

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a qualitative descriptive design. A qualitative approach is appropriate because the research aims to explore students' perceptions, experiences, and challenges in using Instagram as a tool to enhance their speaking skills. According to Creswell and Poth (2023), qualitative research is used to understand how individuals interpret their experiences and construct meaning within their social and educational contexts. Since this study focuses on students' lived experiences rather than measuring speaking performance statistically, a qualitative approach is considered the most suitable.

Furthermore, this study employed a descriptive qualitative research design because it aimed to provide a detailed description of students' perceptions, experiences, and challenges in using Instagram for English speaking practice. This design allowed the researcher to explore the participants' perspectives based on their own experiences and statements without manipulating the research setting or variables. Through semi-structured interviews and documentation, the researcher obtained descriptive data regarding how fourth-semester students perceived and utilized Instagram for

speaking practice and the challenges they encountered during its use.

B. Research Participant

The participants of this research are fourth-semester students of the English Education Department at UIN Fatmawati Sukarno Bengkulu. The researcher uses purposive sampling, selecting participants who have experiences using Instagram and are currently developing their English speaking skills. Fourth-semester students were chosen because they have completed foundational speaking courses and are familiar with basic speaking practices, yet they continue to face challenges with fluency, confidence, and anxiety making them suitable for exploring Instagram-based speaking tasks.

The number of participants was determined by data saturation, meaning that data collection would end when no new themes or insights emerged from the interviews. Data saturation is achieved when additional interviews no longer provide new information relevant to the research questions (Glaser & Strauss, 1967). Guest, Bunce, and Johnson (2006) found that saturation can often be reached within the first 12 interviews in qualitative research. Based on this consideration, the study involved 10 participants from the fourth semester of the English Education Study Program at UIN Fatmawati Sukarno Bengkulu with approximately two

to three students from each class. Since the fourth semester consists of four classes, participants were selected from each class to obtain varied perspectives and experiences regarding the use of Instagram for English speaking practice. This distribution also helped the researcher capture differences in students' experiences that might be related to their classroom and peer environments.

C. Research Instrument

In qualitative research, the researcher acts as the primary instrument who collects, interprets, and analyzes the data. The researcher's role includes conducting interviews, observing relevant behaviors, and examining documentation to understand participants' experiences holistically. To support the data collection process, the following instruments are used:

1. Semi-Structured Interview Guide (Main Instrument)

The semi-structured interview is the primary data collection instrument in this study. It is used to explore students' perceptions, experiences, motivations, and challenges in using Instagram as a tool to improve their speaking skills. This type of interview allows flexibility, enabling the researcher to ask follow-up questions and gain in-depth information. The interview guide consists of open-ended questions focusing on how students use

Instagram, how they feel about speaking through the platform, and what difficulties they encounter.

The semi-structured interviews include the following 15 guiding questions:

Table 3. 1 Table of Interview Outline

No.	Indicator	Sub-Indicator	Questions Focus	Item Number
1	General Perception (Davis, 1989)	- Views on Instagram as a learning medium	Students' opinions about Instagram for speaking practice	1-2
2	Effectiveness (Al-Ali, 2014)	- Benefits in learning speaking	How effective Instagram is in improving speaking skills	3
3	Impact on Speaking Skill (Brown, 2007; Harmer, 2015)	- Fluency, pronunciation, confidence	Changes in speaking ability	4
4	Comparison (Kabilan et al., 2010)	- Instagram vs other methods	Differences compared to classroom learning	5
5	Motivation (Gardner, 1985)	- Reasons for use	Factors that encourage usage	6

6	Feature Usage (Handayani, 2016)	- Reels, Stories, Live, Feed	Features that are used	7
7	Usage Intensity (Nation & Newton, 2009)	- Frequency & duration	How often students practice	8
8	Practice Process (Thornbury, 2005)	- How Instagram is used	Steps in practicing speaking	9
9	Interaction (Vygotsky, 1978)	- Comments, DMs, Live	Social interaction in learning	10
10	Speaking Strategy (Canale & Swain, 1980)	- Script vs spontaneous	How students speak when creating content	11
11	Technical Constraints (Hamad, 2017)	- Internet, editing, device	Technical obstacles	12
12	Psychological Constraints (Horwitz et al., 1986)	- Anxiety, confidence	Feelings of fear/shyness	13

13	Feedback (<i>Hattie & Timperley, 2007</i>)	- Audience response	Impact of comments on learning	14
14	Motivation (<i>Dörnyei, 2001</i>)	- Consistency of use	Factors that decrease motivation	15

2. Documentation (Supporting Instrument)

Documentation includes students' Instagram speaking videos, screenshots, and digital artifacts created during speaking tasks (with participants' permission). These materials serve as supporting evidence to enrich interview data and provide visual confirmation of how Instagram features are used. Documentation is not used to assess students' speaking ability but to understand their learning processes and engagement with the platform.

D. Data Collection Technique

The data in this study are collected through semi-structured interviews and documentation, which together provide rich and triangulated qualitative data.

First, the researcher recruits participants using purposive sampling based on predetermined criteria. The criteria included being actively using Instagram, having experience accessing English-related content on Instagram,

having experience using Instagram to support speaking practice and having uploaded English-speaking videos, either for academic assignments or personal practice. Participants are selected from four different fourth-semester classes to represent diverse classroom experiences. Approximately 2–3 students from each class are involved, with the total number estimated at 8–12 participants. However, the final number depends on data saturation, meaning data collection stops when no new themes emerge.

The primary data collection method is semi-structured interviews. Each participant is interviewed individually to explore their perceptions, experiences, and challenges in using Instagram for speaking practice. Interviews are conducted in a flexible manner, allowing follow-up questions to obtain deeper insights. Each session lasts approximately 20–30 minutes and is audio-recorded with participants' consent. The recordings are then transcribed for analysis.

The second data source is documentation. Documentation includes students' Instagram speaking videos, screenshots, and other related digital artifacts created during speaking activities. These materials are collected with participants' permission and serve as supporting evidence to enrich the interview data. Documentation helps illustrate how students use Instagram features and provides contextual information about their speaking practices.

The combination of interviews and documentation ensures data triangulation, enhancing the credibility and trustworthiness of the findings.

E. Data Analysis Technique

The data in this study were analyzed using the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldaña (2020). The model views qualitative data analysis as an interactive and continuous process involving four interconnected components: data collection, data condensation, data display, and conclusion drawing and verification. These components do not operate in a strictly linear sequence but interact with one another throughout the research process.

1. Data Collection

Data collection involved gathering information relevant to the research questions through semi-structured interviews and documentation. In this study, the researcher conducted interviews with fourth-semester students to obtain information about their perceptions of Instagram for English speaking practice, their use of Instagram features, and the challenges they experienced. Documentation was also used to provide supporting information related to the participants' use of Instagram for speaking practice.

2. Data Condensation

Data condensation involved the process of selecting, focusing, simplifying, abstracting, and transforming the data obtained from the interviews and documentation. After the interviews were transcribed, the researcher read the transcripts repeatedly, identified meaningful statements, and coded the relevant information according to the research questions. The researcher then grouped similar codes into categories and developed themes. Information that was not relevant to the research focus was excluded, while meaningful data were retained for further analysis. This process was conducted continuously throughout the analysis.

3. Data Display

Data display involved organizing the condensed data into an understandable and systematic form to facilitate interpretation. In this study, the researcher organized the codes, categories, and emerging themes into tables and descriptive narratives. Relevant quotations from the participants were also presented to support the interpretation of the findings and maintain a clear connection between the participants' statements and the researcher's analysis.

4. Conclusion Drawing & Verification

Conclusion drawing and verification involved identifying patterns, relationships, and meanings from the displayed data and developing conclusions related to the research questions. The researcher compared information across participants to identify both common and different perspectives. The emerging conclusions were continuously verified by returning to the interview transcripts and checking whether the interpretations were supported by the collected data. Thus, the final conclusions were based on patterns and evidence consistently found throughout the data.

F. Trustworthiness of The Data

In qualitative research, the accuracy and credibility of findings are ensured through the concept of trustworthiness, which replaces validity and reliability used in quantitative research. According to Lincoln and Guba (1985), trustworthiness consists of credibility, dependability, confirmability, and transferability. In this study, several strategies are applied to ensure the trustworthiness of the data.

First, credibility is achieved through data triangulation, by comparing information obtained from semi-structured interviews with students' digital documentation, such as Instagram speaking videos and related artifacts.

Additionally, member checking is conducted by confirming the researcher's interpretations with participants to ensure that the findings accurately reflect their experiences.

Second, dependability is ensured by clearly describing the research procedures, including participant selection, interview processes, and data analysis steps. This allows other researchers to understand how the study was conducted.

Lastly, confirmability is addressed by basing interpretations on actual participant statements and documentation rather than researcher bias. Field notes, interview transcripts, and digital artifacts serve as evidence that supports the findings. Through these strategies, the study maintains the trustworthiness and credibility of its qualitative data.

