

CHAPTER 3

RESEARCH PROCEDURE

This chapter presents the methodology used to conduct the research. It contains seven parts of research procedures, such as; research design, focus of the research, research setting and participants or research object, data collection, data analysis, steps of the research, and time and place of the research.

3.1 Research Design

In this study, the researcher used a qualitative descriptive case study. According to Yin (2014), as cited in (Baxter & Jack, 2008), a descriptive case study is the type of case study that is used to describe an intervention or phenomenon and the real-life context in which it occurred. A descriptive case study is an approach to describe a phenomenon or case in a real-world context (Yin, 2018). Therefore, this approach is an appropriate method for in-depth investigation of certain phenomena, which can result in comprehensive analysis. Therefore, this approach is an appropriate method to explore participants' experiences in using chain stories with visual media in speaking activities. Then, the interview process is done indirectly, namely through the voice notes feature on WhatsApp, using semi-structured interviews as the best way to collect the primary data for this research. Hence, this design is used to investigate the advantages and disadvantages of chain stories with visual media in speaking activities. Therefore, this study will deeply investigate the advantages and disadvantages of chain stories with visual media in speaking activities based on students' experiences.

3.2 The Focus of the Research

This research focused on the advantages and disadvantages of chain stories with visual media. Therefore, this research investigates in depth about what are the advantages and disadvantages of chain stories with visual media in speaking activities based on students' experiences.

3.3 Research Setting and Participants or Research Objects

This research took place in one of the English Courses named the English Learning Club (ELC), which is still integrated with one of the private schools in Tasikmalaya. This English course has been held since 2016. This maintains a regular schedule as well, meeting on Mondays and Thursdays at precisely 14.00 WIB, after school ends. Since this course lasts for three months, every period, each participant can hold 24 meetings throughout a single session. Every Monday is allocated to improving listening and speaking skills, while every Thursday is allocated to grammar. Furthermore, the chain stories using visual media were practiced by all members who recently started the first period. This activity is completed every two weeks at the beginning of the learning process (before going to the main material). The first two groups complete the activity based on the shared group serial numbers, and the next two groups complete it in the next two weeks. Moreover, there are several steps to practice chain stories with visual media in this course, included: (1) Presenting the materials and rules; (2) Making a group consisting of 4-5 students; (3) Sitting in a circle or a row; (4) Providing a visual media or picture (each group gets a different picture); (5) Creating stories and the next student must continue the story based on the picture; (6) Getting time to think for 5 minutes to create a story; (7) Conveying the stories; (8) Evaluating; and (9) Reflecting.

The selected participants in this research were four female members or students aged around 20-22 years who had experience practicing chain stories with visual media. First and foremost, for any member to be chosen as a participant, they must all fulfill the requirements, namely having experience practicing chain stories with visual media in speaking activities during the first four meetings of the first period when they have just entered this course.

3.4 Data Collection

The researcher used interview techniques to collect the data, especially semi-structured interviews. Then, the interview questions explore the advantages and disadvantages of chain stories with visual media based on students' experiences using

a concept proposed by Tsybulsky (2019), which stated that two domains in the conceptual framework were suggested for analyzing the meaningful experiences of the participants, namely the domain of the quality of the experience and the domain of the content of the experience.

Dornyei (2007) stated that a ‘good’ qualitative interview has two key features: “(a) it makes sense, and (b) it has a lot of detail”. Then, Hyman et al. (1945), defined that interviewing is an established method of research in the social sciences. Moreover, Megaldi and Berler (2020) defined the semi-structured interview as an exploratory interview. Besides, Rubin and Rubin (2005) stated that interviews allow researchers rich, in-depth qualitative data for analyzing the students’ experiences, as well as their descriptions and interpretations of those experiences. In addition, Megaldi and Berler (2020) also argued that despite having relevant directions offered before the conversation begins, the semi-structured interview allows a researcher to get deep for discovery. To gather information on students’ viewpoints, experiences, and views regarding this research question, this study was conducted.

3.5 Data Analysis

The data from the interviews were analyzed using Braun and Clarke (2006), namely thematic analysis after being transcribed using an orthography system. Then, according to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) among the data. It describes our data more in detail. Furthermore, thematic analysis is one of the qualitative data analysis methods that report the experiences, meaning, and reality of the participants. This can be used to analyze data from various sources such as interviews, field notes, and written documents. The orthography system is the most used method to transcribe what the words are said (Howitt, 2016). After that, Braun and Clarke (2006) also 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 for examining the research participants’ perspectives, highlighting similarities and differences, and

generating abrupt insights. According to Braun and Clarke (2006), there are six phases of thematic analysis, namely

1) Familiarizing yourself with the data

In this stage, the researcher familiarized the data by reading through the interview transcripts related to the advantages and disadvantages of chain stories with visual media in speaking activities based on students' experiences. The data was presented in the form of an interview audio recording. Then, the researcher read repeatedly the results of the interview transcript to familiarize herself with the collected data.

2) Generating initial codes

In this stage, the codes have been generated, as shown in the table. The codes here are still random and contain various pieces of information, and need to be simplified to find the themes. The researcher related the data based on the aim of the research and then classified it using the initial codes (e.g., student's familiarity with the chain stories technique, giving new experiences in learning, building an enjoyable learning environment, interesting, motivating in learning, providing an overview, learning English easier, etc.) that are colored (e.g., green, emerald, gray, purple, blue, red, yellow, etc.) to highlight the advantages and disadvantages towards the learning technique used namely chain stories with visual media in speaking activities based on students' experiences.

Table 2.1 Making codes

Data Item	Codes
<i>Pengalaman saya dalam menggunakan chain stories sebenarnya hanya sekali yaitu pas waktu ELC saja.</i>	Giving new experiences in learning

My experience in using chain stories was only once, namely when I was on a course (ELC).

Menurut pengalaman saya, ketika aktivitas speaking dengan chain stories ini, tentu membuat suasana kelas menjadi lebih enjoy.

Building an enjoyable learning environment

In my experience, speaking activities with chain stories certainly make the class atmosphere more enjoyable.

Menurut saya, dengan menggunakan chain stories ini, kami bisa lebih interaktif satu sama lain.

Building an interactive learning process

In my opinion, by using chain stories, we can be more interactive with each other.

Emm...Chain stories itu menarik karena, pada saat aktivitas speaking dengan media visual yang disediakan oleh guru, saya secara spontan memberikan pendapat saya.

Interesting

Emm...Chain stories are interesting because, during speaking activities with visual media provided by the teacher, I spontaneously gave my opinion.

Penggunaan media visual dalam chain stories ini membuat saya lebih aktif dan termotivasi dalam aktivitas speaking karena visualisasinya itu membantu saya banget untuk terlibat dalam aktivitas speaking.

Motivating in learning

The use of visual media in chain stories makes me more active and motivated in speaking activities because the visualization helps me to get involved in speaking activities.

Chain stories ini menjadi hmm...sebuah ide baru dan mungkin saja suatu hari saya bisa mengimplementasikannya di kelas ketika saya mengajar.

Providing new insight

Chain stories technique has become hmm...a new idea and maybe one day I can implement it in class when I teach.

Saya juga pernah mengimplementasikan chain stories ini di kelas dan ternyata benar-benar efektif untuk siswa/i SMP karena aktivitasnya cukup mudah dan gak membuat bosan

Continuing use

I have also implemented chain stories in class and it turned out to be effective for middle school students because the activity is quite easy and doesn't get boring.

Chain stories ini menjadi sebuah ide baru dan mungkin saja suatu hari saya bisa mengimplementasikannya di kelas ketika saya mengajar dengan beberapa penyesuaian, kalau misalnya untuk high level, mereka bisa saja spontanitas dalam membuat cerita dengan langsung berbahasa Inggris. Namun untuk low level bisa membuat cerita dengan menggunakan bahasa Indonesia terlebih dahulu, lalu nanti di translate.

Giving new suggestion

The chain story can be a new idea and maybe one day I can implement it in class when I teach with some adjustments, for example at a high level, they can be spontaneous in making stories directly in English. However, for lower levels, you can write a story using Indonesian first, then translate it later.

Lalu cerita yang dibuat adalah berbahasa Inggris sehingga cukup menguras pikiran karena harus secara spontan dan cepat dalam membuat satu kalimat yang sesuai dengan gambar.

Thinking fast

Then the story that was created was in English so it was quite mind-numbing because you had to spontaneously and quickly create a sentence that matched the picture.

Benar, eee tapi saya jadi tertarik untuk coba mengimplementasikan ini di kelas kalau saya sudah mengajar kelak.

Plan to continuously implement chain stories

That's right, but I'm interested in trying to implement this in class when I teach in the future.

Saya sedikit bingung saat pertama kali berlatih cerita berantai karena saya kurang memahami apa yang dijelaskan oleh guru.

Lack of clarity in the teacher's instructions

I was a little confused when I first started practicing chain stories because I didn't understand what the teacher was explaining.

Nah, tapi dengan adanya media visual ini, otak saya bisa mencerna, "Oh mungkin seperti ini ceritanya", seperti ini kata-kata yang harus saya rangkai.

Providing an overview

But with this visual media, my brain can guess, "Oh maybe the storyline is like this", it seems like this the sentences I have to make.

Manfaatnya yaitu memperkuat keterlibatan siswa dalam proses pembelajaran.

The benefits are strengthening student involvement in the learning process.

Increasing students' involvement

Chain stories dengan visual media harus tetap digunakan karena benar-benar sangat membantu dalam belajar bahasa Inggris terutama bagi siswa yang tidak ada basic bahasa

Learning English easier

Inggris sama sekali dan kemampuan Bahasa Inggrisnya masih low.

Chain stories with visual media must still be used because they are very helpful in learning English, especially for students who don't have any basic English at all and whose English skills are still low.

Saya merasakan benefitnya yaitu merasa lebih percaya diri dalam speaking karena visual media bisa menjadi referensi bagi saya dalam membuat cerita.

Increasing self-confidence

I felt the benefits, namely feeling more confident in speaking because visual media can be a reference to create a story.

Apalagi kegiatan ini juga bisa menjadi tantangan bagi saya karena saya harus menguasai beberapa kosa kata.

Requiring vocabulary mastery

Moreover, this activity can also be a challenge for me because I have to master several vocabularies.

Namun ketika saya mencoba kegiatan ini di rumah, saya mengalami sedikit kendala dan saya tidak terlalu menguasai kosakata. Jadi saya sedikit kesulitan mengartikan gambar tersebut.

Having difficulty interpreting pictures

However, when I tried this activity at home, I experienced a few problems and I also didn't master some vocabulary. So, I had a little difficulty interpreting the picture.

The interview transcriptions of participants highlighted multiple elements, which were represented by 21 initial codes. The following is the list of initial codes along with how frequently these occur.

Table 2.2 List of initial codes and their frequency

No	Initial Codes	Frequency
1	Familiarity with the chain stories technique	8
2	Giving new experiences in learning	6
3	Building an enjoyable learning environment	11
4	Building an interactive learning process	8
5	Interesting	15
6	Motivating in learning	19
7	Providing new insight	5
8	Continuing use	7
9	Chain stories activity	11
10	Giving new suggestion	2
11	Thinking fast	2
12	Plan to continuously implement chain stories	3
13	Lack of clarity in the teacher's instructions	2
14	Providing an overview	10
15	Increasing students' involvement	1
16	Learning English easier	3
17	Increasing self-confidence	4
18	Providing long-term benefits	1
19	Developing creativity	1
20	Requiring vocabulary mastery	2
21	Having difficulty interpreting pictures	2

3) Looking for themes

After generating codes, in this step, the researcher combined the codes into a potential theme that followed the research question while eliminating codes that were irrelevant to the themes and research questions.

Table 3.1 Looking for themes

No.	Initial Codes	Potential Themes
1	Giving new experiences in learning	Group 1
2	Motivating in learning	
3	Building an enjoyable learning environment	
4	Building an interactive learning process	
5	Interesting	
6	Increasing students' involvement	Group 2
7	Providing an overview	
8	Increasing self-confidence	
9	Learning English easier	Group 3
10	Continuing use	
11	Giving new suggestion	
12	Plan to continuously implement chain stories	
13	Providing new insight	Group 4
14	Thinking fast	
15	Lack of clarity in teacher's instructions	
16	Having difficulty interpreting pictures	

 17 Requiring vocabulary mastery

Based on the table above, there are 17 of the 21 codes included in the potential codes in this research, because these codes represent the aim of the research and relevant to the research question, namely: giving new experiences in learning, motivating in learning, building an enjoyable learning environment, building an interactive learning process, interesting, increasing students' involvement, providing an overview, increasing self-confidence, learning English easier, continuing use, giving new suggestion, plan to continuously implement chain stories, providing new insight, thinking fast, requiring vocabulary mastery, having difficulties interpreting pictures, and lack of theoretical knowledge about chain stories. Meanwhile, the other four codes, namely familiarity with the chain stories technique, chain stories activity, providing long-term benefits, and developing creativity, are not included in the potential codes. This is because the four codes do not represent the aim of the research and are irrelevant to the research question. Then, two of the four codes have minimal frequency (only one). So, the four codes that are not included in the potential themes can be recommended for future research.

4) Reviewing themes

In this stage, the researcher considered the preceding themes, which were completed in the third stage. The researcher re-evaluated the themes to see if they were appropriate for the study. If not, the researcher then refused or changed the themes until the most suitable themes were found.

Table 4.1 Reviewing themes

Potential Themes	Initial codes
Group 1	Giving new experiences in learning

	Motivating in learning Building an enjoyable learning environment Building an interactive learning process Interesting Increasing students' involvement
Group 2	Providing an overview Increasing self-confidence Learning English easier
Group 3	Continuing use Giving new suggestion Plan to continuously implement chain stories Providing new insight
Group 4	Thinking fast Lack of clarity in teacher's instruction
Group 5	Having difficulty in interpreting the pictures Requiring vocabulary mastery

5) Defining and naming themes

In this stage, the researcher interprets each theme to be identified as the answer to the research question.

Table 5.1 Defining themes

Themes	Definition
Increasing students' motivation in speaking activities	Students' experiences in using chain stories with visual media show that this learning

	technique can increase their motivation in speaking activities
Increasing students' self-confidence during speaking activities	Students' experiences in using chain stories with visual media show that this learning technique can increase their self-confidence during speaking activities
Chain stories as a suggested learning technique to be implemented in English classes	Students' experiences in using chain stories with visual media show that this learning technique can become a new idea to be implemented in English classes, especially speaking activities
Technical problems during practicing chain stories with visual media	Students' experiences in using chain stories with visual media show that there are also technical problems when practicing chain stories
Knowledge problems during practicing chain stories with visual media	Students' experiences in using chain stories with visual media show that there are also knowledge problems when practicing chain stories

6) Generating a report or manuscript

In the last stage, the researcher got the central theme and created a report on the research findings.

3.6 Steps of the Research

The researcher does several steps in this research, namely:

1) Finding, identifying, and defining issue/problem/phenomenon

The first step that the researcher did was examining the phenomenon that occurred in the English Education Department during the teaching and learning process, especially related to foreign language skills, and used for the aim of the research.

- 2) Exploring the relevant study, realizing the gap in the study, and also formulating the research question

After determining the phenomenon, the researcher also explored the relevant study to find out the gaps in previous studies. After that, the researcher formulated the research questions and explained the focus of the research.

- 3) Establishing research design

The researcher considered the appropriate research design to be used in this research based on the research issue, research question, and the aim of the research. Therefore, the researcher used a descriptive case study as a method.

- 4) The writing process of the research proposal starts with the background of the study, the method of the research, the data collection used, the data analysis used, and so on.

- 5) Reviewing relevant literature

It is the process of choosing, reading, and reviewing references, such as journal articles, books, websites, thesis, and other relevant sources to support the research.

- 6) Selecting research participant or subject

The participants or subjects of the research are selected from the members of the ELC (English Learning Club) from 2017-2019 who have experience practicing chain stories with visual media during four meetings.

- 7) Choosing and formulating the appropriate research techniques

The next step is determining the instrument of the research. After the research participants or subjects were selected, the researcher determined the appropriate instruments to collect the data and also the data analysis techniques to answer the research question. The researcher used interviews to collect the data, especially semi-structured. Then, the data collected was analyzed using thematic analysis.

- 8) Choosing participants and conducting the interview

In starting this research, the researcher decided to choose four participants, who are members of ELC (English Learning Club) from 2017-2019. After that, the

researcher will conduct interviews directly to make it more effective and avoid technical problems, such as network issues, and so on.

9) Analyzing the data

After collecting the data, the researcher will analyze the data using a descriptive case study method and thematic analysis as a tool for analyzing the data. This analyzing tool is suitable for the data collected from interviews that have been transcribed using an orthographic system. The orthography system is the most used method to transcribe what the words are said (Howitt, 2016).

10) Conveying findings and making a conclusion

This is the last step of the research where the researcher conveys the result or findings and discussion, as well as concludes the results.

3.7 Time and Place of the Research

The research takes place in one of the English courses named the English Learning Club (ELC) which is still integrated with one of the private schools in Tasikmalaya. The specifications are in Jl. Cipanas Galunggung, Linggajati, Sukaratu, Tasikmalaya Regency, West Java. Below is a table of research schedules that have been conducted by the researcher:

Table 1 *Research Schedule*

Description	Sept/ 2023	Oct/ 2023	Nov/ 2023	Dec/ 2023	Jan/ 2023	Feb/ 2023	Mar/ 2023
Research Proposal Writing	■						
Research Proposal Examination				■			
Data Collection				■			
Data Analysis				■			
Report					■	■	
Thesis Result Seminar							■
Thesis Examination							■