,5 7%	39,2 7%	10, 71 %	3,57 %	100 %
	12. I share learning material links / links via Online Media.	21,43 %	64,2 9%	10,7 1%	3,5 7%	0%	100 %
	13. I can't go a day without learning through Online Media.	7,14%	39,2 9%	42,8 6%	10, 71 %	0%	100 %
	14. I open lessons more often through online media than textbooks.	7,14%	39,2 9%	28,5 7%	17, 86 %	7,14 %	100 %

Table 1 deals with the students' perception on the use of online media for learning English. The participants who answered the characteristics of online media in statement number 1 with "strongly agree" were 14.29% (4 students), and those who stated "agree" were 78.57% (23 students). From the two most answered options, the researcher assumed that students know well about the online media. Besides, online media characteristics (types of online media in statement number 2) was answered "strongly agree" by 3 participants (10.71%), and they who responded "agree" were 18 participants (64.29%), while participants that chose "Neutral" were 7 students (25%).

Talking about the benefits statements in table 1, participants who thought "strongly agree" that online media helps them understanding the materials were 17 students (60,71%), they who "agree" were 9 respondents (32,14%), and they that chose neutral were 2 participants (7,14%). Further, the statement number 4 in table 1 was considered by students as "strongly agree" by 18 participants (64,29%), the answer

“agree” was responded by 8 respondents (28,57%), and they who responded “neutral” were 2 students (7,14%). The statement number 5 of table number 1 was responded “strongly agree” by 2 students (7,14%), the choice “agree” was 11 students (39,29%), the choice “neutral” was 12 responses (42,86%), and the choice of “disagree” was 2 people (7,14%). Then, online media was the easier discussed materials in class and this statement was chosen to be “strongly agree” by 3 participants (10,71%), and “agree” was chosen by 11 students (39,29%), while “neutral” was chosen by 12 students (42,86%), and “disagree” was chosen by 2 students (7,14%). The last statement relating to the benefits of online media is when using it is considered to be easier rather than other media, participants who chose “strongly agree” were 12 participants (42,86%), they who chose “agree” were 13 respondents (46,43%), and they that thought “neutral” was 3 participants (10,71%). The last statement in accordance to the online media’s benefit is helps students to be not bored during learning process, it was considered as “strongly agree” by 6 students (21.43%), and “agree” by 10 participants (35.71%), “neutral” by 11 people (39.29%), and “disagree” by 2 people (3.7%).

The statements relating to the usage of online media in table 1, number 9 was thought to be “strongly agree” by 6 students (21.43%), “agree” by 12 respondents (42.86%), “neutral” by 8 people (28.57%), “disagree” by 2 people (3.7%), and “strongly disagree” by 1 people (3.7%). The statement number 10 in table 1 is related to the duration of students using online media for learning. This statement was chosen as “strongly agree” by 6 students (21.43%), “agree” by 5 students (17.86%), “neutral” by 8 people (28.57%), “disagree” by 7 people (25%), and “strongly disagree” by 2 people (7.14%). Furthermore, the statement number 11 in table 1 deals about the 3 hours duration of learning through online media, it was chosen as “strongly agree” by 5 students (17.86%), “agree” by 8 respondents (28.57%), “neutral” by 11 people (39.27%), “disagree” by 2 people (10.71%), and “strongly disagree” by 1 people (3.57%).

On the other hand, table 1 statement 12 is about how students share any link through online media. There were 6 participants (21.43%) considered it to be “strongly agree”, “agree” by 18 respondents (64.29%), “neutral” by 3 people (10.71%), “disagree” by 1 people (3.57%). Then, students talked about not being able to learn without the help of online media even a day, 2 students (7.14%) chose “strongly agree”, 11 respondents (39.29%) chose “agree”, they that chose “neutral” were 12 people, and they who chose “disagree” were 3 students (10.71%). The last statement number 14 in table 1 deals with how students preferring learning through online media compared to school books, students who chose “strongly agree” were 2 (7.14%), “agree” 11 (39.29%), “neutral” were 12 (28.57%), “disagree” were 5 students (17.86%), and “strongly disagree” were 2 people (7.14%).

**Observation Sheet**

Table 2. Students’ Observation Sheet Relating to Online Media Usage

No	Observed object	Evidence for each object	Yes	No	Total
1.	Learning Support Facilities	a. Own a Smartphone	92,86 %	7,14 %	100%

	through Online Media		b. Have an application that supports the use of online media.	82,14 %	17,8 6%	100%
2.	Use of Online Media		a. I use an application that supports online media access.	71,43 %	28,5 7%	100%
			b. There is a discussion community regarding Learning Materials on Online Media.	75%	25%	100%
			c. Online media is used for discussion, and through the internet.	89,29 %	10,7 1%	100%
3.	Motivation to Learn English		a. Student's good response to the stimulus given by the teacher.	78,57 %	21,4 2%	100%
			b. Students use online media as additional material when there is an assignment from the teacher.	75%	25%	100%
			c. Students dare to express their opinions well.	85,71 %	14,2 9%	100%

The results of Table 2 that deal with observational sheets on how students might access the online media for learning. There are three observed objectives including supported facilities to online media access, the usage of online media, and learning English motivation.

The object of supporting facilities to online media in table 2, shows that 26 participants (92.86%) have smartphones, and 2 respondents (7.14%) stated they did not have smartphones. In line with owning a smartphone, statement number 2 of table 2 deals with supporting applications with available access to online media. In the second statement of table 2, students who started to own applications which support them accessing online media for learning English were 23 participants (82.14%), and those who didn't were 5 participants (17.86%). The second observed object is the usage of online media in learning, the students who stated they used applications to support them learning online are 20 participants (71.43%) and 8 people (28.57%) said they do not. Besides, 21 respondents (75%) stated that they had some community to discuss the online materials and 7 respondents (25%) said they do not. Then, participants also agreed that they used online media to discuss through the internet and it was stated "yes" by 25 respondents (89.29%), while 3 of them (10.71%) said they do not.

The last observed object in table 2 is the students' motivation in learning English. This object includes the students' responses to the given stimulus by the teacher, participants who reacted "yes" to this statement as 22 students (78.57%), and those who said "do not" were 6 people (21.42%). The next related motivation is based on students' availability on using online media as the additional material when they were given tasks by the teachers. The participants' who responded "yes" to this were 21 people (75%), and 7



---

people (25%) said they did not. The last object is the students' confidence to give opinions well, they who could do this were 24 students (85.71%), and they who could not do that were 4 people (14.29%).

Online learning is the term which describes the capability of using the internet as the medium to succeed in learning [13]. In conducting online learning, both teachers and students have to coordinate in order to fulfill the teaching and learning activities by using appropriate media and strategies. To be successful in learning, students need to be able to relate the old and new knowledge, it is because learning is a circumstance when students don't acquire information but build it variety of ways [11]. However, the term online learning is used based on specific situations where teachers and students are unable to stay in the same room, such as the condition of Corona Virus Disease (Covid-2019) spread. As a consequence, schools and institutions around the world during the pandemic of Covid-2019 operated online school system.

To support the online learning, this study provides the research relating to online media's role in teaching and learning process where the subject is SMP Negeri 3 Pujut. The English teachers as participants had given responses for the given questions for the interview. Their responses are related to how online media helps for the teaching activity and the results are in line with the role of online media which eases the process of teaching and learning. The interviewee stated there was good communication which improves teachers' fluency, accuracy, pronunciation, and intonation in the teaching process with the help of online media as the supporting media.

The results of the interview describe that there is a correlation between the activity to construct new knowledge. To construct new knowledge is another strategy in teaching English where it generates students to build their own interpretation without only being focused on the delivered materials. The way students construct new knowledge is supported by Bodner's statement [5] which shows respect to language learning because of its role to help students find the most basic facts in the learning process. Further, using online media as the supporting media in English teaching and learning has allowed teachers and students to utilize the existence of connectivist theory of language learning. According to Downs which was cited in Duke, B., et al [3], connectivist learning is a situation when teachers, students, and any educational staff are being able to use their capacity on networks. It is shown by the results of a questionnaire which describes the existence of a student's individual experience by using their smartphone and online media inside it to add learning materials, or do other activities in relation to English learning.

In line with using online media, students also might develop their English skills, especially reading skills. Reading is significant in which it means that readers (students) should have clear knowledge of any content they read. In accordance with Guthrie et al [9], reading comprehension is a process in which readers employ cognitive interaction to generate conceptual knowledge from text, as well as the reader's motivation to use the information by utilizing connection and the construction ability when learning. Beyond everything, reading comprehension is a constant and active process that helps readers to interact with the text and fully comprehend the concept that the writer wishes to express in his or her writing. In the classroom, online media plays a significant role for the students' reading ability. It was shown by the students' responses that

said online media helps a lot for their learning development as they did many online activities to improve their capability in class.

This study has one similarity with two previous studies, Nurhasanah et al [10] and Purnomo, T., [14]. The similarity of those two findings are in the same results where those researchers found out the internet has a substantial effect on students' reading which later is considered positive perception because students agree that online learning helped them improve their reading skills. This study also found out that the internet in the form of online media has helped students a lot in order to ease and develop their English learning, especially in reading skill development. On the contrary, this study has a difference with one previous study which is Sudiran [12] as he found out that there were three types of internet usage in English learning such as assignment, mentoring, and utilization function model. However, the response of the participants was positive in relation to how the internet helps in English learning.

## CONCLUSION

English as one of many subjects in school needed to be sharpened and improved although students were learning from their houses. Further, this study has resulted in the teachers as participants arguing that online media has a significant role in helping them to deliver and communicate with students. The students had argued by answering questionnaires that they believed that online media had supported them in adding and broadening their knowledge and skills, especially for reading skills through reading in online media. These study results have proven the theories of constructivism and connectivism where students construct their own new knowledge and utilize the existence and internet modification in this era. To the future researchers, this study is expected to be one of a wide variety of topics which could help in other writings. The researcher suggests that future researchers could deepen and sharpen the significant topics relating to this field.

## REFERENCES

- [1] "Cara menentukan persentase dari hasil kuesioner." Sistemphp.com. 2021.
- [2] "Online media definition." Lawinsider.com/dictionary/online-media. 2022.
- [3] B. Duke, G. Harper, and M. Johnston, "Connectivism. Betsy Duke, Ginger Harper, and Mark Johnston," *Connectivism as a Digital Age Learning Theory*, 2013.
- [4] C. Li, and F. Lalani. The COVID-19 pandemic has changed Education forever. This is how, 2022.
- [5] G. M. Bodner, "Constructivism: A Theory of Knowledge," *Constructivism: A Theory of Knowledge*, pp. 873-878, 1986.
- [6] H. P. Kamila, *Pengaruh Pemanfaatan Media Sosial Whatsapp terhadap Motivasi Belajar Bahasa Indonesia di SMP Islam Al Wahab Jakarta Tahun Pelajaran 2018/2019*, 2019.
- [7] J. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston, MA: PEARSON, 2012. V. Braun, and V. Clarke, "Quantitative research in Psychology," *Thematic analysis revised - final.*, <https://doi.org/10.1191/1478088706qp063oa>.2006.
- [8] L. Grenier. "How to analyze closed-ended questions in 5 steps." Hotjar.com. <https://www.hotjar.com/blog/analyze-closed-ended-questions/>, 2021.
- [9] *Motivating reading comprehension. Concept-Oriented Reading Instruction*, J.T. Guthrie, A. Wigfield, K. C. Perencevich, Eds., 1<sup>st</sup> Ed [Online]. Available: <https://doi.org/10.4324/9781410610126>, 2004.

- 
- [10] N. Nurhasanah, S. Bambang, A. Merie, and U. Eviyatin Nisa. *Students' perception on the use of internet as learning media in reading classroom*, 2020.
- [11] P. Lowenthal, and R. Muth, "Encyclopedia of The Social and Cultural Foundations of Education.," *Constructivism*, 2008.
- [12] S. Sudiran, *Students' Perception Towards the Use of Internet as Learning Media to Promote Reading Comprehension Skill*, 2015.
- [13] T. Anderson, *The theory and practice of online learning.*, 2008.
- [14] T. Purnomo, *Students' Perception in Online Learning toward Reading Comprehension at Tenth Grade of SMA Negeri Kota Jambi*, 2021.
- [15] V. Braun, and V. Clarke, "Quantitative research in Psychology," *Thematic analysis revised - final.*, <https://doi.org/10.1191/1478088706qp063oa.2006>.