

## **CHAPTER III**

### **RESEARCH PROCEDURES**

This chapter presents the research procedures. It consists of method of the research, data and data sources, steps of the research, data collection procedures, research instrument, technique of analyzing the data, time and place and of the research.

#### **A. Research Method**

The method of this research utilized descriptive case study. According to Hood (as cited in Widodo) categorizes a case study into two, exploratory and descriptive “an exploratory case study is used when little is known about the case being examined, a descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon”. Using a descriptive case study I intend to unravel the benefits students’ perceived of using Facebook group as a learning tool in English speaking course.

#### **B. Setting and Participants**

The research conducted in one of the universities in Tasikmalaya, West Java, Indonesia. This research studies consisted of five undergraduate students from English department. They are p1, p2, p3, p4, and p5. They are second grade and have experienced on using Facebook group as a learning tool for a semester in Professional Listening and Speaking course. Before they were recruited, the researcher convened a meeting with the five members and did negotiation process. During the negotiation process, the researcher explained the purpose of the

research to avoid misunderstanding and to ensure that all of the data will be kept confidential.

### **C. Data Collection**

First, researcher conducted a semi-structured interview for participants of this study in order to found and explored the students' perceptions. It used the semi-structured interview to allow for various or wider response options from the participants. The interview was sound recorded using the digital recording to generate more contextual data, to gather richer data, and to do thematic analyses (DuFon, 2002; Fetterman, 2010).

### **D. Data Analysis**

After collecting the data, the next step to complete is analyzing the data. The collected data were analyzed using Braun and Clarke (2006) thematic analysis model. It was consisted of six phases of analysis, they were:

#### **1. Familiarizing with the data**

It is important to be very familiar with the data that have been collected. The data was interview result, it was transcribed into written form. In this step I read the data repeatedly in order to be familiar.

#### **2. Generating initial codes**

This step involves the production of initial codes for the data. To code the data, I used different colour on the text which provided the data in order to make process of analysis easier in the next step. Here are the codes produced based on the data driven.

### 3. Searching for themes

After making the codes, in this section I grouped the codes which possibly have similar themes. The themes were colored as same as the appropriate codes.

### 4. Reviewing themes

This step involved reviewing the themes in order to ensure whether the themes are appropriate or not. If the themes were not appropriate, I omitted or replace the theme.

### 5. Defining and naming themes

The themes become the finding of the study, the themes used to be interpreted and given name for each theme. Then, I gave the reader a coherent and logical report about the data, and it adjusted to the existing context. The interpretation of the data were reported.

### 6. Producing the report

The last step, I wrote the report of the research result based on the findings of what I have done, seen, and heard during collecting the data (Braun & Clarke, 2006).

**Table 3.1 Data Display of Students' Perceived**

No	Theme	Coding	Data
1.	Anxiety problem solving in online learning.	<ul style="list-style-type: none"> <li>• Comfortable doing a speaking task</li> <li>• Didn't feel anyone pay attention</li> <li>• Feels scary to speak in front of lecturer rather than camera</li> </ul>	P1: Actually it is more comfortable in front of the camera, people just see it after we upload it. We don't know anyone who sees. When in front of people, we immediately stare at shame. The group is also closed so only our classmates will see it.
			P2: In addition to the use of Facebook, I also feel more comfortable. Because if I speak in front of a lecturer, it feels scary, then if I can take a video several times in front of the camera it means we practiced more, this can improve my speaking ability.
2.	Language Proficiency Development	<ul style="list-style-type: none"> <li>• Encouraged to develop speaking ability</li> <li>• Improve grammar ability</li> <li>• Improve pronunciation</li> <li>• Aware the weaknesses of speaking confidence</li> </ul>	P1: From the comments and assessments it also makes me aware of deficiencies in speaking, being aware of my English speaking ability, weaknesses or strengths, such as pronunciation or grammar error. So, I can fix the error and improve my speaking ability.
			P3: There are many positive impacts comments, for example my friend commented that I said too much 'so'. Comments like that are very helpful make me aware the weakness of my speaking confidence.
			P5: Very useful it is in a form of evaluation, because our mistakes are very easily seen by others. Finally it is very useful for our progress and makes us aware of weaknesses, especially in English speaking and gives new language knowledge.

3.	Learning Motivation	<ul style="list-style-type: none"> <li>• Motivated to be better in speaking</li> <li>• Motivated to have a good grammar</li> <li>• Motivated to have a good pronunciation</li> </ul>	P1: There are many, maybe from other classes. His speaking skill in the video is so good, so it motivates me more to be able to make better speaking videos too.
			P2: Well of course, there are many better than me, many of them. They good at grammar and pronunciation, also they look confidence to do a speaking in the video. But this is also be a motivation, I must also be able to do video speaking like them
			P3: Actually there was one person who motivated me. I think her videos speaking are always better than others, she did her best. So it motivates me also, to do better. Other people can why I'm not

### E. Research Schedule

**Table 3.2 Research Schedule**

No.	Steps	Feb. 2019	Mar. 2019	Apr. 2019	May. 2019	Jul. 2019	Oct. 2019	Des. 2019	Jan. 2020
1.	Research Topic Approval								
2.	Writing Research Proposal								
3.	Proposal Approval								
4.	Seminar Proposal Examination								
5.	Conducting the Research								
6.	Transcribing Data								
7.	Analyzing Data								
8.	Writing Research Report								
9.	Final Thesis Examination								