

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this research in order to conduct the research. It describes five main parts of research procedures, namely research method, participants and setting, data collection, data analysis and research schedule.

3.1. Research Design

This research explored teachers' perceptions toward the use of Instagram in teaching writing. Therefore, descriptive case study was used as the research design to investigate the phenomenon under the research. It was asserted that the design aimed to present a detailed, contextualized picture of a particular phenomenon (Yin, 2003, Hood, 2009, pp. 70-71, as cited in Widodo, 2013). By implementing this research design, the researcher explored the teachers' perceptions toward the use of Instagram in teaching writing.

3.2. Setting and Participants

The participants of the study were two Senior High School teachers who had graduated from English education department. The teachers were one male and one female aged around 35 and 41 years old. They were recruited as the participants of this research because of two considerations. First, they have years of experience in teaching English especially in Senior High School grade. Second, they were the teachers that collaborated Instagram in their teaching and learning process and used it as a medium to connect and interact with their students. In

addition, they also gave their students assignments related to the teaching writing through the Instagram social media.

Before collecting the data, each of the participants was asked to read, to fill and to sign the consent form. It is necessary to ensure that participants allow the researcher to analyse the data and to use it for publication purposes while keeping the participants' privacy. Further, the confidentiality of the data was kept due to research ethics.

3.3. Data Collection Technique

The data were obtained by using semi-structured interview (SSI) with the participants, and they were asked several questions about their perceptions on Instagram in teaching writing. Adams (2010) stated, "Semi-structured interviews are suited for a number of valuable tasks, particularly when more than a few open-ended questions require follow-up queries." Semi-structured interview was conducted with a fairly open framework, which allowed focus, conversational, two-way communication in collecting the data. Therefore, this kind of interview was appropriate to the design of this research in which it was intended to present a detailed into what the participants felt and thought.

3.4. Data Analysis Technique

Thematic analysis was used to analyse the data gathered, identifying the most common patterns in participants' responses (Braun & Clarke, 2006). There were six phases in thematic analysis proposed by Braun and Clarke (2006) as follows:

1. Familiarizing yourself with the data

In this section, the researcher made the data transcript and data translation into English. Then, the researcher read the data until familiar with it, so that the researcher gained understanding about the data and began choosing the best code of each data.

INTERVIEW TRANSCRIPT

Transcription 1

Name : Participant 1

Time : Sunday, 24th January 2021

Place : Participant's House

| Subject | Line | Transcription |
|---------------|------|---|
| Interviewer | | Have you ever used Instagram in your teaching writing, sir? |
| Participant 1 | 1 | IG Instagram? Yes. I have, but it only once. |
| Interviewer | | Oh, only once, sir? |
| Participant 1 | 2 | Yes. |
| Interviewer | | Can I continue sir? For the first question. |
| Participant 1 | 3 | Oh yes, yes, you can. |
| Interviewer | | Can you tell me the reason you use Instagram in your teaching writing? |
| Participant 1 | 4 | The reason is ... Erm ... In the third grade at the first semester there is caption writing learning, right? When I look at the syllabus, then caption writing ... It just come out of my head. Caption writing. Instagram. I think it fits. In the previous learning, I always use Google Classroom. Then I thought: "The students must be boring." Then, I looked for a suitable application. I want to use Facebook for the first time, but I thought Facebook was too crowded. It's not simple, you know kids nowadays, they seem to rarely use Facebook. So, I just chose Instagram. |
| Interviewer | | For the next question, sir... How do you teach using Instagram in teaching writing? |

2. Generating initial codes

After being familiar with the data, the researcher started classifying the data into several codes then organizing all the codes and relevant data extracts.

| | | | |
|---------------|----|---|---|
| Participant 2 | 8 | How does it feel? Yeah, i just feel happy | Feeling happy |
| Interviewer | | And why do you feel in that way? | |
| Participant 2 | 9 | It's because seeing the students actively doing tasks like that make me feel that way. | Feeling happy |
| Interviewer | | In your opinion, What is the impact on student involvement in learning? | |
| Participant 2 | 10 | The impact is that the children are more active, they making invitations as attractive as possible. Yes, even though I know they are more enthusiastic about their invitation pictures, but this really has an effect on the result of the invitation text. | Students become more active & creative Improving Students' writing |
| Interviewer | | Then for the last question, ma'am, do you think Instagram is useful in teaching writing? Why? | |
| Participant 2 | 11 | In my opinion, Instagram is useful. It's because the learning this time seems joyful. Not too formal like in Google Classroom. Children become creative, lots of direct interactions occur in the comments column & on | Feeling useful Students become more active & creative |

3. Searching for themes

In this stage, the researcher focused on the broader level of themes and involves sorting the different codes into potential themes.

| | |
|--|---|
| Instagram Improving Students' | Instagram Use in Teaching Writing |
| <ul style="list-style-type: none"> Improving students writing (3) Students become more active & creative (2) | <ul style="list-style-type: none"> Instagram implementation (4) The use of Instagram features in teaching writing (10) |
| Positive Impressions | Instagram Compability |
| <ul style="list-style-type: none"> Feeling helpful (6) Feeling happy (4) Feeling pleased (1) | <ul style="list-style-type: none"> Teaching media compability (3) Students compability (2) Awareness in previous teaching media (1) Compatible with previous teaching media (3) Simplicity of Instagram (3) Building teaching environment (2) |

4. Reviewing themes

In this phase, the researcher reflected on whether the themes tell a convincing and compelling story about the data, and begin to define the nature of each individual theme, and the relationship among the themes.

| Instagram Improving Students' Writing | Instagram Facilitates Teachers in Teaching Writing | Positive Impressions on Using Instagram in Teaching Writing |
|--|--|--|
| <ul style="list-style-type: none"> Instagram Improving Students | <ul style="list-style-type: none"> Instagram Use in Teaching Writing Instagram Compability | <ul style="list-style-type: none"> Positive Impressions |

5. Defining and naming themes

The themes were named as the representation of the data. Those became findings of this study; Instagram facilitates teacher in teaching writing, Instagram engages students in writing and the advantages of using Instagram in teaching writing.

6. Producing the Report

The researcher provided a compelling report which was coherent, logic and valid about the data based on the analysis.

3.5. Research Schedule

Table 1. *Research Schedule*

| No | Description | Sep 2019 | Oct 2020 | Nov 2020 | Dec 2020 | Jan 2021 | Feb 2021 |
|----|-------------------------------|----------|----------|----------|----------|----------|----------|
| 1 | Research proposal writing | | | | | | |
| 2 | Research proposal examination | | | | | | |
| 3 | Data collection | | | | | | |
| 4 | Data analysis | | | | | | |
| 5 | Report | | | | | | |
| 6 | Thesis Examination | | | | | | |