

## **CHAPTER III**

### **RESEARCH METHOD**

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

There are two unique forms of research designs, such as the qualitative and the quantitative, which are both depending on the notion of research method. (Creswell, 2012) described qualitative research as a strategy that draws from different schools of thought to learn more about a social or human problem. The researcher creates a complex and thorough picture via the use of word studies, in-depth explanations of informants' viewpoints, and an unstructured research environment.

The study was conducted using qualitative participatory-action photovoice. Through the use of documentary photography, health promotion, and community-based methodologies, photovoice (Mitchell & Allnutt, 2008) combines these aspects into a single qualitative approach. Mitchell and Allnutt created the photovoice system. As part of the photovoice process, people require access to cameras so they may utilize images to record, represent, and better their communities (Wang & Burris, 1997). Photovoice is an initiative that uses photo discussions in both large and small groups to (1) help people capture and represent the positives and negatives of their community, (2) increase awareness of and engagement with important community issues, and (3) get the attention of policymakers and other change agents. The major goal of photovoice is to provide people

the tools they need to document the positives and negatives of their local community (Wang & Burris, 1997, p. 370; Wang et al., 2000, p. 82). The data collection and analysis stages of traditional photovoice research investigations encourage participant involvement. The opposite is true of contemporary methods of study. After shooting images, the participants have a conversation about their experiences and the recurring patterns they've seen. When this happens, it's after everyone has posed for their pictures. Communities often use art exhibits to spread these messages in the hopes that it would motivate residents to take action toward a better society.

To begin, interviews have a propensity to be affected by the goal and presuppositions of the researcher, which means that it is probable that the relevant lived experiences of the participants will not be correctly portrayed in interviews (Brunsden & Goatcher, 2007). On the other hand, participants in a photovoice study may decide for themselves what to show and how to communicate their ideas, opinions, and feelings at any time throughout the study (Asaba et al., 2014). With photovoice, the researcher may capture participants' meaningful reactions to a phenomena (Plunkett et al., 2013). Second, conventional interview methods put a premium on talking at length and telling stories. Yet, as Kirova and Emme (2006) noted, many features of actual occurrences are not always easily relayed and understood via narratives and words. Visual pictures, such as photos, may be useful for participants to utilise in order to construct deeper meanings of the world, as they may allow participants to reflexively think, recall, reflect, and express

emotions, ideas, events, and other challenges in a particular moment. Instances of possible visuals include: (Glaw et al., 2017; Raggl & Schratz, 2004). Photovoice has the potential to enhance this kind of sociological research.

Because of its use in investigating how the autonomous curriculum is implemented in English-language schools, the photovoice research design is employed here. Baker and Wang (2006) and Wass et al., (2020) methodology was adopted for this study. Simple but comprehensive, the procedure is well-suited to the execution of high-quality participatory-action photovoice. The next step is to include the operationalization into the overarching study design. Here's a rundown of what's involved at each stage:

### **Step 1: Determine the research topic & conduct literature review**

In this step of the research process, the researcher decided that the implementation of the independent curriculum in the activities of the English classes would be an appropriate research topic. When a phenomena takes place, it gives rise to a new topic that can be investigated by academics in the form of a study, with the objective of determining how the event takes place. This assists the researcher, who can then create discussion groups for participants to relate their stories, contribute information, or explain their experiences through the use of photovoice. The goal of this study is to discover the shifts that take place in English-speaking classroom activities once the independent curriculum is put into place and implemented.

**Step 2: Recruit the participants**

The researcher choose students who are knowledgeable and able to deliver accurate information through discussion groups so that they can recruit them as participants in the study. In this particular instance, the researcher concentrated on students who were ranked first, second, and third in order to acquire precise data. They are representatives of each grade ranging from tenth to eleventh.

**Step 3: Introduce the photovoice methodology to the participants and explain the kind of picture data needed for them**

At this point in the process, the researcher presented photovoice and its methodologies and explain them. The activities of the English speaking class has been the focus of the photographs captured. Throughout the entirety of the training, participants are tasked with taking photographs for the instructor.

**Step 4: Provide time for the participants to take pictures**

Participants had been given anything from three weeks to one month to snap pictures of activities that had been taken place in English speaking classes for the purpose of providing data to the the researcher who will analyze the data. The researcher had given the participants three different kinds of photographs to take, after which they will be collected in accordance with the time limit that had been set. The first photograph depicts an activity that takes place at the beginning of the learning process, the second photograph focuses on the activities that take place during the

learning process, and the third photograph depicts an activity that takes place at the conclusion of the learning process.

**Step 5: Facilitate group discussion to convey participants' ideas and reflection regarding the photos they took**

Following an extensive amount of photo collection had been completed, the researcher contact the participants three days after the end of the allotted time period in order to conduct group talks. The researcher provided the participants in the discussion group the autonomy to discuss the outcomes of the photographs they had taken, which could have taken the shape of a casual conversation or the exchange of information amongst class representatives.

**B. Research Setting**

This study was carried out in 3 (three) classes in grade 10 at SMAIT Ukhuwah in Banjarmasin. The researcher selected SMAIT Ukhuwah Banjarmasin as the research site due to its distinction as the pioneering institution in adopting the Independent Curriculum, which has been seamlessly integrated across all academic disciplines, including English Language studies. The researcher carried out one month's worth of research, equivalent to four weeks. To begin, the researcher applied for research permission in a classroom that was already established as having English-speaking class activities and the application of an independent curriculum. Following that, the researcher carried out their investigation while incorporating the participants' responses.

Table 3.1. List of Observations

<b>No</b>	<b>Date</b>	<b>Teaching Materials</b>
<b>1</b>	Wednesday, May 3, 2023	Procedure Text (Review: Imperative Sentences)
<b>2</b>	Friday, May 5, 2023	Procedure Text
<b>3</b>	Monday, May 15, 2023	Procedure Text (Enrichment)
<b>4</b>	Monday, May 22, 2023	Narrative Text
<b>5</b>	Wednesday, May 24, 2023	Narrative Text
<b>6</b>	Friday, May 26, 2023	Narrative Text

### **C. Participants**

Participants in this study included teachers and students in grade 10 at SMAIT Ukhuwah Banjarmasin who had implemented the independent curriculum in English-speaking classes. Following the suggestion by Wang and Burris (1997), the researcher used several criteria to choose study participants. The researcher had sought out volunteers to snap photographs according to the following parameters:

- 1) Be familiar with photography in its broadest sense or more specific terms.
- 2) Be capable of effectively communicating ideas and information.
- 3) Can comprehend the significance of a purposive sample approach to participant selection.

This was done to guarantee that the sample accurately reflects the population intended to be studied, that the most critical information is

acquired, and that adequate and relevant data information is permitted. The researcher had produced important data from the perspective of the teacher, including the challenges that were encountered as well as the adjustments that had taken place. This also applies to the perspectives that students have regarding how to implement the independent curriculum in activities that take place in English-speaking classrooms.

#### **D. Research Instruments**

As a means of collecting and analyzing data, the researcher had made use of the photographs that had been taken by the individuals participating in the study. The study instrument utilized a compilation of photographs from participants who incorporated the Independent Curriculum into their English-speaking class activities. In the same way, the students capture three categories of photographs: introductory class (commencement), interactive class (during), and concluding class (termination). The participants were selected from three male classes, namely X1, X2, and X3, with an equal representation of 5 individuals from each class. Every individual captured three distinct categories of photographs, resulting in a cumulative collection of 45 pictures.

## **E. Data Collection Techniques**

In this research, the researcher utilized three instruments, one of which was the photovoice. The present study used the following methods: observation, interviews, and focus group discussions (FGD).

### **1. Observation**

The act of gathering information through the human senses is an observation. Observation is the practice of watching social phenomena in the actual world and making notes on the events that take place as they occur under certain natural conditions. The researcher makes observations about the environment in which the research was conducted. This observation is done to understand how the independent curriculum is implemented in English-speaking class activities. The researcher would have been able to know a description of the student's behavior, the learning process, natural phenomena, and issues, and how to solve them if they use observation as their method. Observation is the method of choice for investigating human behavior, workplace processes, natural occurrences, or subjects with a small number of responses (Sugiyono, 2014).

### **2. Interview**

One method that can be utilized in the data collection process for research is the interview. The interview, or an interview, can be thought of as an event or a process of interaction between the interviewer, also



known as the interviewer, and the person who is being interviewed, also known as the interviewee, through the use of direct communication. This definition gives the interview a fairly straightforward meaning (Yusuf, 2014). The interview or interview method is also the process of obtaining information for the purposes of research through the use of face-to-face debriefing between the interviewer and the respondent or person being interviewed, with or without the use of an interview guide. This can be done with or without the use of an interview guide. In these interviews, participants typically conduct the conversation on their own or in small groups in order to collect data with an information-oriented focus.

It is possible to conduct technical interviews in a systematic manner or in an unsystematic manner. When we talk about conducting interviews in a systematic manner, we are referring to the process in which we first prepared the interview guideline instrument. The researcher did not initially compile an interview guideline instrument before directly conducting interviews, which some consider to be an unsystematic approach. At the present time. The development of information technology has made it possible to conduct interviews by means other than face-to-face interaction, specifically through various forms of communication media. In its most basic form, interviews are activities that are conducted with the goal of obtaining in-depth information on a topic or subject that is the subject of research.

Alternatively, it may refer to the process of establishing the veracity of information that has been collected by other methods in the past. The interview needs to be taped because having a recording of it will bring additional value. Because, in the event that there is a misunderstanding, recorded discussions would have served as evidence that could have been trusted. And once that is complete, the data that was previously recorded is then written back and summarized. And then the researcher offer their interpretation of the data that was acquired through the interviews.

In addition, in order for informants to provide the researcher with the full information that is required of them, the authors of the study have gleaned from their experience conducting interviews the following advice, which may be broken down into various categories: 1) ensuring that the interview environment is pleasant and not stressful, 2) determine the time and location that have been agreed upon with the source, 3) move on from asking simple questions to more in-depth inquiries, 4) treat sources of information with courtesy and reverence; 5) does not contradict the information that was supplied by the source, 6). not asking personal concerns that have nothing to do with the problem or the theme of the research; 7) not being patronizing to informants; 8) not asking things that make the informant feel offended or upset; and 9) should be done alone; 10) After the interview is completed, be sure to express gratitude and ask for further time if there is information that is missing.

### **3. Focus Group Discussion (FGD)**

In qualitative social research, one popular approach of data collecting is the employment of discussion groups (also known as focus groups). This approach is predicated on getting data or information from an interaction of informants or respondents based on the results of talks in a group that is primarily concerned with holding discussions in the interest of finding solutions to specific issues. The data or information obtained through the use of this method, in addition to being information obtained as a group, also represents the opinion and decision of the group. Using the FGD approach has the advantage of providing richer data and adding value to data that is not acquired when using other methods of data collection, particularly in quantitative research. This is especially true when compared to other methods of data gathering (Lehoux et al., 2006).

### **F. Data Analysis**

At this point in the analysis of participant data, the researcher had adopted a constructivist stance. There are three stages that make up a participatory analysis, as described by Wang and Burris (1997).

1. Participants began by taking stock of their surroundings by selecting subjects for photographic documentation. Participants were asked to reflect on what they regarded to be both impediments to and facilitators

of the speaking skills in Independent Curriculum Implementation that they had learnt during the training.

2. The participants went back over their photos and selected which ones they wanted to focus on during the group conversation.
3. During the discussion group, 45 photographs were shown to everyone, and the researcher also served as the group's moderator. In a method defined by Wang and Burris (1997) participants continued to interpret visuals while they were discussing them to the group.

This was done in accordance with the process. Following the selection of the "best" three photographs, the group then debated the options. The debate of various photographs led to the generation of data and topics for investigation. Coding the data that was generated in the discussion group was the first step in the analysis process, which was followed by the exploration, development, and interpretation of themes.

The researcher positioned themselves toward constructivism so that the researcher could provide essential contextual information to inform the findings. Constructivism is based on the idea that "meaning is hidden and must be brought to the surface through deep reflection... stimulated by the interactive research participant dialogue" (Ponterotto, 2005). Extended interaction with the data leads to profound thinking, which in turn increases credibility. The constructivist paradigm is represented through participants' introspective consideration of photographs and the meanings they derived from those images. Since participants and the researcher alike co-construct

findings based on their discourse and interpretation of images, photovoice is, as stated by Hergenrather et al. (2009), compatible with constructivism. This is made possible by questions from the semi-structured interview guide.