

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology used to conduct this study. Topics covered in this chapter include research design, research setting, subjects and participants, data, data collection methods, and data analysis.

A. Research Design

The researcher made the imprudent choice to employ qualitative techniques. Creswell (2003) also points out that interpretivism qualitative methodologies use narratives and case studies to learn within a constructivist research framework.

The research methodology utilized in this study was also covered in PhotoVoice. PhotoVoice is a type of community-based participatory research in which subjects are asked to identify, record, and discuss concerns through the use of images (Wang & Burris, 1997). Photography can be utilized as an art form as well as a method of recording (Wang & Burris, 1997). Others consider images as works of art and have various interpretations of them. Participants within a community take photos that serve as data as a method of community-based documentation (Hidayah, 2020). The provision of cameras to participants, according to Wang and Burris (1997), enables them to

relate their experiences from their point of view rather than serving as "passive subjects" of the researcher's objectives, interpretations, and findings. Therefore, as compared to individual interviews and focus groups, visual methodological approaches like PhotoVoice may yield more informative results.

This research approach was chosen because it was appropriate for the study's goal of obtaining an overall image, which is outlined in the results chapter and discussed in relation to the difficulties encountered by teachers while putting the Cooperative Learning technique into practice. In order to gather data, participants were asked to take pictures that may be utilized to convey their thoughts, sentiments, and emotions. The study at MTsN 1 Tapin employed a PhotoVoice design to illustrate Cooperative Learning strategies for enhancing students' communication abilities.

The steps comprised an organized and thorough phase of this PhotoVoice project. The research context was then used to operationalize it. Participants were then asked to write or record a voice memo on PhotoVoice using the following components: (1) the setting in which the photo was taken; (2) The reason for taking it; (3) How students feel when using cooperative learning to teach English communication skills; and (4) the difficulty the teacher encountered while putting the Cooperative Learning in use. The data in this study

were color-coded using thematic analysis based on the students' comments on the four PhotoVoice categories of context, reasoning, emotion, and challenge.

Procedures in Conducting PhotoVoice Research Design are;

a) Establish the research topic and initiate existing literature

Following an in-depth examination of relevant theories and prior research outcomes associated with Cooperative Learning, the researcher has prudently opted to centre their research efforts on the implementation of the Cooperative Learning approach. This deliberate decision is motivated by the objective of conducting a thorough exploration into the advancement of students' English communication skills within the realm of English Language Teaching (ELT). Selecting Cooperative Learning as the primary research focus reflects the researcher's commitment to expanding the current knowledge base by probing into the ways in which this pedagogical approach shapes and promotes enhancements in students' communicative competencies.

b) Recruit participants

The researcher identified MTsN 1 Tapin as a fitting research site and sought permission from the school's headmaster and English teachers to carry out the study. This involved collaborating with the school's leadership to select a class that aligns with the criteria for an effective

research study. Additionally, the researcher engaged in discussions with educators to ensure the recruitment of participants who demonstrate reliability and trustworthiness, thus contributing to the robustness of the research. This methodological approach is indicative of the researcher's commitment to conducting a thorough and rigorous investigation within the educational framework of MTsN 1 Tapin.

c) Present the PhotoVoice methodology.

The researcher meticulously explains the intricacies of the PhotoVoice research design to participants, providing clarity on the specific photographic data required. This comprehensive overview delves into the core of the research methodology, elucidating the purpose and importance of the sought visual materials. Concurrently, participants are introduced to the structured framework of Cooperative Learning, which comprises five key steps: (1) Appropriate tasks, (2) Teacher-Student Interaction, (3) Student-Student Interaction, (4) Students-Materials Interaction, and (5) Students Role Expectation. Additionally, participants are informed about the temporal aspects, with a one-month time frame allocated for them to thoughtfully capture a curated set of photos aligned with specified categories.

d) Promote a group discussion interview

The researcher enthusiastically promotes and advocates for the commencement of a group discussion interview, with the goal of

establishing a forum where participants can express their thoughts and reflections on the photographs they've taken. In this dynamic environment, participants are encouraged to explore the stories behind each photograph, revealing the intricate narratives and diverse perspectives embedded in their visual depictions.

e) Evaluate the data

Subsequent to acquiring data from the participants, the researcher systematically compiles the discoveries derived from group discussions and assorted data points linked to the enhancement of students' English communication skills. This compilation serves as a representation of the PhotoVoice methodology, encapsulating facets of emotionality, experiences, and challenges encountered by the students.

f) Conclusion

After scrutinizing the data meticulously, the researcher conscientiously amalgamates the research findings, exploring diverse aspects delineated in the data analysis. The main focus of this comprehensive assessment is to clarify how incorporating a cooperative learning approach affects students' ability to communicate.

B. Research Setting

This study carried out at MTsN 1 Tapin, operated from 1 May to 19 May 2024, taken no over a month to complete. This study is

being conducted here because researchers have found that there is no disparity in the English communication skills of teachers and students, especially when it comes to English. In this case, The researcher obtained information including the challenges of whether students and educators evaluate the limitations of utilizing Cooperative Learning to improve the students' English communication abilities using the PhotoVoice data collection technique.

C. Participant

The subjects of this study are grade 5 students from class 7 A students and an educator in the English subject. The researcher chose seventh-grade students as a research sample because they wanted to determine whether there are potential limitations for students who are just entering middle school in improving their English communication skills in learning. Due to various deficiencies found in the teaching and learning process, particularly the lack of anticipation from both teachers and students in developing English communication skills, an interest in conducting research in this class emerged with the help of English educator also hopes the uses of Cooperative Learning can help this research and in educational reform in this school.

D. Data

The data emanates from the research participants as a primary source. In this investigation, the data is derived specifically from the

participant-captured photos and their corresponding narratives within the context of PhotoVoices. These narratives, penned by the participants, encapsulate the emotional nuances, experiential dimensions, and challenges encountered during the implementation phases of cooperative learning. Each participant was asked to express a sense of the meaning of the photos they took; essentially, each participant could freely tell about each photo they took. shedding light on the endeavours to enhance students' English communication skills.

E. Technique of Data Collection

The method of data collection involves systematic and organized approaches utilized to obtain relevant information or data within the scope of research or analysis. Essentially, this method represents a crucial stage in the research process, with the selected methodologies exerting a central influence on the calibre, dependability, and significance of the acquired data. The methods of data collection adopted for the study are Interviews and documentation.

1. Interview

The interview is a dialogue designed to automatically acquire information where the interviewer and interviewee contribute questions and answers about a specified topic by using the PhotoVoice data collection technique induced by Ferdianshah et al. (2020) following;

- a) The instance in which the picture was taken

- b) The motivations behind taking the picture
- c) The student's emotional responses when using Cooperative Learning to teach Speaking
- d) The difficulty the instructor had when using Cooperative Learning to instruct Speaking.

The first interview is conducted by interviewing each participant individually, following the structured interview format outlined above. This approach allows for a detailed and personal exploration of each participant's perspectives and experiences. The second interview is a focus group discussion, conducted online via WhatsApp. In this session, five participants discuss the photos they have taken, sharing their thoughts and opinions more freely and interactively. This group setting encourages a dynamic exchange of ideas and insights, providing a richer and more nuanced understanding of the participants' views and experiences.

2. Documentation

Photography serves as a documentation source for researchers to capture significant moments in response to observations, allowing them to seize every crucial detail. Subsequently, participants are tasked with capturing images that correlate with the five sequential stages of implementing cooperative learning within the framework of the four character methods. These methods encompass context, rationale, emotion,

or challenge, encompassing both potentialities and problems through the adept utilization of the Cooperative Learning approach.

1. Take a real photo at the Appropriate Tasks stage to help you convey or illustrate the emotions and difficulties you experienced when using cooperative learning to teach English communication skills.

2. Take a real photo at the Student-Teacher stage to help you convey or illustrate the emotions and difficulties you experienced when using cooperative learning to teach English communication skills..

3. Take a real photo at the Student-Student stage to help you convey or illustrate the emotions and difficulties you experienced when using cooperative learning to teach English communication skills.

4. Take a real photo at the Student-Materials stage to help you convey or illustrate the emotions and difficulties you experienced when using cooperative learning to teach English communication skills.

5. Take a real photo at the Student Role Expectations stage to help you convey or illustrate the emotions and difficulties you experienced when using cooperative learning to teach English communication skills.

F. Research Instrument

Several instruments were used to collect reliable data for the study. The tools used the students' struggle to use Cooperative Learning to communicate better in English is documented in the study's PhotoVoices texts and photos, which serve as the study's data sources.

G. Data Analysis

Data analysis is the structured manipulation of data, encompassing tasks like data processing, arrangement, and subdivision into smaller, more digestible components. In the current research setting, the investigator is scrutinizing data derived from both documentation and interviews, employing the thematic analysis technique for data collection. The fundamentals of thematic analysis methodology, like data coding, theme discovery, theme refinement, and report writing, are applicable to other qualitative approaches like discourse analysis (Flick, 2022).

To achieve the outlined objectives, the researcher suggests using a data analysis approach based on established strategies from participatory visual research. This technique consists of four sequential steps: Examining the photographs with explanations provided by the researcher. Analyzing the photographs with clarifications provided by the participants. Creating a color-coded pattern focusing on four aspects of PhotoVoice: context, rationale, emotion, and challenges. The researcher demonstrates their methodology by analyzing data through the photos taken during the

research project by matching them with existing theories to be explained in the discussion and conclusion with each themes previously established.