CHAPTER 3

RESEARCH PROCEDURES

In this chapter, the researcher presents the research methodology in detail, including the research design, setting and participants, data collection, data analysis, and the research schedule. The following explanation regarding this chapter is outlined.

3.1 Research Design

The design of the research is a descriptive case study Yin (2009) stated, "A case study is an empirical case study that investigates a contemporary phenomenon within a real-life context, when the boundaries between phenomenon and context are not evident, and in which multiple sources of evidence are used" (p. 23). The use of case study methodology was chosen because a descriptive case study describes the natural phenomena that occur within the data in question and describes the data when they occur. Moreover, it best facilitates constructing a detailed, in-depth understanding of what is to be studied. Stake (1995) stated case study research can engage with the complexity of real-life events. Furthermore, using a descriptive case study allows the researcher to describe students' perceptions of the use of @*englishfestid* on *X* in learning English vocabulary.

3.2 Research Setting and Participants

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. This place was selected because the researcher is one of the students at the university. The researcher and the participants have discussed what, why, and how this study would be conducted. They confirmed their willingness to be interviewed through signing a consent form. Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants because it was not done at a time. This research was carried out virtually via WhatsApp audio because this application allows for greater flexibility in answering the interviews.

The participants in this research are three English university students in the eighth semester at one of the universities in Tasikmalaya, West Java. The

participants are two females and one male. They were purposely chosen because they had the same problem in lack vocabulary and have learned English vocabulary by *@englishfestid* on *X* by following the account and at least opened the account in a day for 1-2 years. Furthermore, the activity in opening the *@englishfestid* account on *X* is to get pleasure because this account is flexible to use for EFL students (informal preliminary interviews, 7th November 2023).

3.3 Data Collection

The data were collected by using a semi-structured interview. Semi-structured data were employed because it can help the researcher to get the flexibility in getting information and it gives the interviews a degree of freedom to explain their thoughts and draw attention to areas of particular interest, as Griffee (2005) stated a semi-structured interview helps the researcher to ask follow-up questions to clarify anything that was not clear or to acquire further information flexibly but still focus on the topic of the research. Furthermore, a semi-structured interview was applied to scrutinize EFL students' perceptions of learning English vocabulary using *@englishfest* on *X*.

The data collection process using semi-structured interviews was conducted online with audio recording via WhatsApp using a handphone device where the questions were sent via WhatsApp audio. In conducting the interview, both Bahasa Indonesia and English are used based on what the participants want. After that, the researcher transcribed and translated them into English. The researcher made an interview guideline adapted from Walgito (2004) about the three components of perceptions.

3.4 Data Analysis

The data was analyzed using thematic analysis to examine the data collected from the interview results because thematic analysis enables the researcher to describe the data in a rich, intricate, and sophisticated way. According to Braun and Clarke (2006), thematic analysis is a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. In this process analysis, the researcher will follow the ethical code by maintaining the participants' privacy and checking the participants' data credibility and trust.

The data is analyzed using Braun and Clarke's thematic analysis. These are the following stages:

1. Familiarization with the data

In this step, the researcher familiarized the data by reading the interview transcript about how EFL learners cognitively engage with *@englishfestid* on *X*. The data was presented in the form of an interview audio recording. The researcher completely transcribed the audio after listening to it. Following transcription, it is also read several times to become familiar with the data.

Table 3.1

Data Transcription

Part	Transcription
F	*Oh begitu. Bagaimana perasaan kamu saat menggunakan akun @englishfestid untuk mempelajari kosa kata bahasa Inggris kamu?* (Oh! I see. How do you feel when you use the *@englishfestid* account to learn your English vocabulary?)
P1	*Perasaannya enjoy dan nyaman. Karena saya setiap hari mengecek akun X saya, sehingga saya pasti meluangkan waktu untuk membuka akun belajar itu. Ketika membuka akun tersebut, saya tidak merasa tertekan atau berat untuk mempelajari kosa kata bahasa Inggris. Saya enjoy dan nyaman karena memang konsep di akun tersebut tidak jauh dengan fitur-fitur X lainnya, sehingga tidak ada tekanan yang berat saat belajar di sana. Saya pun ketika mengisi quiz- quiz di sana, sangat senang karena setiap quiz kan di update terus setiap harinya sehingga tidak boring dan tidak ada rasa takut saat mengisi quiznya.* (The feeling is enjoyable and comfortable. Because I check my *X* account every day, I take the time to open that study account. When I opened the account, I didn't feel pressured or hard to learn English vocabulary. I enjoy and feel comfortable because the concept in this account is not far from

other *X* features, so there is no heavy pressure when studying there. When I filled in the quizzes there, I was very happy because each quiz was updated every day so it wasn't boring and there was no fear when filling out the quizzes.)

2. Generating initial codes

In this phase, the researcher began to arrange the data by assigning signs that correspond to the study's objectives. The researcher employed the coloring method to differentiate each aspect indicated by participants, which generated the initial codes. However, the codes still contain various pieces of information and need to be simplified to find the themes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes (e.g increasing new English vocabulary, quiz for enhancing English vocabulary, boosting confidence in the learning vocabulary process, useful features, easy-to-use, comfortable, and lack of focus) that were colored (e.g deep green, light red, brown, light green, yellow, light purple, and dark blue) to highlight how students' perception on using @*englishfestid* in learning English vocabulary.

Table 3.2

List of Initial Codes and Their Frequency

No	Initial Codes	Total
1	Increasing new English vocabulary	7
2	Quiz for enhancing English vocabulary	9
3	Boosting confidence in the learning vocabulary process	2
4	Useful features	5
5	Easy to use	4
6	Comfortable	4
7	Lack of focus	3

3. Searching for themes

In this step, the researcher organized the codes and started to identify recurring themes. At this stage, the researcher classified the codes into a potential theme;

Table 3.3

Searching for Themes

No	Initial Codes	Potential Themes
1	Increasing new English vocabulary	Adding new English vocabulary
2	Quiz for enhancing English vocabulary	
	Boosting confidence in the learning vocabulary process	Boosting students' confidence in the learning vocabulary process
5	Useful feature Easy to use Comfortable	@englishfestid provides enjoyable learning and useful features
6	Lack of focus	Lack of focus

4. Reviewing themes

In this step, the researcher continues to the level of theme refinement from the potential themes until the writing for the data analysis looks good.

Table 3.4

Reviewing Themes

Potential Themes	Themes
Adding new English vocabulary	Vocabulary development

Boosting students' confidence in the learning vocabulary process	Students' self-confidence
@englishfestid provides enjoyable learning and useful feature	Effective and enjoyable learning
Lack of focus	Learning focus distraction

5. Defining and naming themes

At this stage, the researcher defines the essence of the to research question which was posed earlier.

Table 3.5

Defining Themes

Themes	Defined Themes
I	Vocabulary Development
II	Students' Self-Confidence
III	Effective and Enjoyable Learning
IV	Learning Focus Distraction

6. Producing the report

In this phase, the researcher created the report for the researcher's thesis about the result of the research supported by relevant themes.

3.5 Research Schedule

Table 3.6

Research Schedule

Description	Sept/ 2023	Oct/ 2023	Nov/ 2023	Dec/ 2023	Jan/ 2024	Feb-May/	June-July/

	2024	**2024**
Research Proposal writing		
Research Proposal Examination		
Data Collection		
Data Analysis		
Report		
Thesis Result Seminar		
Thesis Examination		