

CHAPTER III

RESEARCH METHOD

A. Research Design

Photovoice was utilized in this study because it allowed for a thorough and critical knowledge of the lived experiences of the individual and the community (Lichty, 2013). Photovoice employs a participatory strategy for data creation, according to Wang and Burris in McKernan et al. (2019). Participants are requested to shoot images in accordance with the context to capture a visual insight of individual life experiences. In summary, photovoice is a data production tool that offers detailed data that is not available through other qualitative methods, giving it a more nuanced and distinctive quality.

This study's research design was chosen because it was appropriate for the goal of obtaining a comprehensive picture. It is subsequently discussed in the findings chapter. Then, it includes a discussion of the emotional and practical challenges that students had when learning grammar using the jigsaw approach.

The process for carrying out photovoice Research Framework:

- a. Select the study's subject and carry out a review of the literature.

After reviewing a number of sources for the literature, the researcher chose a few that were particularly pertinent to the study. The most pertinent authorities are those that deal with jigsaw techniques, language, and students' emotions. Therefore, the study's contents are not revealed during the main topic of this study.

b. Find the participants

The researcher chose Antasari State Islamic University Banjarmasin as the place where the research was conducted and asked permission from the authorities to conduct research by asking permission from the university. The researcher decided to choose Antasari State Islamic University Banjarmasin students of English Education Department 2020 who had taken the English for Academic Purposes course. In this course, students were taught grammar using the jigsaw method.

c. Introduce the photovoice design to the participants

When taking the data, researcher provided participants with information on the photovoice study design and the kinds of picture data they need to complete. The researcher asked ten students to take a picture and then metaphorize the photo with the emotions they felt when learning grammar using the jigsaw method in the EAP class. One photo was expected to depict their emotions when they were divided into core groups, then they split into other groups, return to the core group and evaluation of the group. As well as, the difficulties they experience when using a jigsaw in learning grammar.

d. Interview the participants

In this stage, the researcher interviewed some students who collected the data to gain some more detailed information.

e. Analyze the data

After obtaining data from participants, the researcher analyzed the data and connected the data obtained, namely students' emotions when learning grammar using the jigsaw technique with theories in the literature.

f. Give a conclusion

After analyzing the data, researchers concluded what emotions students felt and what difficulties students faced when learning grammar using the jigsaw technique.

B. Research Setting

The setting of data collection is referred to as the research context. This research was conducted at Antasari State Islamic University Banjarmasin, a state Islamic university located in Banjarmasin City, South Kalimantan, Indonesia. The researcher chose this place because students in the English education department had been taught grammar using the jigsaw method. Researchers have conducted interviews with students there and they still remember classes in the English for Academic Purposes course.

This study was conducted because the researcher discovered that students believed grammar was hard since there were a lot of formula. The

researcher did discover, however, that one of the university's lectured had discovered a way to increase students' interest in studying grammar: the jigsaw method. The English education department's students were exposed to the emotive and challenging nature of learning grammar through the use of jigsaw methods and the Photovoice data gathering approach.

C. Participants

This study's participants were Antasari State Islamic University Banjarmasin students of English Education Department 2020. The researcher chose them as participants because they had taken the English for Academic Purposes (EAP) course where in this class the lecturer had used the jigsaw method in teaching grammar. When teaching students, the lecturer divided the students into several groups. then each group gets a different topic. Students were given a paper about the material and discuss it. After that, students were asked to split up into other groups to explain the initial material to other groups so that discussions occurred between students. After that, students returned to their initial group and the lecturer evaluated the group with questions where students have to compete faster than other groups to get a score.

The researcher obtained eight participants who provided the data required in this study. The eight participants have sent photos that represent

their feelings when learning grammar using the jigsaw technique. The picture also along with an explanation of why they chose that photo.

D. Data

The research participant was the source of the data, which may be retrieved from them. The pictures and participant-written photovoice writings on the difficulties and emotional experiences of the students learning grammar using the jigsaw approach served as the study's data sources

E. Technique of Data Collection

The technique for data collection is one approach to get the information required to ensure the research's success. To gather data, researchers employed two methods. First is documentation. Arikunto (2010) stated that documentation is searching for and collecting data regarding things or variables in the form of notes, transcripts, books, magazines, agendas, meeting minutes, and so on. Interview is the second which were utilized as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to know things from respondents in more depth and the number of respondents is small or small, as stated by Sugiyono (2012). The following are the data gathering methods that were employed in this study:

Initially, the participants were presented to the researcher as a method of gathering research data using Photovoice, and the researcher was informed about the goals of the study, the rationale for its use, and the kinds of data that were required. Then, participants were requested to gather images that related to the research's subject, which was the jigsaw technique's implementation of grammar learning at each level. To be more specific, the participants were invited to take pictures that, in their opinion, might depict or explain the events they had gone through.

The participants were instructed to use the following motions, which are based on Ferdiansyah et al. (2020), photovoice data collecting approach, to describe each photo in written or voice recording form:

- a. The context in which the picture was taken
- b. The reasons behind taking the picture
- c. The students' emotional experiences to learning grammar using the jigsaw technique. The participants should describe as follows:
 1. Students' emotional experiences to learning grammar using the jigsaw technique at the stage introduction
 2. Students' emotional experiences to learning grammar using the jigsaw technique at the stage focused exploration
 3. Students' emotional experiences to learning grammar using the jigsaw technique at the stage reporting and reorganizing

4. Students' emotional experiences to learning grammar using the jigsaw technique at the stage integration and evaluation
- b. The difficulty the students had when learning grammar using the jigsaw.

F. Data Analysis

Data processing, organization, and division into smaller pieces are all part of data analysis. Thematic analysis was the method of data analysis employed in this investigation. The process of coding material that can result in a list of themes, intricate models of themes or indicators, qualifications often connected to that topic, or any combination of the aforementioned is known as thematic analysis, according to Braun and Clarke (2006). A theme is a particular pattern that has been identified that embodies some important information about the data concerning the study questions and has recurring meanings throughout the data collection.

The Thematic Analysis technique, which is based on Braun and Clarke's (2006) work, consists of the following six steps: getting to know your data, creating preliminary codes, looking for themes, evaluating themes, defining and labeling themes, and creating the report. The first step in data analysis in this study was, in accordance with the six steps of data analysis by Braun and Clarke as previously explained, familiarizing oneself with the data findings in the form of participant interview results and photos. Next, the participant's reflection or photo explanation description was given a color code.

Drawing upon Braun and Clarke's six steps of data analysis, as previously elucidated, the initial step in this study's data analysis involved acquainting participants with the data findings through photos and interview transcripts. Subsequently, participants' reflections or photo explanations were color coded, and these codes were subsequently categorized into four themes: context, reason, emotional experience, and challenge. According to each step of the jigsaw method, each of the four Photovoice categories was be a part of the subject. This study ended the interview data and participant pictures descriptions as part of the last stage and the difficulties which students faced in learning grammar using jigsaw technique of the analysis phase by comparing them with the facts from the current theory to be provided as the conclusion of each specified topic.