

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research method that was used in conducting this research. This chapter deals with design research design, research setting, subject/participants, data, the technique of data collection, and data analysis.

#### **A. Research Design**

The research design used to achieve the result in this study was a qualitative approach. Sidiq et al (2019) pointed out that qualitative research produces findings cannot be achieved using statistical procedures or quantitative methods. Qualitative research can show people's lives, history, behavior, organizational functionalism, social movements, and kinship relationships.

In this study, the PhotoVoice method was used because PhotoVoice could explore someone's and community's lived experiences contexts in deep and critical understanding (Lichty, 2013). Wang and Burriss in McKernan et al (2019) stated that PhotoVoice uses a participatory approach for data generation where participants are asked to take photos according to the context in capturing a visual understanding of individual life experiences. Wass et al (2019) explained that by using photos, whether real photos of their experiences or metaphorical photos, participants can get help to express the complexities of the feelings, reflections, and emotions of their experiences. In short, PhotoVoice as the data generation technique provides in-depth data that

is not accessible through other qualitative methods which makes it more nuanced and unique.

The reason why this study chose this research design because it was suitable for the research which aims to get a holistic picture which then is explained in the results chapter and a discussion of how the teacher's challenge and emotional experience in implementing the Dictogloss technique procedure. In collecting the data, the participant were asked to take photos that could be used to express feelings, reflections, and emotions of participant experiences. Then, the participant were asked to write or voice record a photovoice text using the following moves: (1) the context in which the photo took place, (2) the reasons why the photo was taken, (3) the emotional reactions that the teacher faced in applying the Dictogloss technique for teaching listening, (4) and the challenge that the teacher faced in implementing the Dictogloss technique for teaching listening. In analyzing the data, this study used thematic analysis, color-coded was used in analyzing the data based on the teacher's reflection on four categories of PhotoVoice: Context, reasons, emotion, and challenge.

## **B. Research Setting**

Research setting refers to where the place and when the time to carry out data collection. This study took the place in Mts. Manarul Huda Kuala Kapuas. This school is located in Jl. Letnan Jendral R Soeprapto No. 40, Kelurahan Selat Hilir, Kecamatan Selat, Kabupaten Kapuas, Central Kalimantan. The research was conducted over approximately one month,

starting from January 9th until February 7th, 2023. When collecting the data, the researcher meets with the participant in three times offline meetings and five online meetings.

The reason why this study took place here is because the researcher found that the students still had unsatisfactory scores for listening comprehension in English. However, the researcher also found that the English teacher at this school had found a solution to improve students' listening comprehension skills, namely by using the Dictogloss technique. The English teacher at this school was shared the challenge and emotional experience in implementing the stages of the Dictogloss technique for teaching listening comprehension by the PhotoVoice technique of data collection.

### **C. Participant**

Research participant refers to the person or individual to be studied. The participant for this research was conducted to an English teacher at Mts. Manarul Huda Kuala Kapuas. The reason why this study chose an English teacher at this school is that the English teacher uses the Dictogloss technique for teaching listening. In addition, the teacher also hopes that this research can be used as learning that can help in educational reform.

### **D. Data**

The data source is from the participant of the research from where the data can be obtained. In this study, the sources of the data are the photos and PhotoVoices texts written by the participant about the teacher's challenge and

emotional experience in implementing the stages of the Dictogloss technique for teaching listening comprehension.

### **E. Technique of Data Collection**

The data collection technique is a way to obtain the data needed to support the success of the research. Data collection techniques that used in this study are as follows:

First, the teacher was introduced to PhotoVoice as a technique for collecting research data, given information about the purpose of the research, the reasons for using it for research, and the types of data needed in this research.

Second, the Participant were asked to collect photos that match the theme of this research, namely the implementation process in using the Dictogloss technique to teach listening, based on each stage of the Dictogloss technique. In more detail, the participant were asked to take photos which according to the participant's point of view the photo can describe or represent the experiences that have been passed in implementing the following stages:

1. At the preparatory stage, take a photo (real/metaphor) that can help you express or represent your experiences of feelings and challenges during the application of the Dictogloss technique in teaching listening.
2. At the stage of the student listening procedure, take a photo (real/metaphor) that can help you express or represent your experiences of feelings and challenges during the application of the Dictogloss technique in teaching listening.

3. At the reconstruction stage, take a photo (real/metaphor) that can help you express or represent your experiences of feelings and challenges during the application of the Dictogloss technique in teaching listening.
4. At the analysis and correction stage, take a photo (real/metaphor) that can help you express or represent your experiences of feelings and challenges during the application of the Dictogloss technique in teaching listening.

And then the participants were given instructions on how to describe each photo in written form or voice recording using the following moves based on PhotoVoice data collection design by Ferdiansyah et al (2020):

1. The context in which the photo took place
2. The reasons why the photo was taken
3. The emotional reactions that the teacher faced during the implementation of the Dictogloss technique for teaching listening
4. The challenge that the teacher faced during the implementation of the Dictogloss technique for teaching listening

The participant was asked to provide a description or narration of the photos in English, either in written form or in voice recording. The participant description or narration of the Photos was written as it is, in other words, the researcher would not correct any grammatical errors to maintain the authenticity of the Data.

## **F. Data Analysis**

Data analysis means processing data, organizing data, and breaking it into smaller units. The data analysis technique that used in this study was thematic analysis.

Braun and Clarke (2006) describe Thematic Analysis as the process of coding information that can produce a list of themes, complex models of themes or indicators, qualifications usually associated with that theme, or any combination of the above. A theme refers to a specific pattern found that captures some crucial information about the data in relation to the research questions and features patterned meanings across the data set. There are six steps of the Thematic Analysis approach based on Braun and Clarke's (2006) as follows, familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Based on the six steps of analyzing data by Braun and Clarke as explained above, in this study, the first step taken when analyzing the data was: familiarizing the data findings in the form of photos and interview results from participants, then giving color code to the participant's reflection or photo explanation description, the codes are grouped into four themes, which are based on the four categories in PhotoVoice: context, reason, emotional experience, and challenge. The four categories of PhotoVoice will each be included in the theme based on each stage of the Dictogloss technique: preparation, listening procedure, reconstruction, and analysis correction stage.

As part of the final step in the analysis phase, this study concluded the interview data and photo descriptions from the participants by matching them with the facts from the existing theory to then be presented as the conclusion of each defined theme.

