

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes five main parts of research procedures, namely method of the research, focus of the research, setting, and participants, technique of collecting the data, the technique of analysing the data, steps of the research, and time and place of the research.

3.1 Method of the Research

The qualitative case study was the method of this research. According to Creswell (2013), in the case study research, the researcher explored a “real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information” (p. 97). Additionally, the exploratory case study was the type of case study for this research because “it is to identify the research questions or procedures to be used in a subsequent research study” (Yin, 2014, p. 342). Besides, an exploratory case study is “used when little is known about the case being examined” (Heigham & Croker, 2009. p. 70). Furthermore, it was in line with the phenomenon of this research, the use of Cake application for speaking practices outside the online learning based on students’ perceptions, where there are only a few preliminary studies on the topic. Thus, the case study in this research was chosen to know the students’ perceptions toward ‘Cake Application’ in their speaking practices.

3.2 Focus of the Research

Mobile technology is currently developing rapidly, especially for the education field in the language learning process. Therefore, the researcher focused on using 'Cake Application' for speaking practices based on students' perceptions using MALL theories and speaking indicators. Besides, this application is only suitable for mobile devices such as smartphones, android, and iOS.

3.3 Setting and Participants

This study was conducted in one of the senior high schools, Tasikmalaya, West Java, Indonesia. The school was chosen because the English teacher instructed the students to learn outside the online learning process. For this reason, online learning conducted by the teacher in the classroom was not effective.

Two participants of this study were senior high school students of the eleventh class. They were chosen because of six considerations; (1) They were the most users who frequently used Cake application rather than other students outside of the classroom, around the entire semester; (2) Both were around 16-year-olds and male students; (3) They used Cake application for 30 minutes one day before the lesson started, which was three times per week. This reason was also supported by their English teacher advising their students to learn and improve their English; (4) They were intermediate-level English students based on the report card scores, around 85 until 88. Additionally, it was in line with the application for teenagers, and; (5) They

chose Cake application for speaking practices because they felt that their English was deprived; they needed in-depth training outside of online learning hours even though their English scores were pretty high.

3.4 Technique of Collecting the Data

The interview result was used as the data of this research. The type of interview was a semi-structured interview because semi-structured interviews have some pre-set questions or subjects, then it was explored further as the participant replies; actual data can be produced that gives information into the respondents' feelings, views, or opinions (Peters & Halcomb, 2015). The researcher did the semi-structured interview two times for better quality of collecting the data. In addition, the researcher has used a screenshot from students' accounts of Cake application as a secondary data collection technique. It aims to strengthen the study results (Hamidi, 2004). Hence, the researcher used semi-structured interviews and documents of screenshots to collect data.

The researcher gave the questions to the two participants based on the principles of MALL and speaking indicators by Brown (2007), such as pronunciation, vocabulary, fluency, and accuracy. Moreover, for MALL, indicators were based on Elias' (2011), Mehdipour & Zerehkafi's (2013) theories about MALL values. MALL values are:

Table 3.1 The Indicators of Interview

No.	Indicators of Interview	Explanation
1.	Flexibility and Portability:	These are mobile applications because of their small size and weight, can be taken anywhere and anytime. As compared to PCs,

		MALL devices are more lightweight. As a result, they are more realistic and can incorporate emerging technologies inside and outside the classroom. Furthermore, mobile applications allow the students to learn based on the time and place chosen.
2.	Benefits and Challenges:	Each use of the application for speaking practices must have its benefits and obstacles. In this case, the benefits felt by participants are explored in-depth to become extensive and rich in information. Additionally, obstacles were found in-depth, such as what obstacles or shortcomings were felt before using Cake application.
3.	Interaction and Engagement	and : Mobile applications increase learner participation because they accommodate different learning styles and allow students to participate in learning activities.
4.	Motivation	: Learners get motivated when they experience new tools. In addition, since learners feel safe and spontaneous, widespread ownership of various mobile devices increases commitment to using and learning from them.
5.	Pros and Cons of the Features of Cake Application for Speaking Practices	: Students' experiences in using Cake application for speaking practices were explored in-depth to produce the pros and cons of students in using the application. In this case, the pros and cons are analysed and described through thematic analysis and using theories or previous studies' results.

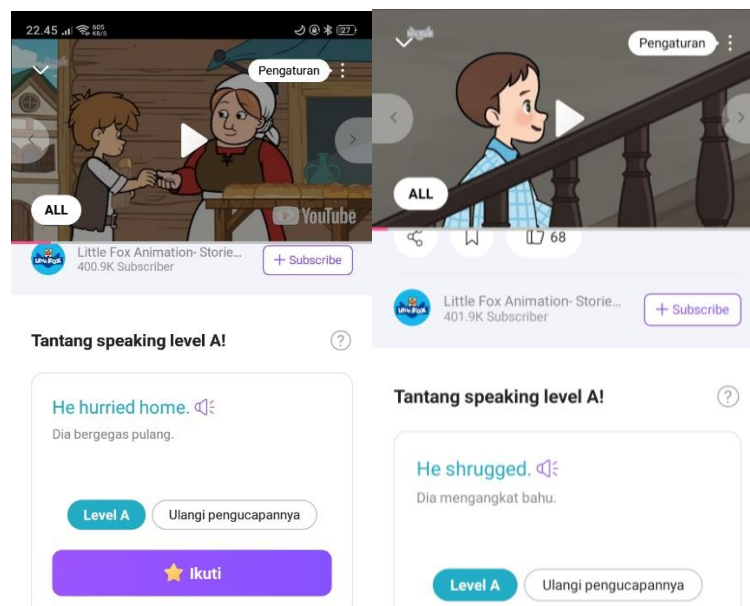


Figure 3.1 The Examples of Screenshot from Participants

Those pictures were examples of screenshots of how they learned on Cake application. In this case, the data obtained by the researcher from participants would be broader and more substantial. Thus, the researcher explored the interview results to highlight statements focused on the research question to ensure data reliability, and the screenshots were to strengthen the research and become better in research findings.

3.5 Technique of Analysing the Data

Thematic analysis by Braun & Clarke (2006) was used for analysing the data. Additionally, thematic analysis is a flexible and valuable research method and can theoretically offer a rich and comprehensive yet complex account of evidence (Nowell et al., 2017). The thematic analysis is intended to classify meanings based on themes; it is an analytical tool for identifying, analysing and reporting patterns (themes) within data. The review consists of a variety of steps as follows:

1. Familiarising the data

For this step, the researcher listened and repeatedly read the participants' transcript interview and video recording. The transcript is helpful to be more familiar with the data that has been obtained in the field.

2. Generating initial codes

In this step, the researcher identified and highlighted the data that potentially can answer the research questions and represent the theory of MALL from literature review and previous studies with combined indicators of speaking skills by Brown (2007).

Table 3.2 Generating Initial Codes

No.	Data/Findings	Codes
1.	P2: "I learned to use the audio recording feature, key expression, video, pronunciation, and a listening quiz in which I had to guess what the video was talking about, the vocabulary was then selected into a sentence, and it was useful for me to make a sentence in conversation." (The data: 44, 11:29).	The Enjoyable Features for Speaking English
2.	P2: "In terms of intonation, the problem is that I like to use Sundanese every day, so when I studied at Cake application, my intonation has changed quite a bit like English in general, I use American accent for my speaking practices, there is no Sundanese accent anymore." (The data: 90, 21:04).	Intonation
3.	P1: "Because I used to use English on Cake application so it was easy to remember so it can be practised every day. That is how I interacted with friends in online learning, so I discussed with each other outside the classroom and sometimes used English spontaneously." (The data: 58, 12:38).	Engaged in the learning process in the classroom
4.	P1: "...from the signal, because I live in the city district of Tasikmalaya, so it is a bit difficult to catch the signal, and sometimes it becomes an obstacle for all my learning at school, including	Low signal

using this Cake application.” (The data: 42, 8:33)

3. Searching for themes

The researcher grouped the highlighted data from the previous step based on their similarities to make it easy to analyse them. In grouping those data, the researcher referred to several studies of the mobile application for speaking practices, which align with the present study’s findings.

Table 3.3 Generating Themes

Codes	Themes
1. Autonomous Learning on Cake Application	
2. Learned in the outside and inside of a classroom	
3. The features for improving Vocabulary	
4. The Enjoyable Features for Speaking English	
1. Aware of the mistakes in speaking skills	
2. Stressing of words	
3. Fluency of English	
4. Assessment features	
5. Intonation	
6. Understand of idioms	Positive Perceptions
7. Learning Materials from Cake Application	
8. Getting Good Scores on Cake Application	
1. Reduced Anxiety of wrong grammar	
2. Self-confidence	
3. Engaged in the learning process in the classroom	
4. Spontaneity	
5. Enthusiastic	
6. Increase the Motivation	
7. Enjoyable of the learning process	
8. Not feel pressured and bored	
9. Easy to use	

10. Happy because of understanding the English material more	
1. Bad connection	Negative Perception
Total: 23 codes	

4. Reviewing the themes

The researcher reviewed and checked the result of themes that have been highlighted before. This aim was to improve the quality where the more often it is checked and reviewed, the more errors and deficiencies can be minimized.

5. Defining and naming themes

This step involves ‘refining and defining’ the essential issues and potential sub-themes within the data. The researcher produced theme names and precise working descriptions that concisely convey the essence of each theme. Themes found from research results.

6. Producing the report

The report was written by the researcher, who used vivid and captivating examples connected to themes, research issues, and literature to transform the analysis into an interpretable piece of writing.

3.6 Steps of the Research

Below are the steps of the research used by the researcher. Here are the steps:

1. Observing the Topics and Phenomenon

The researcher looked for research topics or phenomena that are currently happening. Finally, the researcher found a phenomenon that the

researcher found in the field: the use of 'Cake application' in their speaking practices of senior high school students.

2. Identifying the Problem

After selecting the theme, the researcher identified the problem, which led to the description of the following stages: selecting the research method, settings, and participants to be studied. In this case, the researcher explored, "What are students' perceptions toward the use of 'Cake Application' in speaking practices of senior high school students?"

3. Findings the Research Journal with the Same Topic

The researcher looked for journals with the same topic raised, namely mobile applications for speaking practices. Then, the researcher wrote a literature review for academic research needs, previous studies for this research gap, and supporting interview questions.

4. Determining the Settings and Participants

Before selecting participants, the researcher chose the setting for this study, and there were senior high school students. The students studied outside of online learning hours that they studied independently. Moreover, the researcher chose participants for the needs of this research. The researcher only chose two participants because these two students already represented this research, which focused on using Cake application for speaking practices in the EFL context.

5. Analysing the Data

The researcher analysed the data obtained from the participants through interviews using MALL values (Elias, 2011; Mehdipour & Zerehkafi, 2013) and speaking indicators (Brown, 2007). The interview codes and themes were made based on the information that had been obtained. Moreover, the researcher interpreted the description of the information as an immense meaning of the finding.

6. Reporting the Data

The researcher wrote a report on the data based on the specified criteria: students' perceptions of Cake application in speaking practices. The data were processed flexibly, structured, evaluative, and included information obtained and associated with the selected theory.

3.7 Time and Place of the Research

1. Place

The researcher chose the place outside of senior high school because the students learned speaking practices outside of the online English learning process through Cake application. These students were from one of the senior high schools. The interviews were conducted on Google Meet because of the Covid-19 pandemic in which students did not go out from home. Additionally, the interview was conducted in August 2021.

