

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

This study adapted an exploratory case study that focused on the topic in a detailed manner. As Farrel and Kennedy (2019) claimed, a case study enabled the researcher to examine and describe complex and intricate details of the participants' life experiences. Thus, this approach became an appropriate method for the in-depth examination of certain phenomena, which could produce comprehensive analyses.

#### **3.2 Focus of the Research**

The study focuses on investigating students' perceptions of learning assessment through Instagram during the ALS (Academic Listening and Speaking) Course in Higher Education in Indonesia. This illustrates the student's perception of Instagram as a medium of speaking assessment. The description will be taken from the interview results with the undergraduates' students taking the ALS course.

#### **3.3 Setting and Participants**

The study took place at a university in West Java, Indonesia, during a meeting of the Academic Listening and Speaking course in the 3rd semester of the 2022 academic year. The significance of academic Listening and Speaking course in honing students' practical language skills, particularly in verbal communication, motivated its selection. Furthermore, after discovering the use of the Instagram platform as a medium for speaking assessments, the researcher felt that this course was highly appropriate.

In the implemented procedure, students participate in a live Instagram role-play methodology, forming pairs where each participant assumes specific roles, such as interviewees and journalists. After coming to this realization, the researcher conducted an initial interview with the responsible lecturer to further explore the information required for the study. This choice allowed for a focused examination of the potential benefits and challenges associated with incorporating social media platforms into language education.

Three students were recruited to explore their perceptions of applying Instagram as a medium in speaking assessments. The participants were students in their sixth semester who had taken related courses in their third semester. They engaged fully in this course from the beginning to the end of the semester. These students were chosen based on their academic achievement, such as medium- and high-achieving students. The three-level classification—low, medium, and high—was regarded as an accurate representation based on the lecturer's assigned grading scheme. As the core aim of the qualitative investigation is to discover the diversity, sample size, and sampling strategy (Kumar, 2011), this categorization (medium, high) is reflected as the representative sample in this study.

### **3.4 Technique of Collection the Data**

The primary data sources for this study were semi-structured interviews. As Rubin and Rubin (2012) stated, semi-structured interviews provided rich and detailed qualitative data that could be used to understand the experiences of participants better. The use of a semi-structured interview was intended to give participants more opportunities to delve into issues they deemed important

(Longhurst, R., 2016). The author's interview guide was largely followed in terms of interview questions.

This study adapted Adams's (2015) semi-structured interview to keep the interview process on track. The following steps in conducting the semi-structured interview (Adams, 2015) were included as follows:

1. Selecting respondents and arranging interviews

This stage focuses on the issues that will be addressed during the study's implementation. Three students of Academic Listening and Speaking Class were interviewed, and the researcher contacted them to arrange and schedule the interviews.

2. Drafting question and the interview guide

The researcher followed Castillo-Montoya's (2016) interview protocol framework, which divided the focus into two parts: general questions about Instagram in general and specific questions about students' activity and perceptions of Instagram as a mediated English-speaking assessment.

3. Starting the interview

The initial step in this section involves seeking permission from the interviewee. Moreover, participants will be approached through WhatsApp chat (Synchronous online chat, Gibson & Brown, 2009, p.94), and the interview will be conducted in Bahasa Indonesia.

#### 4. Polishing interview techniques

Synchronous online chat via WhatsApp and Zoom Application is chosen due to the significant geographical distance between the researcher and the participants. When deciding whether to hold the interview on the same or different days, the researcher considers the availability of the participants through whatsapp.

#### 5. Analyzing and reporting semi structured interview

The collected data are revisited in this phase of the study to ensure accuracy with the question list. The data is then transcribed and translated. Thematic analysis is then used to conduct the analysis, as described by Braun and Clarke (2006).

Several questions regarding the students' perceptions of Instagram as a mediated speaking assessment during the academic Listening and Speaking course were addressed. The interviewees were asked about whether it was good to make them enjoy the activity, the benefits, the challenges, and so on. The interviews were conducted in Bahasa Indonesia, then translated and transcribed. The researcher used an audio recorder during the interviews. Due to confidentiality issues, all participants' names were changed to pseudonyms (Student A, Student B, and Student C).

### **3.5 Technique of Analyzing the Data**

All the interviews were recorded, transcribed, and then analyzed using the thematic analysis approach introduced by Braun and Clarke (2006) based on driven data. As Braun and Clark (2006) assumed, thematic analysis was an analytical

process for analyzing, managing, representing, and informing themes in a data set. Thematic analysis was also used by researchers because it allowed for greater flexibility in interpreting data and made obtaining large data sets easier by grouping them into themes. There were six-phase guides, which were a very useful framework for conducting a thematic analysis, as shown in Table 1 below.

### **3.5.1 Familiarizing with the Data**

The researcher initially gathered data for the study through interviews and then transcribed the information. The researcher then transformed the verbal information into a written format. By conducting a review of these transcripts, one can acquire a basic understanding of the data. During transcription, we omitted any data deemed irrelevant to the research questions or not aligned with the study's theme.

### **3.5.2 Generating Initial Codes**

In this section, the researcher assigned initial codes to each data chunk. They took a dual approach, using both emotion and process coding methodologies to examine the context, approaches, and cycle coding tasks. The aim was to suggest actions inextricably linked to temporal dynamics, encompassing phenomena that emerge, evolve, unfold in specific sequences, or undergo strategic implementation. This analysis seeks to provide insights into participants' perceptions, worldviews, and learning conditions.

Moreover, the researcher coded the entire section using emotion and process coding approaches. This helped capture players' actions and

outcomes while also providing insights into participants' perceptions of their experiences.

**Table 1**  
**Generating Initial Code**

Utterance	Code
(H): Overall, in my opinion, the perception of using Instagram Live is quite positive because here... um... the use of the Instagram Live feature can boost... what's it called... confidence, perhaps, because it's observed by several parents, and there might be many people, you know, from those followers on Instagram.	Students' thought about Instagram live in learning process

After assigning initial codes, the researcher created a provisional listed code of codes based on the conceptual framework before beginning fieldwork.

**Table 2**  
**Generating Initial Code**

Initial Codes
Students' Thought about Instagram Live in the assessment process
Students' Feel during the assessment process
Students' Experiences
The improvement of the students
Students' challenges while the process of assessment
Solution of the challenges

### 3.5.3 Searching for the Themes

In the third stage, the researcher identified and highlighted the themes within the categorized data. The researcher classified the result codes from the first cycle coding into several categories or themes. This entailed selecting the data transcript and identifying significant or intriguing aspects related to the research questions.

**Table 3**  
**Searching for the Themes**

THEME	CODES
Instagram as a Fascinating Medium of Speaking Assessment	Students' Thought about Instagram Live in the assessment process
Instagram as a Facilitative media and Effective Medium of Speaking Assessment	Students' Experiences
Instagram as an Enjoyable Medium of Speaking Assessment	Students' Feel during the assessment process
Instagram as a Beneficial Medium of Speaking Assessment	The improvement of the students
Instagram as a Challenging Medium of Speaking Assessment	1. Students' challenges while the process of assessment 2. Solution of the challenges

### 3.5.4 Reviewing Themes

The researcher worked on formulating or adjusting the themes identified in the previous step during the fourth stage. This phase entailed the development or modification of themes discovered during the search for

themes. The researcher returned to previously identified themes, focusing on students' perceptions of Instagram as a mediated speaking assessment.

### 3.5.5 Defining Themes

The fifth stage of the process entails developing specific definitions and names for each theme. To facilitate data analysis, the researcher articulates the nature of each theme and elucidates the connections between them.

**Table 4**

#### **Defining Themes**

Theme
Instagram as Fascinating Medium of Speaking Assessment
Instagram as Facilitative and Effective Medium of Speaking Assessment
Instagram as Enjoyable Medium of Speaking Assessment
Instagram as a Beneficial Medium of Speaking Assessment
Instagram as a Challenging Medium of Speaking Assessment

### 3.5.6 Producing a report

During the sixth phase, the researcher presented the study's findings, which marked the end of the analysis process. This step is completed by presenting a structured set of information and the ability to draw conclusions, because the data obtained during the qualitative research process is typically in the form of a narrative, necessitating simplification without reducing its content.

## 3.6 Steps of the Research

As part of the research, the researcher conducted the following stages:



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Identifying the problem.	Found a phenomenon and/or an issue based on students' experience during the Academic Listening and Speaking course held by one of the universities in Tasikmalaya, West Java, Indonesia.
Reviewing literature.	To support this research, the researcher reviewed several literatures related to the study.
Objectives and research questions	The study examined the students' perception in an online speaking class using Instagram as a medium for learning assessment.
Collecting the data	The data collection applied semi-structured interviews, as they provided rich and detailed qualitative data for understanding participants' experiences, describing how they make meaning of those experiences (Rubin & Rubin, 2012).
Analyzing the data	This study used thematic analysis to analyze the data, which is an analytical process for analyzing, managing, representing, and informing themes found in a data set (Braun and Clark, 2006).

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Writing the report

After all the steps above were conducted, the analyzed data were presented as the result of the study.

### 3.7 Time and Place of the Research

This research is about investigating students' perception about using Instagram live as medium of Speaking Assessment. This research took a place in Tasikmalaya, West Java. The place of the study will be in one of University at Tasimalaya. The research conducted in January Until the data are fully collected

**Table 5. Research Schedule**

No	Activities	01	02	03	04	05	06	07	08	09	10	11	12
		2023- 2024											
1.	Research Proposal Writing												
2.	Research Proposal Examination												
3.	Data Collection												
4.	Data Analysis												
5.	Comprehensive Examination												
6.	Final Thesis Examination												