

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

A descriptive case study was used as the research design to attain the research objectives. The researcher chose a descriptive case study approach to investigate the benefits of Instagram as an English vocabulary learning platform. This method allowed the researcher for a comprehensive and detailed analysis of a specific instance or case, providing in-depth data and insights into the phenomenon. The researcher gathered data and identified patterns and themes that emerged from the analysis. The descriptive case study approach was particularly suited for exploring the complex and multifaceted nature of using Instagram for English vocabulary learning, where limited existing knowledge existed. The aim was to contribute to the existing body of knowledge on this topic and provide practical insights for language educators and content creators. Typically, descriptive case studies are used to give a thorough description of the phenomenon being studied (Yin, 2003).

3.2 Focus of the Research

The researcher focused on this descriptive case study on the benefits of learning *English vocabulary with nab* on Instagram.

3.3 Setting and Participants

This research took place at a University in Tasikmalaya, west java, Indonesia. The phenomenon in this study refers to the extent of the benefits gained by learners who use Instagram as a platform for learning English vocabulary with *English with Nab*. This includes examining the effectiveness of using Instagram as a learning platform for English vocabulary, as well as exploring the specific methods and strategies employed by *English with Nab* in teaching vocabulary on Instagram. Additionally, the scope encompasses the attitudes and perceptions of learners towards using Instagram for English vocabulary

learning, as well as the frequency and duration of their engagement with *English with Nab's* content on the platform. By investigating these aspects, the study aims to provide the benefits of learning English vocabulary with *English with Nab* on Instagram.

The participants for this study were purposefully selected based on specific criteria. Firstly, individuals who had followed *English with Nab* on Instagram for several years were considered. Secondly, participants who actively engaged with the content and demonstrated a commitment to learning with Nab were chosen. Thirdly, participants who expressed a willingness to share their experiences and insights regarding learning English vocabulary with Nab on Instagram were prioritized. These participants were Lisa, Potter, and Lala (pseudonyms).

Lisa, enthusiastically followed the "*English with Nab*" account on Instagram. She actively checked for new posts and stories shared by the account on a daily basis. She utilized the materials provided by "Nab" to learn English vocabulary. She read word definitions, took note of usage examples, and practiced repeating and pronouncing new words. Additionally, She actively participated in question and answer sessions organized by "Nab" to test her understanding. She experienced significant improvement in her comprehension and usage of English vocabulary after engaging in this program.

Potter, also actively immersed himself in learning English vocabulary through the "*English with Nab*" account on Instagram. Whenever He encountered new words in the posts or stories, he diligently recorded them in his personal notebook. He practiced repeating and pronouncing the words and attempted to use them in self-created sentences. He also actively interacted with fellow participants through comments on the Instagram platform. These interactions enabled him to discuss challenges and receive feedback from his peers.

He felt that this learning process boosted his confidence and overall English language skills.

Lala, experienced the benefits of learning English vocabulary through the "*English with Nab*" account on Instagram in several ways. She actively followed "Nab's" posts and read word definitions and usage examples shared. She utilized the bookmark feature on Instagram to save posts that she found important and interesting. She also participated in quizzes organized by "Nab" to assess her understanding. Furthermore, She frequently engaged in direct messaging with "Nab" to seek advice and clarification on specific vocabulary. For Her, the combination of accessible learning materials and direct interaction with "Nab" made the learning process engaging and facilitated improved comprehension and usage of English vocabulary.

These three participants provide an overview of the various activities undertaken in learning English vocabulary through the "*English with Nab*" account on Instagram. They utilized the provided materials, interacted with "Nab" and fellow participants, and utilized additional Instagram features to enhance their understanding and usage of English vocabulary.

3.4 Technique of Collecting the Data

This study utilized semi-structured interviews with both open-ended and directed questions. While open-ended questions allowed for rich, detailed responses from participants, directed questions helped to ensure that key areas of interest were explored. The analysis of the open-ended questions was conducted through a qualitative approach, which involved coding and categorizing the data based on emerging themes. The questions are developed based on Ricketts and colleagues (2011) emphasized the importance of making connections between a word's pronunciation, meaning, spelling, and grammatical usage in vocabulary learning. Griffiee (2018) stated that although the semi-structured interview questions are organized, the researcher is free to

ask follow-up questions to clarify anything that wasn't clear or to acquire further information. The interviewer can therefore handle the conversation if the subject is off-topic.

The researcher asked the participants some direct questions during their one-on-one interviews. This study employed a face-to-face interview with numerous questions about students' attitudes toward their experience in using Instagram for language learning purposes, students' perception regarding Instagram use for language learning purposes

3.5 Technique of Analysing the Data

The data is processed and provided in the form of a Thematic analysis after it is obtained through interviews. Thematic analysis (TA) is used to label classifications and display themes (patterns) that relate to the data (Boyatzis, 1998). It is referred to as a theoretically flexible method (Braun & Clarke, 2006)

In this study, six TA steps were implemented in practice :

1. First, the researchers familiarized themselves with the data by reading and re-reading the transcripts of the interviews with participants who followed the *English With Nab* Instagram account.
2. Generated initial codes based on patterns and interesting features in the data related to the research question: "What are the benefits of learning English Vocabulary from *English with Nab* on Instagram?"

Table 3.1 Generated Codes

English With Nab in Developing Vocabulary Elements
Pronunciation
Spelling
Grammar
Meaning
English With Nab in Increasing Numbers Of New Vocabulary
Comprehensive Vocabulary Education
Enjoyable Learning Experience
Increased Speaking Confidence
Practical and Relevant Vocabulary
English With Nab in Engaging Vocabulary Learning Interest from

The Participants

Authenticity through Movie

Collaborations and Creative Content

Boosted Confidence and Motivation

Curiosity and Continued Learning

3. Search for themes on the initial code : In the third stage, after coding and organizing all the data, the information was categorized into possible themes.

Table 3.2 Initial Themes

Themes	Sub Themes
English with Nab In	-Pronunciation
Developing Vocabulary	-Spelling
Elements	-Grammar
	-Meaning
	Comprehensive Vocabulary Education
English with Nab in Increasing	Enjoyable Learning Experience
Numbers Of New Vocabulary	Increased Speaking Confidence
	Practical and Relevant Vocabulary
	Authenticity through Movie
English with Nab in Engaging	Collaborations and Creative Content
vocabulary learning interest	Boosted Confidence and Motivation
from the Participants	Curiosity and Continued Learning

4. Review of themes : The fourth phase begins once a set of themes has been devised, and they now require refinement. The researcher reviewed the data that had been coded for each theme to find out whether they formed a coherent pattern or not.

5. Defining and naming theme: The researchers analyze each theme and identify the specific aspect of the data that it represents, as well as the reasons why it is of interest to them. They must conduct a thorough analysis and document the story behind each theme. During this stage, the researchers may also consider how each theme contributes to the overall narrative of the research questions and the entire data set.

Table 3.3 Defining and Naming Theme

Themes	Definition	Subthemes
English With Nab in Developing Vocabulary Elements	English With Nab on Instagram facilitates the development of vocabulary elements by expanding learners' word choices, providing relevant examples, introducing unique vocabulary, and creating an engaging learning experience.	-Pronunciation -Spelling -Grammar -Meaning
English With Nab in Increasing Numbers Of New Vocabulary	English With Nab on Instagram accelerates the acquisition of new vocabulary by introducing diverse and relevant word choices, fostering an engaging learning environment, and promoting	-Comprehensive Vocabulary Education - Enjoyable Learning Experience - Increased

	continuous vocabulary growth.	Speaking Confidence - Practical and Relevant Vocabulary
English With Nab in Engaging Vocabulary Learning Interest From The Participants	English With Nab on Instagram sparks enthusiasm and captivates learners' interest in vocabulary acquisition through engaging content, collaborations, and creative teaching methods.	<ul style="list-style-type: none"> - Authenticity through Movie - Collaborations and Creative Content - Boosted Confidence and Motivation - Curiosity and Continued Learning

6. Report writing: The last phase started when the researcher had established the themes comprehensively and was prepared to initiate the final analysis and documentation of the report

2	Research proposal examination								
3	Data collection								
4	Data analysis								
5	Report								
6	Thesis examination								