CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The qualitative case study design was used by the researcher. The case study approach according to the researcher, is particularly effective when an in-depth understanding of a topic, event, or phenomenon of interest is required in its natural real-life setting. Furthermore, this approach is appropriate for deep investigation of certain phenomena which can result in comprehensive analysis. The phenomenon for this study is the use of Instagram by English students to learn English vocabulary. Hence, the descriptive case study was used to investigate the effect of Instagram on the students' vocabulary learning.

3.2 Focus of the Research

This study focused on the use of the Instagram account @aarons.english as a medium for learning English vocabulary towards undergraduate students. There has been a lot of research done on this topic specifically about the benefits of Instagram to students' English learning and the effects of Instagram on the students' English learning, but the researcher would like to investigate the use of the Instagram account @aarons.english as a media in learning vocabulary.

3.3 Setting and Participants

This study took place in one of the universities in Tasikmalaya. It was conducted from August 2023 to collect and analyse the data. Moreover, Furthermore, the participants in this study were three English Language Education students who were already active on Instagram, following the Instagram account @aarons.english, and who were interested in learning rather than just having fun. It is because they have a big potential to give comprehensive and complete data. Moreover, the participants should have experience in searching for references to learn vocabulary on that platform.

3.4 Technique of Collecting the Data

Based on the aims of this study, to collect the data from the participants, the researcher conducted an online interview. There were 3 participants to be interviewed. The interview will be conducted in a semi-structured interview to allow the participants to discuss or explore the issue. The interview was conducted online about their experiences by using Zoom and concurrently recorded for documentation and data sources. The reason is due to the distance between the researcher and the subject, as well as the covid-19 epidemic. The researcher provided seven questions adapted from Juniati & Yuli Eko Siswono (2019) and Hamid et al., (2021). Furthermore, the semi-structured interview is utilized to provide participants with additional opportunities to talk about issues that are they concerned about Longhurst (2003).

3.5 Technique of Analyzing the Data

The transcribed data from the semi-structured interview was analyzed using Braun and Clarke's thematic analysis. Clarke et al., (2013) defined thematic analysis as a qualitative data analysis method that can be widely used across epistemology and research questions to identify, analyze, organize, describe, and report themes found within a data set. Furthermore, it is a useful method to examine the research participants' perspectives, highlight similarities and differences, and generate abrupt insights. Braun & Clarke (2006) reported that there are six phases of thematic analysis, such as

1) Familiarizing yourself with the data: Read the data several times and take note of initial analytic observations to comprehend the data.
2) Generating initial codes: Make code to highlight the important data using color and arrange it. Here is an example of interview transcriptions and the initial codes:

Table 3.1

Generating Initial Codes

Time	Utterances	Initial Codes

00:00:03 - 00:00:05	P1: Oke jadi alasan aku pakai Instagram untuk media pembelajaran itu karena memang Instagram salah satu platform media sosial yang paling sering aku buka, karena Instagram itu bener-bener menyajikan semua hal disana, gak cuma sebagai hiburan aja, tapi buat nambah pengetahuan juga, pengetahuan yang aku maksud bukan sekedar pengetahuan dalam ranah Pendidikan ya, jadi pengetahuan seperti berita yang sedang ramai saat itu atau biasa disebut viral. ==Instagram juga penyajian nya menarik biasanya kebanyakan disajikan melalui short video gitu atau reels. Jadi selama buka==	==Interesting==

	<mark>Instagram itu gak pernah ngerasa bosen.</mark> Nah akun @aarons.english ini emang kriteria aku banget cara penyampaian nya makanya aku juga udah follow akun itu dari lumayan lama sih.	
00:00:05 - 00:00:39	I: Ah iya baik, jadi memang Instagram itu yang paling sering kamu gunakan ya dibanding platform media sosial lain? Terus kan tadi kamu bilang kamu sudah mengikuti akun @aarons.english dari lama, nah aku mau tau apa aja sih keuntungan atau manfaat yang kamu dapetin selama mengikuti akun tersebut?	
00:00:39 - 00:00:42	P1: Iya betul, manfaat yang aku dapetin	<mark>Vocabulary enrichment</mark>

| | selama mengikuti akun aarons itu aku jadi banyak tau kosa kata yang sebelumnya asing ditelinga aku,terus belajar dari Instagram itu lebih efisien waktu, soalnya kita kan bisa mengakses kapan aja dan dimana aja, belajar lewat akun aarons juga seru soalnya penyampaian nya seru lewat video yang isinya ringan dan mudah dimengerti soalnya penyampaian nya sekalian dikasih contoh pengimplementasian nya di kehidupan sehari-hari. Jadi dari situ juga ngebantu banget pronunciation aku. Kalau belajar dikelas kan suasana nya suka bikin cepet | Effective Accessible Having various videos for vocabulary learning Pronunciation improvement |

	bosen, nah kalau di Instagram itu nggak.	

Note. As shown in Table 3.1, the researcher highlighted the utterances that are interpreted as important data using various colors and gave initial codes. After generating the initial codes, the researcher counted the initial codes with the total and presented them in a table, as shown in Table 2 below. Here is the list of initial codes and their frequency.

Table 3.2

Initial Codes and Its Frequency

Initial Codes	Total
Interesting	6
The helps of Instagram content	5
Accessible	4
Vocabulary enrichment	3
Enjoy	3
Flexible	3
Motivating	3
Giving example demonstration	3
The helps of Instagram features	3
Effective	2
Fun	2
Pronounce improvement	2

Having various videos	1
Helping to understand	1

Note. In Table 3.2, each initial code generated from interview trancriptions with its frequency of occurrence was presented sequentially from the most to the least.

3) Searching for themes: Divide the data using the theme to easily analyze it.

Table 3.3

Process of Searching for Sub-Themes and Themes

Initial Codes	Sub Themes	Themes
Vocabulary Enrichment Pronunciation Improvement	Improving Undergraduate Students Vocabulary Enhancement	The Benefits of Instagram for the Undergraduate Students' Vocabulary Learning and Interests
Motivating Interesting Fun Enjoy Learning Performance Improvement	Improving Undergraduate Students Learning Motivation, Interests, and performance	The Contributions of Instagram for Undergraduate Students' Vocabulary Learning

Effective	Instagram Effectiveness for Improving Undergraduate Students' Vocabulary	
Accessible		
Flexible		
The Helps of Instagram Features	Instagram Features for Undergraduate Students' Vocabulary Learning	
Having Various Videos for Vocabulary Learning and Practices	Instagram Contents for Undergraduate Students' Vocabulary Learning	
The Helps of Instagram Contents		
Giving Examples Demonstration		
Helping to Understand		
Internet Connection		Instagram Problems
Buffering		

Note. Table 3.3 presents how the researcher grouped each code into a relevant group of codes as a sub-theme. After grouping codes into relevant themes, the researcher searched for the themes.

4) Reviewing themes: Review the data that had been coded for each theme to find out whether the data was coherent or not.

5) Defining and naming themes: Conduct and write a detailed analysis, recognize the story that each theme tells, and consider how each theme links the overall story of the entire data to the research questions.

Table 3.4

Defining and Naming Sub-themes Themes

Themes	Sub-themes	Definition
The Benefits of Instagram for Undergraduate Students' Vocabulary Learning, Learning Motivation, Learning Interests, and Learning Performances Improvement	The Improvement of Undergraduate Students' Vocabulary Learning	The students' perceptions that Instagram improves their vocabulary mastery (Interest).
	The Improvement of Undergraduate Students' Learning Motivation, Interests, and Performances for Vocabulary Mastery	The students' perceptions that Instagram improves their learning motivation, interests, and performances for improving ther English vocabulary (Interest).
The Contributions of Instagram to Undergraduate Students' Vocabulary Mastery	The Effectiveness, Accessibility, and Flexibility of Instagram for Improving Undergraduate Students' Vocabulary Mastery	The students' perceptions of Instagram Effectiveness, Accessibility, and Flexibility to improve their vocabulary mastery (Information).

	The Contributions of Instagram Features to Undergraduate Students' Vocabulary Improvement	The students' perceptions of how Instagram features help them practice, collaborate using English vocabulary to improve their vocabulary mastery (Collaboration).
	The Contributions of Instagram Contents to Undergraduate Students' Vocabulary Improvement	The students' perceptions of how Instagram, especially Instagram contents, help them foster the information retrieval about English vocabulary learning to improve their vocabulary mastery (Information).
The Problems of Instagram Usage in Vocabulary Learning		The students' perceptions toward the problems or the obstacles of using Instagram as a learning media to improve their vocabulary mastery (Negative).

Note. Table 3.4 presents how the researcher defined and named themes following the research question and the data collected

6) Writing up: Write up the final analysis and report.

3.6 Steps of the Research

To stay on track with the timeline, doing research necessitates the steps of the research. The researcher adopts the research steps from Sreejesh, Mohapatra, and Anusree (2013). In a figure, the researcher has represented the steps as follows:

Table 3.5

Steps of the Research

Steps	Description
1	Identifying and defining an issue/problem/phenomenon that occurred in the English Education Department
2	Exploring relevant studies, finding research gap, formulating the research question
3	Writing the research proposal, including the background, literature review, and the research procedures
4	Examining the research proposal in front of the examiners and supervisors
5	Revising the proposal and interview guidelines
6	Starting to collect the data from the chosen participants by conducting an interview
7	Analyzing the data from the transcripts of the interview
8	Making a report on the thesis

Note. Table 3.5 presents the steps of the research that has been done by the researcher sequentially, starting from identifying and defining the issue/problem/phenomenon that occurred in the English Education Department, specifically in the process of learning a foreign language to examining the thesis with examiners

3.7 Time and Place of the Research

The research has taken place at Tasikmalaya, West Java, Indonesia. In light of the pandemic condition, the interview was conducted online utilizing the Zoom Meeting platform. Further, the research period for implementation of this research is as follows:

Table 3.6

Research Schedule

No	Activity	Months				
		Jan - Feb	Mar	Jul - Aug	Oct - Nov	Dec
1	Research Proposal					
2	Proposal Examination					
3	Data Collection					
4	Data Analysis					
5	Result Seminar					
6	Thesis Defence					

Note. Table 3.6 presents the timeline for conducting research.