

## **CHAPTER III**

### **RESEARCH METHOD**

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

The research design of this study used photovoice as a part qualitative approach. In the qualitative approach, the researcher was chosen because the researcher wanted to see what students' learning engagement to practice speaking skills. Photovoice is also used in this study to describe their basis with pictures where they take pictures during the learning process and then explain the photo they chose. Photovoice is an image with meaning, so it is relevant for research examining student learning engagement and their challenges during the learning process.

The procedure for conducting photovoice Research Design:

- a. Determine the research topic and conduct a literature review

The researcher conducted a literature review with various sources, then selected several most relevant references to the research. The relevant authorities are most related to student learning engagement in practicing speaking skills. So the contents of this study do not come out of the main discussion.

- b. Recruit the participant

Researcher try to find the most suitable location for this research. The researcher chose the Senior High School of 1 Kelumpang Barat and asked permission from the authorities to conduct research by asking permission from the school principal and

the class English teacher who taught class XI Natural Science, the type the researcher would use for research.

c. Introduce the photovoice methodology.

The researcher informs participants about the photovoice research design and explains the types of image data they must do during the learning process. During the lesson, each student is asked to take two pictures that show their feelings while participating in the speaking skill with digital picture class. After that, explain the three points of student learning engagement in advance. Namely behavioral Engagement, cognitive Engagement, and emotional Engagement.

Then tell students that during each student's learning request, take two pictures with their cell phones, which with these pictures show their involvement in learning speaking skills using this digital picture. Those two pictures are taken and shipped to the researcher through each personal number. Then finally, the researcher will choose the students to be interviewed. The selection is based on the accuracy of using two keywords provided by the researcher with cause and effect material and following the photos supplied by the researcher.

d. Provide time

The thirteen students be informed about the time limit they can take these pictures, namely during the learning process. Which then be collected by the researcher on February 10, 2023.

e. Interview participants

In this stage, the researcher selects ten students to enter the next research stage, namely the interview stage. At this stage, thirteen students will be interviewed individually with questions the researcher has prepared.

### **B. Research Setting**

This research be conducted at the Senior High School of 1 Kelumpang Barat, which coincides with the provincial road of South Kalimantan-East Kalimantan, West Kelumpang sub-district, Kotabaru district, South Kalimantan. The researcher chose the Senior High School of 1 Kelumpang Barat because the school has not used a projector when learning English class. Researcher are interested in doing this research at the school to observe students' motivation in speaking practice using digital pictures and their difficulties learning it. This research be carried out for two months, namely from January 17, 2023, until March 17, 2023.

### **C. Participants**

This study's participants were ten 11th-grade students at Senior High School of 1 Kelumpang Barat, majoring in Natural Sciences academic year 2022-2023. Researcher chose class XI Natural Science to see their learning engagement and speaking challenges. The researcher chose them as participants because much learning uses speaking skills in category XI Natural Sciences. The researcher chose XI Natural Sciences students based on the photos taken by the researcher.

The researcher provided three photos matching the cause-and-effect material in this research. Then the teacher explains the cause-and-effect material and gives examples of cause-and-effect with three pictures. After that, the teacher asked the students to make cause-and-effect sentences with the pictures provided by the researcher by also informing them that the researcher asked each student to include two words that were required when delivering speaking later. The researcher also did not forget that while speaking in front of the class, and each student must take two photos showing whether they feel involved in learning. Then the photo was collected by researcher on February 10, 2023

The researcher chose thirteen students who entered the interview stage in this research. This selection is made through the selection of students' speaking with consideration of the suitability of the cause-and-effect material with the available digital pictures and the two words that must be included while speaking in front of the class. The thirteen students, seven boys and six girls, showed that students in class XI Natural Sciences at Senior High School of 1 Kelumpang Barat felt involved in learning. Even though their involvement was different, they felt challenges when speaking in front of the class using digital pictures. Researcher can know this because of the results of the photos collected by thirteen students and through the stages of interviews which were carried out face to face and explained the images they chose as a description of what they felt during learning.

#### **D. Data.**

In this study, researcher needed data in the form of test results made by

students, which would be used for brainstorming before being given a speaking assignment. It also requires data in the form of photos the students took during the learning process. The data collected is in written documents containing words determined according to the theme requested. This data aims to make it easier for researcher to choose the appropriate student text before they do the next speaking task.

Interviewers and someone being interviewed for a specific purpose. The researcher interviewed students who had completed the writing that the researcher had provided with words related to the predetermined theme.

### E. Technique of Data Collection

To collect the data, the researcher used thematic analysis for this research.

Table 3.1

<b>Thematic Analysis</b>	<b>Description</b>	<b>Activities</b>
1	<b>Familiarizing with the data</b>	<ul style="list-style-type: none"> <li>- Re-reading the interview data transcript results regarding the photos students chose as a sign of their involvement in learning. The researcher re-read the results of the interview transcript data according to the pictures each student chose, which shows how involved they are in learning to speak using digital pictures.</li> <li>- Read the interview results carefully if there are active or analytical words in the interview process so that you are more likely to look for the meaning of these words. The researcher re-read the results of the interviews with thirteen students by looking back at things that were felt</li> </ul>

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	<p>to be following the research. The researcher also tries to understand and find the meaning of the active or analytical words resulting from the interview.</p> <p>-Divide the individual interview results based on each student has chosen photos. Researcher combined the results of personal interviews based on the pictures each student chose.</p> <p>- Store data in archives that are well-systemized. Researcher store all student photos in a library and keep them properly.</p>
<p>2</p> <p><b>Generating initial codes</b></p>	<p>-Conducts a systematic analysis of data through coding. The researcher conducted a systematic data analysis through coding.</p> <p>- Uses a coding framework. The next researcher did a coding framework. With that, the researcher marked the parts that they felt indicated that their expressions were contained in student learning engagements such as (behavioral Engagement, cognitive Engagement, and emotional Engagement)</p> <p>- Cross-checks the generated code. The researcher also double-checked the marked principles to avoid mistakes.</p>
<p>3</p> <p><b>Searching for themes</b></p>	<p>- Draws diagrams to find the interrelationships of each theme</p> <p>- Involves reviewing the coded data to identify broad issues.</p> <p>- Explore the relationships among the themes and consider how the themes can work together to tell all the data. The</p>

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researcher then connected the parts of the student learning engagement phase to the three elements of student learning engagement: behavioral Engagement, cognitive Engagement, and emotional Engagement.

As well as tidying up the writing challenges experienced by students during speaking skills through digital pictures.

- Keep detailed notes relating to the development of concepts and emerging themes. The researcher explores the relationship between each theme and considers how the articles might work together.

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4                    **Review themes**

- Evaluate themes and sub-themes.

- Explore whether the themes are related to data related to student involvement in learning speaking through photos that students choose. The researcher explored again whether the theme was related to the data and the photos selected by the students.

- Test the adequacy of references by referring to raw data.

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5                    **Defining and naming themes**

- The researcher determine the name of each theme. That is Student learning engagement and Challenges students when speaking

- Documenting the meaning of the theme related to student photos. The researcher documents the importance of each theme according to the pictures the students choose.

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**Producing the  
report**

-Describing the data analysis process related to the photos collected by students.

-Write thick contextual descriptions.

- Reporting the reasons for the research's theoretical, methodological, and analytical results.

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