

CHAPTER III

RESEARCH METHOD

A. Research Design

This research focuses on the development of snakes and ladders game as an innovative learning tool. Photovoice as a participatory method is integrated into the design to provide a more comprehensive learning experience and stimulate the development of students. Speaking is a communication ability that allows a person to convey their feelings, exchange information, and express ideas with others. Speaking is the process by which humans communicate thoughts, feelings, and information. The primary aim of speaking is for communication (Putri, A.A, Sinaga, T. 2017). The following media can be used to train in communication, namely snake and ladder game as a medium for teaching speaking. The objective of the photo is to empower participants to voice their views on relevant issues in their society or lives. In this manner, they become the primary narrator in search of solutions and possible change through visual representation and their narratives. By displaying their pictures and narratives that accompany them, the participants may bring about social change and heightened awareness and understanding of the lived experiences. The Snakes and Ladders game approach is one in which a photo represents individuals using photography to capture personal experiences regarding certain issues or topics. Participants are given a camera to take photos based on the instructions outlined in a specially designed snakes and ladders game that

aims in improving students' speaking skills by involving them in conversations, roles, tasks, and representing their views on relevant situations in everyday life. After taking photos based on the game instructions, they then share stories and experiences related to the images in a forum for discussion.

A preliminary survey was conducted to find preliminary understanding about the use of snakes and ladders games as a means to educate students in high school in Banjarmasin, to improve the ability to speak English. The stages of this research procedure are as follows:

Step 1. Choose the subject of study: The subjects of research were students who experienced learning to speak using snakes and ladders games at MAN 3 Banjarmasin.

Step 2. Participant Recruitment: The researcher will visit MAN 3 Banjarmasin, a place where the snakes and ladders game has been integrated into teaching, to seek permission and involve students as participants in this research.

Step 3. Introduce the photovoice methodology: The researcher explains to the students about the photovoice approach, The founder of photovoice sought to accomplish three things: (1) capture and represent their strengths and concerns about the personal and community; (2) encourage critical thinking and understanding about personal and community issues through group discussions of images; and (3) reach out to legislators (Putri, A.A and Sinaga, T .2017)

Step 4. Take a photo: The researcher asked six students to take photos with the emotions they felt while learning English to improve speaking skills using the snake and ladder game in English class.

Step 5. Discussion (Interview Participants): After the students have taken photos, the researcher will conduct individual interviews with each student. At this stage, six students will be interviewed individually with questions that have been prepared by the researcher

B. Research Setting

The research was conducted at MAN 3 Banjarmasin, South Kalimantan, for several reasons supporting the selection of this school. Before deciding to conduct research at this school, the researcher conducted a mini observation to ensure that the school met the criteria required for the study. One of the main reasons for choosing this school is that it has already implemented the Snake and Ladders game in its learning process. The game is adapted in the learning process for improving the speaking ability among students. Furthermore, the game provides an excellent avenue for the researcher in understanding the emotional experiences of students with regard to the teaching and learning process. Employing Snake and Ladders enables the researcher to observe how such a game influences students during the process of learning.

With this background, the school was chosen because it facilitates the research on real emotional experiences of students while learning to speak. This research will be extended to explain more on the role played by

the Snake and Ladders game in developing emotional experiences of students during speaking lessons in class.

C. Participant

The participants of this study were 10th grade students of MAN 3 Banjarmasin, South Kalimantan, as the main participants. Students were selected because the students had an English class where the teacher used the snakes and ladders game method in class for teaching speaking skills in English. This gave a relevant context of how the game-based teaching methods affect students in developing their speaking skills. The selection of students was based on the teacher recommendation. The teacher grouped the participants into six different groups to implement the execution of the game. Further, for this research study, the teacher picked a group representative. Therefore, only six participated in the research study who provided data to explore their emotional experiences. Six students did send photos illustrating their mood during the English speaking lessons using the snake and ladder game, designed by a teacher of them. In this section the photos will be presented and then are to be followed by some lines explanation as to why the student chose such a photo captured by himself.

The informant in this study was the 10th grade teacher of MAN 3 Banjarmasin. An interview with the teacher was conducted in order to obtain information concerning the learning stages applied in the snakes and ladders game, as well as observations of students' reactions during the game.

D. Data

Data in this research were obtained from interviews with students to find the emotional experiences that emerged, therefore, this study will look into how this game has affected students' speaking skills and the emotional reactions during their participation. The participants of the research were data sources who provided information through pictures and writings. These are pictures and writings that show students feelings in learning to speak English using the snakes and ladders game. The data illustrates the points of view, including what they feel while learning. Later, the information gathered becomes the basic data for analysis regarding the effect provided by the approach on snake and ladder games to the speaking skills' development.

E. Technique of Data Collection

Data collection is the technique of collecting data for the success of the research. In this study, two data collection methods were used:

1. Documentary

Documentary data collection refers to the data collection from documents, archives, or any other written materials concerning the subject of research. Examples of documents used include notes, reports, letters, books, or any other official documents. Documentation studies provide an understanding of the historical context, policies, events, and developments relating to the phenomenon under study (Creswell, 2014). In this study, documentation was done in a participatory way using a photovoice approach. In this process, the respondents were able to

record their experiences actively according to the research guidelines.

The researcher decides to conduct a pre-field survey. The idea was also meant to contextualize the site and offer a basis on which he will have an interview plan more focused. The findings of the pre-site survey were meant to assist in informing the informal observations with the view that this research site should align with the research focus. The list of questions was prepared with care by the researcher, one of the preliminary steps before the interviews. These questions were elaborated from the information obtained in such a way that the interviews could reach relevant and profound data according to the research objectives.

2. Interview

An interview is defined as a communication or interaction process that aims to gather information through questions and answers between the researcher and the interviewer. With the current advances in information technology, interviews can be conducted without face-to-face, namely through telecommunications media (Sulistiyono, 2023). Based on Richardson and Rabiee stated that therefore, Students were chosen based on the following criteria: Students would have something to say on the topic, Students would be comfortable chatting with the interviewer and each other, and they fall into the appropriate age range (Richardson and Rabiee 2004). The following methods have been applied for data gathering in the current study:

In the interviews, at the very beginning, the researcher met with the six participants in person to establish their consent to take part in this research. After Students agreed, the researcher explained the purpose of the research and negotiated with each participant on the time and place of the interview. Before the interview, the researcher had previously distributed interview protocols or interview guidelines to the participants so that Students could study and prepare answers that were accurate and in based on the questions asked.

The participants were instructed to use the following motions, based on Ferdiansyah et al. (2020), a method for collecting photovoice data: To describe each photo in writing or voice recording form, they were instructed to do so: participants were asked to describe the image in written or voice-recorded form using the following techniques, which are based on Ferdiansyah et al. (2020):

- a. Context of the picture taken
- b. Reasons for taking pictures
- c. Students' emotional experience in learning speaking skills using the snakes and ladders game, Participants should explain as follows:
 - 1) Emotional experiences of students during the planning stage in learning speaking using the Snake and Ladders game.
 - 2) Emotional experiences of students during the implementation stage using the Snake and Ladders game in speaking lessons.
 - 3) Emotional experiences of students during the observation or

evaluation stage using the Snake and Ladders game in speaking lessons.

4) Emotional experiences of students during the reflection stage in learning speaking using the Snake and Ladders game.

d. The Game of Snakes and Ladders Has for Students' Speaking Skill Development

F. Research Instrument

Research Instrument used was two Interviews and documentation is two tools used by researchers to collect qualitative data. Students started the data collection process by taking photos according to the instructions given by the researcher. The photos were used as documentation describing the emotional feelings experienced by students during the learning of speaking skills through snakes and ladders game. After taking photos, students were asked to explain each photo in writing or voice recording. The researcher then conducted in-depth interviews to find out more about students' experiences and understanding of the photos, as well as to enhance their contributions. The Photovoice design allowed students to express their experiences visually and verbally. This provided sufficient data to answer the problem formulation in chapter 1.

Table 3. 1 Research Instrument

No of RQ	Point of Research Question	Research Instruments
1	Emotional experiences of students in learning speaking using the snake and ladder game.	Interview Protocol & Photo Documentation

2	The aspects of the snake and ladders game that contribute to students speaking skill development.	Interview Protocol & Photo Documentation
---	---	--

G. Data Analysis

When gathering data for analysis, the researcher following the theory framework of C.C. Wang and Burris (1997), which outlines four stages of data analysis: interpretation-based photo analysis, participant-based photo analysis, cross-comparison, and theorization (Tsang, 2020).

The stages are:

Table 3. 2 Photovoice Phase

No	Stages	Description
1	Photovoice	Participatory action research methods where participants use photography to identify, represent, and enhance their lives and communities (Wang, 1999, in Tsang, 2020).
2	Critical Approach to Photovoice	Goals of photovoice: Capture and reflect problems and strengths of individuals and communities. Foster critical discourse through group discussions of images. Reach policymakers (Wang, 1999, in Tsang, 2020).
3	Approach to Photovoice	Advantages over interviews in researching social issues: Participants express themselves through images, providing a fuller representation of their lived experiences Goatcher & Brunnsden, 2007, (in Tsang, 2020).
4	Proposed Data Analysis Strategy	Researchers must balance interpretations with participants' views. First, analyze the photographs from the participants' perspective, followed by a review from the researcher's perspective to avoid bias (Ciolan & Mansia, 2017, in Tsang, 2020).