

## **CHAPTER III**

### **RESEARCH METHOD**

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

This research employs photovoice as a qualitative research method. Photovoice, as defined by Waight (2023), is a research method where people take photos of things related to their community and activities, giving them a "voice" to share their experiences and contribute to knowledge creation. It provides a platform for those who are unable to read or write and/or are not noticed or understood by society. The participants used cameras to express their emotions by taking photographs of their lives, needs, and concerns. Photovoice methodology is versatile and can be applied in various contexts. Photovoice can be a valuable teaching tool for communicating the ideas and insights of students through the use of participatory photography (Fitzgibbon & Stengel, 2018). Annang et al (2016) also found that photovoice helps individuals document their lived experiences, promoting social change and policy development.

This study analyses the experiences of students in Intensive English Class using photovoice. The research procedure was adapted from Burris & Wang (1997) and provides a clear visual representation of the photovoice research process, as well as a discussion of how the method works. The steps were applied based on the stages listed below.

### **1. Determine the research topic and conduct a literature review**

The researcher selected "The Experience of Students in Intensive English Class" as the research topic due to its relevance and importance in understanding how students navigate and benefit from specialized language learning environments. Intensive English class is designed to enhance language proficiency in a focused and accelerated manner, making them a significant area of interest for language educators and learners. Investigating student experiences provides valuable insights into the effectiveness of such programs, as well as the challenges and benefits students encounter during the process. To support the study, a literature review was conducted to identify relevant theories and examine prior research. This helped highlight gaps in existing knowledge and provided a foundation for understanding the impact of intensive language programs on student learning.

### **2. Recruit the participants**

The researcher chose Antasari State Islamic University Banjarmasin as the location for the research and obtained official permission from the university authorities to conduct the study. Participants were selected from students across various faculties and academic programs at the university who had enrolled in the Intensive English Class in 2024. In this course, the participants were taught essential English language skills designed to enhance

their overall proficiency, with a focus on both academic and practical communication.

### **3. Introduce the Photovoice methodology**

The researcher explained to the participants how the Photovoice research worked and what kind of pictures they needed to take. The study focused on two main points: their learning experiences and the challenges they faced. Each participant was required to take one picture reflecting their personal learning experience and the difficulties they experienced.

### **4. Interview the participants**

During this stage, the researcher conducted interviews with the students who participated in data collection to obtain more in-depth insights and detailed perspectives on the experiences and challenges they documented.

### **5. Analyze the data**

The process of analyzing the data started with reviewing the collected photographs, narratives, and interview transcripts to understand the students' experiences and challenges in detail. Similar experiences were grouped into categories to identify common patterns. These categories were then organized into broader themes that represented key aspects of the students' learning experiences. The researcher compared these themes across all participants to ensure they reflected shared experiences rather

than individual cases. This helped identify consistent patterns and provided a clear understanding of the overall learning process.

#### **6. Give a conclusion**

The process of giving a conclusion involved summarizing the key findings from the data analysis. The researcher identified the main themes that represented students' experiences and challenges in the Intensive English Class. These themes were then synthesized into a clear summary that highlighted the overall learning environment, personal and language development, and the specific difficulties faced by students. The researcher ensured the conclusion addressed the research objectives, providing a comprehensive overview of the students' experiences. The insights gained were used to suggest improvements and offer recommendations for enhancing the program, ensuring the conclusion not only summarized the findings but also contributed to practical solutions for future development.

#### **B. Research Setting**

This research was conducted in the Intensive English Class at Antasari State Islamic University Banjarmasin, a state Islamic university in Banjarmasin City, South Kalimantan, Indonesia. The program is known for enhancing students' English proficiency and TOEFL scores. The researcher chose this class for its reputation in developing language skills

and addressing challenges students face in achieving higher TOEFL scores.

### **C. Participants**

The researcher selected Antasari State Islamic University Banjarmasin as the research site and obtained official permission from university authorities to conduct the study. Participants were chosen from students across various faculties and academic programs who had enrolled in the Intensive English Class in 2024. This program aimed to improve participants' overall English proficiency by focusing on essential language skills such as speaking, writing, listening, and reading, along with preparation for TOEFL tests. Additionally, the program emphasized both academic and practical communication to support students' educational and professional development.

The participants received several benefits from the program, including learning materials provided by the UPB (Language Development Unit), two TOEFL tests—one at the beginning and another at the end of the program—to measure their progress, and opportunities to participate in foreign language lectures conducted by native English speakers. The program ran for two months, from July to August 2024, with a total of 40 sessions, providing students with a comprehensive learning experience.

The researcher selected ten students who actively participated in the program because they were directly involved in the key learning

experiences and activities of the Intensive English Class. These students had the opportunity to engage with various language skills and assessments, making them representative of the program's impact. These students also shared photos symbolizing their journey in the program, accompanied by detailed explanations of why they chose those images. Their contributions offered valuable insights into the program's impact and effectiveness in enhancing English proficiency.

#### **D. Data**

The research participants provided the source of the data for the study. The data sources included photographs and photovoice narratives written by participants, which detailed their challenges and learning experiences in the Intensive English Class.

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

Data collection is a crucial process for obtaining the necessary information to ensure the success of the research. Researchers employed two primary methods for data collection.

##### **1. Documentation**

Documentation, as explained by Arikunto (2010), is a process of searching for, collecting, and analyzing information related to specific variables. This information is usually found in various forms of written

materials, such as notes, transcripts, books, magazines, agendas, meeting minutes, and other types of records. These written materials provide researchers with structured and detailed data that are essential for supporting their studies or investigations.

The documentation process involves not only gathering these sources but also reviewing and interpreting them to extract relevant information. By systematically analyzing these records, researchers can ensure the accuracy and credibility of their findings. This method is particularly useful when direct observation or experimental methods are not feasible. Furthermore, documentation serves as a reliable way to trace historical data, verify facts, and build a strong foundation for research conclusions. It highlights the importance of well-maintained records in preserving and conveying knowledge across various disciplines.

## **2. Interview**

According to Sugiyono (2012), interviews are especially effective for conducting preliminary studies aimed at identifying research problems. This method allows researchers to explore topics in depth by directly engaging with respondents. Interviews are particularly beneficial when the focus is on obtaining detailed insights from a small, targeted group of individuals, as they provide the opportunity to ask follow-up questions and clarify responses.

This technique is widely used to collect qualitative data, enabling researchers to delve deeper into participants' perspectives,

experiences, and motivations. When combined with other methods, such as observations or surveys, interviews enhance the comprehensiveness of the data collected. Together, these approaches allow researchers to gain a holistic understanding of the research objectives and ensure that the findings are thorough and well-rounded.

The following methods were employed to gather data in this study:

First, participants were introduced to the researcher and informed about the purpose of the study, the rationale behind using Photovoice, and the type of data that was needed. Subsequently, the participants were asked to capture images related to the topic of the research, which focused on students' learning experiences. Specifically, they were encouraged to take photos that they felt represented or illustrated the events and experiences they had encountered during their learning journey.

The participants were asked to describe each photo they took using a structured approach based on the photovoice data collection method outlined by Ferdiansyah et al. (2020). They were instructed to include the following elements in their descriptions, either in written form or through voice recordings:

- a. The context in which the picture was taken.
- b. The reasons behind capturing the image.
- c. The learning experiences of the students in the Intensive English Class.
- d. The difficulty the students had when learning in the Intensive English



Class.

## **F. Data Analysis**

In analyzing the data, the researcher applies a photovoice as a qualitative design to collect the data, based on the theoretical framework of Tsang (2020), which consists of four stages.

### **1. Photograph Analysis Based on the Researcher's Interpretations**

First, the photographs were examined from the researcher's perspective, without considering the participants' interpretations. This analysis involved categorizing and examining the photographs, followed by repeated re-categorization until saturation was reached.

### **2. Photograph Analysis Based on the Participants' Interpretations**

Following the initial analysis and formulation of a preliminary explanation from the researcher's perspective, the next step involves exploring alternative explanations from the participants' interpretations. In this second stage, a thorough examination of photograph details and narratives is conducted. Similar to the initial step, the researcher categorizes and re-categorizes photographs and narratives into themes until saturation is achieved.

### **3. Cross-comparison**

After analyzing the data from the perspective of both the researcher and the participants, the crucial step is to compare and

contrast the results. This includes photographs, narratives, categories, and themes. The aim of this comparison is to create a meaningful 'dialogue' between the two sets of interpretations, leading to an integrated explanation of the phenomenon under study.

#### **4. Theorization**

The final stage of data analysis is theorization, where the researcher identifies relationships between the themes established through cross-comparison. This involves generating visual and narrative representations to provide explanations for the studied phenomenon.