CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

This research used qualitative study. The design of the research was using a case study. A case study is a process of in-depth and detailed investigation or examination of a particular case. It can also be defined as an in-depth study of an individual, group, or phenomenon which observed from multiple perspectives (Sagadin, 1991; as cited in Starman, 2013). The purpose of a case study is to explain or describe the issues carefully, then it can give an in-depth explanation of the issues that were investigated (Punch, 1998; as cited in Silverman and Marvasti, 2008). Hence, a case study is used in this research because this research aims to find out students' perceptions of using Padlet in English class and describes the findings descriptively.

3.2 Focus of the Research

In this study, the researcher focuses on the students' perception of using Padlet as a learning media in English class.

3.3 Setting and Participants

This research was conducted in a senior high school located in Tasikmalaya, West Java. Padlet was used as a means to interact with teachers or with other students virtually during the learning process. By introducing Padlet, students can understand how to use the platform in the learning process and find benefits and challenges when using it. One of the learning activities that can be done using the Padlet is when the lesson ends, the teacher can ask reflective

questions, using the Wall feature through the link shared. Thus, students can respond to the questions or instructions given via the link.

Accessibility, willingness to participate, and suitability of criteria are parameters used in the selection of participants. The criteria for selecting participants for this study involved three eleventh-grade students. They were female students whose ages ranged between 17-18 years old. Based on the observation during the use of Padlet in one of the senior high schools in Tasikmalaya, they were chosen as the participants because they frequently use Padlet and they often actively interact on the Padlet. Besides they seemed to be more interested in using Padlet compared to the other students. For this reason, they were chosen as participants in this research to get students' perceptions of using the Padlet. In this case, students' perceptions were investigated regarding how the Padlet is used in learning.

3.4 Technique of Collecting the Data

This study employed a semi-structured interview as a technique to collect the data. Rahman (2019) argued that a semi-structured interview is a method for gathering qualitative data. Semi-structured interview technique was appropriate for this research because it allows for adding new questions and providing a deeper understanding of the context being discussed in the session. The researcher conducted interviews twice to ensure the data was generated later. The list of interview questions was adapted from Mahmud (2019), who talks about students' perception of using Padlet as a learning tool for English writing.

The interviews were conducted with three Senior High School students. There were several questions in the interview, the question focused on students' opinions while using Padlet in English learning. The interview was conducted in the participants' first language, Indonesian, to allow them to express themselves freely and to avoid confusion and miscommunication among the participants. Furthermore, the information was obtained and recorded by voice recorder. In addition, the data were transcribed to highlight the statements relevant to the study's research questions.

There are four steps in conducting and designing semi-structured interviews (SSIs) according to Adams (2015):

1) Selecting and recruiting the participants
2) Drafting the questions and interview guides
3) Techniques for these types of interviewing
4) Analyzing the information gathered.

3.5 Technique of Analysing the Data

The researcher used Thematic Analysis by Braun and Clarks (2006) for analyzing data from the interview with senior high school students about their perception of the effectiveness of using Padlet. According to Braun and Clarke (2006), thematic analysis is a technique for identifying, analyzing, and reporting patterns (themes) in data. It meticulously organizes and describes the data set.

Furthermore, Braun and Clarke (2006) and King (2004) stated that thematic analysis is a good technique for exploring the views of various research participants, revealing parallels and differences, and producing unexpected findings. Big data collection can be summarized by using thematic analysis since it forces the researcher to manage the data in a structured manner, resulting in a report that is ordered and understandable (King, 2004).

There were six phases of thematic analysis (Braun & Clarke, 2006):

1) Familiarization
   The researcher conducted an overview of the transcribed data used to compile the interview in this step.
2) Generating initial codes
   In this step, the researcher used initial codes to categorize data and highlight how the students viewed the value of Padlet. Then each code was given a color by the researcher. Each code describes the concept or emotion made clear in that passage of text.

Table 3.1 Generating Initial Codes

Initial codes	P1	P2	P3	Total
Generating idea	1	-	-	1
Reinforcing workgroup	2	1	1	4
Increase vocabulary	3	4	2	9
Increase grammar	-	-	1	1
Develop reading skill	3	2	-	5
Develop writing skill	-	-	2	2
Interactive media	6	6	3	15
Interesting lesson	1	1	2	4
Student's curiosity to learn	1	-	1	2
Interesting tool	1	3	3	7
Easily accessible	1	1	2	4
Actively participate	-	1	1	2

3) Searching for themes

The researcher then examined the codes that were produced, found commonalities among them, and began to develop themes.

Table 3.2 Searching for Themes

No.	Initial codes	Theme
1	Increase vocabulary	Expanding vocabulary mastery
2	Develop reading skill	Enhancing English language skills
3	Develop writing skill	
4	Interactive media	Increasing students' engagement
5	Interesting tool	

4) Reviewing themes; in this phase, the researcher reviewed the identified themes in the previous phase, also, the researcher should reflect on whether the theme tells a convincing story about the data and begin to define the nature of the particular theme and the relationship between the themes.

Table 3.3 Reviewing Themes

No.	Potential Themes	Theme
1	Increase vocabulary	Expanding vocabulary mastery
2	Develop reading skill Develop writing skill	Enhancing reading and writing skills
3	Interactive media Interesting tool	Increasing students' engagement

5) Defining and naming themes

The researcher concluded the themes. The researcher revisited the topics that were noted as the students' perceptions of the usefulness of utilizing Padlet at

this stage. The themes were examined by the researcher to determine whether or not they made up a logical pattern.

6) Producing the report

The researcher's report on the outcomes of the research about students' perceptions of the effectiveness of using Padlet comes as the final phase.

Therefore, the results of the interview obtained previously will be explained and described in the following the data obtained without any manipulation.

3.6 Steps of the Research

Several measures were performed by the author to conduct this research, namely:

1) Conducting a thorough investigation of the problem to gain a better understanding of it
2) Conducting a literature review
3) Determining the research question and goals that will be achieved
4) Collecting the data from participants
5) Conducting the data analysis
6) Writing the data analysis report time

3.7 Time and Place of the Research

This study was conducted from August 2022 to December 2023 at one of the Senior High Schools in Tasikmalaya.

Table 3.4. Research Schedule

No.	Description	Aug-Sep 2022	Oct-Nov 2022	Dec 2022	Jan 2023	Feb-Mar 2023	Apr-May 2023	Jun-Nov 2023	Dec 2023
1.	Research topic and approval	▓							
2.	Writing a proper research proposal	▓	▓						

3.	Proposal approval								
4.	Proposal Examination								
5.	Collecting data								
6.	Analyzing data								
7.	Writing a research report								
8.	Final thesis examination								