

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

The method of this research was a descriptive case study design which is a qualitative research method. Sugiyono revealed that qualitative research is used to examine the condition of natural objects to obtain in-depth and meaningful data (as cited in Lutfiana, 2022). Qualitative research methods were used to examine questions by describing how participants in a study view and interpret various aspects of their environment. In addition, Creswell (2014) defines a case study as a qualitative strategy in which the researcher examines a program, event, activity, process, or one or more individuals in depth. This design is in accordance with the aim of the research which is to reveal the instructional media used by EFL teachers and how the teachers use the media in teaching English at the junior high school level through in-depth studies.

In this study, the researcher investigated the instructional media used by EFL teachers in teaching English. It was along with the objectives of the study which were to identify the kinds of instructional media and how the teachers implement the media.

#### **3.2 Focus of the Research**

This research was focused on exploring the instructional media used by EFL teachers in teaching English at the junior high school level as well as how the teachers use those media. The information was obtained through the results of interviews with three EFL teachers who were chosen based on some criteria.

#### **3.3 Setting and Participants**

This research was carried out at Tasikmalaya. The phenomenon in this study was the use of instructional media by EFL teachers in learning English at one of the junior high schools in Tasikmalaya, where the teachers seemed to enhance the use of paperless media. The participants of the research were chosen using purposive sampling based on some criteria. First, an English teacher who taught at a junior high school in Tasikmalaya City. Second, English teachers who taught

English use instructional media, whether visual, audio, audio-visual, or multimedia. Third, English teachers who were willing to participate in this study by filling out informed consent. The participants were interviewed based on interview guidelines. There were three female teachers who participated in this research. Each of them was 54 years old, 35 years old, and 38 years old. All of them were teachers who had more than 10 years of teaching experience. In particular, all three were also multilingual, with Sundanese as L1, Indonesian as L2, and English as a foreign language. Thus, they were suitable with the criterion to participate in this study.

### **3.4 Technique of Collecting the Data**

The data in this study was collected through a semi-structured interview. The interview is an activity that involves the interviewer and the interviewee where the interviewer will provide several questions to be answered by the interviewee. The use of interviews is to find out data about the types of instructional media used by teachers and how to implement them in the classroom. Furthermore, Longhurst (2010) states that semi-structured interviews are verbal exchanges in which the researcher uses questions to try to get information from others. It can be categorized as an in-depth interview, where the implementation is more flexible. This type of interview allows interviewees to be more open and provide clearer information to researchers. The interview guideline is adapted from Ristika et al. (2020) which consists of three indicators and eight main questions. The interview with the participant was conducted four times, on August 24<sup>th</sup>, August 25<sup>th</sup>, September 1<sup>st</sup>, and October 10<sup>th</sup>, 2023. The first interview was conducted face-to-face, while the others were done through WhatsApp messenger.

In conducting the interview, the researcher adopted the steps mentioned by Adams (2015), which are as follows:

#### *1) Selecting participants and arranging the interview*

In this phase, the researcher is concerned with the issue of the research. The interview was conducted with three people. In addition, the researcher asked them in order to discuss the appropriate time for the interview.

## 2) *Drafting interview questions and guidelines*

The interview guidelines were adapted from Ristika et al. (2020). There were eight main questions related to the concept, implementation, and challenges of instructional media.

## 3) *Initiating the interview*

In this phase, the researcher who acted as the interviewer established a positive impression by coming to the school in time and thanking each of the participants for their willingness to participate in the research. In addition, the interviewer also asked permission to record the whole interview session. During the interview, the participants were allowed to answer the question freely. The interview then started based on the interview guidelines. The interview was done for approximately 10 minutes for each participant. After the interview session finished, the researcher transcribed each of the data and analyzed it using an interactive model by Miles and Huberman (1992).

### **3.5 Technique of Analyzing the Data**

After identifying the problem, the researcher collected the data by interviewing the participants. Since the interview was recorded, the researcher wrote the transcription of the recording. From the transcription, the researcher got the data. The data in this study was analyzed using an interactive model (1992). Miles and Huberman (in Sugiyono, 2013), stated that the process of analyzing qualitative data should be carried out interactively and continuously during and after the collection of the data so that the data is saturated. There are three steps in interactive data analysis, as follows:

#### 1) *Data reduction*

Data reduction means summarizing important things according to the references used in research. In this study, the reference used was the research questions. During the reduction process, the appropriate data were then grouped to proceed to the next stage. While irrelevant data were removed. In this research, the data obtained at the time of research were divided into three categories: the kinds of instructional media used by EFL teachers in teaching

English, the use of instructional media, and the process of the implementation of the media. The data reduction is shown in the following table.

Table 3.1 Data Reduction

P01: Selain itu saya pakai digital poster untuk kegiatan reading and writing.	Instructional media The use of instructional media.
P01: Eee... kemudian juga saya gunakan video YouTube nanti diputar di kelas untuk brainstorming.	
P02: Kalau untuk YouTube itu banyak ya pasti kegunaannya. Tapi untuk saya sendiri itu hmm... kegunaannya lebih untuk kegiatan mengajar speaking di chapter dialog interpersonal misalnya yah asking and giving opinion.	
P01: Untuk PowerPoint saya gunakan untuk menampilkan materi pembelajaran.	
P01: Untuk implementasinya saya akan membuat dulu posternya dengan semenarik mungkin. Saat di kelas, saya biasanya menampilkan poster secara digital menggunakan proyektor. Setelah itu saya beri arahan untuk siswa menyimak poster tersebut lalu menjawab beberapa pertanyaan yang berkaitan dengan informasi di dalamnya.	The process of the implementation of the media.
P01: Awalnya ditayangkan dulu video YouTube, seperti biasa anak diminta menyimak isinya. Lalu kemudian saya berikan beberapa soal tentang informasi yang ada di video tersebut, misalnya video tentang cara membuat es kopi, siswa harus mengidentifikasi ide utama, bahan-bahan, berapa tahapan, serta menuliskan kata kerja yang digunakan oleh pembicara di dalam video.	

P02: Jadi sesekali saya minta siswa untuk menyimak video roleplay yang saya tayangkan. Supaya mereka dapet gambaran tentang gimana sih roleplay tuh yang seperti apa. Kan kalau roleplay ada beberapa aspek yang perlu diperhatikan seperti pronounciationnya, intonasi, mimik, gestur, dan kelancarannya.	
P01: Dari mulai kegiatan pendahuluan, biasa lah ya apersepsi, misalnya dikasih gambar di PowerPoint, lalu siswa diminta untuk mengobservasi apa maksud gambar tersebut, setelah itu dikaitkan ke materi yang dipelajari di pertemuan sebelumnya.	

## 2) Data display

At this stage, the researcher developed a structured description of the information to interpret the data before drawing a conclusion. Since the data of this research were analyzed and described qualitatively, the presentation of the data is using descriptive text form. The researcher described the previously classified information about the kinds of instructional media used by EFL teachers in teaching English and the implementation of the media as well as presented several theories related to the topic.

## 3) Conclusions drawing or verification

The researcher drew the conclusions by looking for the meaning of symptoms obtained from the participants of this research. At this stage, the researcher concludes the data that has been presented and then matches the notes made by the researcher at the time of analysis. The conclusion was done to recheck whether the data was suitable or not to the research questions.

### 3.6 Steps of the Research

The researcher conducted the study with several steps as follows:

Table 3.2 Steps of the Research

Steps	Description
1	Identified and described an issue/phenomenon that occurs at one of the junior high schools in Tasikmalaya. In this case, the researcher realized that the teachers use several instructional media in teaching English. Thus, the researcher was interested in doing a further study related to the phenomenon.
2	Explored current research that is relevant to the use of instructional media. However, the researcher was aware that not many previous studies have explored the implementation process of media in teaching English. It was one of the gaps in this research.
3	Formulated the research questions. Through serious thought and in-depth consideration, the researcher has proposed two research questions, which have been listed in CHAPTER 1.
4	Wrote a research proposal, starting from the background, literature review, and research procedures. The researcher composed each part of the proposal with the help of the supervisors.
5	Examined the research proposal in front of the examiners and supervisors. The researcher received several critiques and suggestions related to the proposal which helped compose the thesis.
6	The researcher started to collect the data from the participants by conducting semi-structured interviews based on the interview guidelines. The interview was conducted several times to collect the

