

CHAPTER III

RESEARCH METHOD

A. Research Design

Although photovoice alone will not equip all future educators to help students from low-income families, the researcher demonstrates in this article that using it as a pedagogical tool provided students with the space and resources to reevaluate their conceptions of "poor city kids." It also offered starting points for teaching them how to help those children more effectively (Shamaine Bertrand and Bazemore). In photovoice approaches, participants are asked to take pictures of ideas in their natural settings. This allows the concept to be defined by the participants themselves rather than by the researchers (Jeremiah, 2013).

Photovoice is an effective method for teaching speaking skills in English instruction because it enables students to engage with various social and contextual environments. Additionally, it encourages students to take a more active role in their English speaking instruction, helping them learn and understand how to speak clearly, with proper grammar and pronunciation. Photovoice has also been utilized as a technique to enhance students' motivation for learning (Widiadnya, 2018).

The objective of this study design is to obtain a comprehensive understanding, which can then be presented in the findings chapter alongside the emotional challenges teachers face when teaching vocabulary using the Wordwall application. This is why the photovoice research strategy was selected. The process for carrying out the Photovoice Research Framework is as follows:

1. Select a Research Subject and Conduct a Literature Review

After reviewing various literature sources, the researcher selected several highly relevant references for this study. The most relevant sources focus on the Wordwall application, vocabulary acquisition, and teacher emotions. Therefore, the main topic of this research will be framed within these themes without deviating from its core objectives.

2. Find the Participants

The researcher chose the SD Islam Creative, South Kalimantan Indonesia, as the research site. Permission was obtained from the authorized parties at the center to conduct the study. The research focused on teachers who use the Wordwall application as a medium for teaching vocabulary.

3. Introduce the Photovoice Design to the Participants

During data collection, researchers provided teachers with information about the photovoice research design and the types of image data they needed to collect. Teachers were asked to take photos and describe them from an emotional perspective when using the Wordwall application. Additionally, they were required to explain the challenges they encountered while teaching vocabulary using the application.

4. Interview the Teachers

At this stage, researchers conducted interviews with the teachers who had collected data. The purpose of these interviews was to get more in-depth information on the difficulties in successfully teaching vocabulary with the Wordwall app. The conversations were crucial in documenting the emotional

experiences of the teachers and pinpointing the particular challenges they encountered when incorporating technology into vocabulary training. Teachers discussed how the app affected their emotional health and teaching methods. They also emphasised how difficult it is to strike a balance between time limits, technology limitations, and student involvement. The emotional and professional challenges instructors face while implementing digital technologies in vocabulary instruction were better understood by researcher as a result of this procedure.

5. Analyze the Data

Researcher connected the Wordwall application's ability to help students express their feelings about learning to pertinent hypotheses found in the literature.

6. Provide Conclusions

Based on the data analysis allowed researchers to draw conclusions regarding the feelings and difficulties students encountered when using the Wordwall app to acquire vocabulary.

B. Research Setting

The research was conducted at SD Islam Creative in South Kalimantan, Indonesia. The Wordwall program is integrated with vocabulary study at this university, which is why it was chosen. In order to investigate the emotional experiences and difficulties instructors have when teaching vocabulary using the Wordwall application, the researcher also selected this particular school. The study

was conducted at SD Islam Creative, a facility that specialises in teaching English. Between 10 November of 2024 and 10 February of 2025, the study was conducted for four months. The timing of this time was carefully set to coincide with the English lesson plan at the school. The main goal was to examine instructors' emotional experiences and challenges when teaching vocabulary in English using the Wordwall application. The Wordwall application was actively used by the English teachers at SD Islam Creative as part of their teaching process.

C. Participants

The study's participant was an English teacher at SD Islam Creative, a primary school in the Banjarbaru area. This teacher was selected due to her experience teaching vocabulary to elementary students using the Wordwall app. The application enables educators to design interactive exercises, such as games and quizzes, which enhance students' engagement and motivation in learning English vocabulary in a fun and interactive way. This teacher was chosen because of her dedication to creating an engaging and productive classroom environment, allowing students to actively and enjoyably acquire English vocabulary. She hopes that this research will provide new insights into creative vocabulary instruction and contribute to improving the school's teaching and learning process. The Wordwall application offers a variety of interactive activities, including word searches, matching exercises, flashcards, and multiple-choice tests, all of which help enhance students' comprehension of new vocabulary. This method aims to make vocabulary learning more enjoyable and effective, ultimately improving language retention

among primary school students.

D. Data

The participants are the source of data that can be drawn from them. The pictures and results of photovoice interviews obtained by the researcher regarding teachers' emotional experiences and challenges faced in teaching vocabulary using Wordwall application are the data sources in this study.

E. Technique of Data Collection

The data collection method is a crucial process for obtaining the necessary information to ensure the success of this study. So the researcher used two methods as follows:

1. Documentation

Documentation was the first strategy employed. Finding and compiling data regarding items or variables from a variety of sources, such as books, periodicals, agendas, 32 transcripts, notes, meeting minutes, and other documents, is the process of documentation, according to Arikunto (2010). Documentation is the process of searching for and gathering information about objects or variables from various sources, including books, magazines, agendas, transcripts, notes, meeting minutes, and other records.

2. Interviews

Interviews was this technique was applied when the researcher needed to conduct a preliminary investigation to identify key issues that required further

exploration. Additionally, interviews were used to satisfy the researcher's curiosity and gain deeper insights into the subject matter.

As part of the study, participants were asked to explain each photo in either written or voice-recorded form, following the photovoice data collection approach proposed by Ferdiansyah et al. (2020).:

1. The context in which the picture was taken

This context encompasses the circumstances around the photo's taking, including the time, place, and circumstances at the moment. Participants can describe how the Wordwall was used in learning activities, the learning environment, and if students were enthusiastic or struggling if the photo was shot in the classroom. External elements that could influence learning, including the surrounding environment or peer relationships, could be mentioned in the explanation if the picture was shot outside of the classroom.

2. The reason behind taking the picture

In addition, participants were asked to explain why the pictures were taken. The participants undoubtedly associate the selected photographs with a certain meaning or objective. Others may like to draw attention to difficulties they encounter when using technology into their teaching, while others may wish to record significant learning moments, such as when pupils are inspired by the Wordwall game. These explanations can be based on their opinions of Wordwall's usefulness and how it facilitates or hinders vocabulary acquisition.

3. The students' emotional experiences to learning vocabulary using the Wordwall application.

The emotional experience of students using the Wordwall program to

learn vocabulary is the final topic covered. Students may experience a wide range of emotions based on how they use the application. When participating in quizzes or game-based challenges, some students may feel joyful and enthusiastic, while others may become frustrated if they struggle with language or encounter technological issues like erratic internet connections. Understanding this emotional component will help researchers better understand how students' motivation and engagement may be impacted by using technology to learn a language.

F. Data Analysis

Data analysis entails breaking down, organising, and processing data into digestible portions. Thematic analysis was the data analysis method employed in this investigation. Braun (2006) state that theme analysis is a technique for encoding content that can be found in a list of topics, intricate models of themes or indicators, qualifications commonly associated with that issue, or any combination of the aforementioned. Finding a particular pattern that has recurring meanings throughout the data gathering process and reveals some important information about the data pertaining to the research questions is known as a theme. According to Braun (2006), the Thematic Analysis technique consists of six steps: getting to know your data, creating draft codes, looking for themes, evaluating themes, defining and creating the report, and giving the themes names. As previously said, the first stage in data analysis in this study was becoming familiar with the data findings, which included participant interview results and photographs. This was

done by following the six processes of data analysis by Braun. Participants were then given a colour code to use for their explanatory photo or reflection. According to the previously described 34 Braun six steps of data analysis, the first step in the data analysis process for this study was presenting the data findings to the participants through interviews and images.

Transcripts Four themes emerged from the color coding of the participants' reflections or photo explanations: context, reason, emotional experience, and challenge. Based on the phases of the Wordwall technique, the topic covered all four of the Photovoice categories. This study ended with participant visual descriptions and interview data, illustrating the difficulties students faced when acquiring vocabulary, using the Wordwall technique of the analysis phase. The facts from the current theory should be provided at the end of each assigned topic.

According to Braun (2006), the six steps of the Thematic Analysis approach are explained as follows:

4. Getting to know your data

Reading and comprehending the data thoroughly is the first step. Repeated reading of observation notes, interview transcripts, and other data sources is necessary for researchers to comprehend the broad themes and interpretations found in the information.

5. Creating draft codes

At this point, researchers start highlighting significant data points and classifying information with comparable characteristics using codes or labels.

These codes may take the form of words or phrases that indicate particular interpretations of the data.

6. Looking for themes

Finding patterns or connections among the codes is the next stage after gathering the original codes in order to create more comprehensive themes. The underlying significance of the coded data should be reflected in these themes.

7. Evaluating themes

The themes that have been identified are now examined by researchers to make sure they accurately represent the data and are pertinent to the study topic. It is possible to rearrange, combine, or remove certain themes if needed.

8. Defining and creating the report

After identifying the major themes, researchers give each topic a precise definition and create a story explaining how it surfaced in the data. To support the analysis, examples of quotes from the data are frequently provided.

9. Giving the themes names

At the end of the process, each theme should be given a name that captures the core of the data being examined. A short, meaningful, and easily comprehensible theme name is ideal.