

CHAPTER III

RESEARCH METHOD

This chapter deals with aspects of the methodology used to guide the present research. Some points to discuss are the explanation of the research design, site and participants, data collection techniques, and data analysis. The research design describes the process used in this study. The research site and the participants section explore where the study is being carried out and who the participants are. The collection of data section explains the method of collecting data and instruments. The data analysis ultimately portrays processes as to how the data is evaluated.

3.1 Research Design

This study used a qualitative method. The qualitative methodology aims to provide in-depth and illustrative knowledge to explain the different aspects of the issue under analysis (Queirós, Faria, and Almeida, 2017). Maxwell (2013), states that qualitative research dealing with the universe of meanings, motivations, goals, opinions, principles, and attitudes that relates to a broader space of relationships, systems, and phenomena that cannot be an operationalization of variables. Using the qualitative method, this study aimed to provide thorough description of Flipgrid's features to find out how they can support students' learning in order to improve their speaking skills.

The study used qualitative data whose analysis is explicitly concerned with context rather than generalization (Creswell, 2012). Particularly, this research was conducted in the context of education in which students are trained to learn speaking skills. This qualitative research allows the researchers to analyze the experience of individuals during the speaking learning process in detail, using different research methods such as in-depth interviews, focus group observation, content analysis, discussions, visual methods, and life histories or biographies (Hennink, Hutter, and Bailey, 2020).

There are five types of qualitative methods: Ethnography, Narrative, Phenomenological, Grounded Theory, and Case Study (Sauro, 2015). In this research, a case study was applied to investigate whether using the features of the

Flipgrid could improve the students' speaking skills. This research collected the data by using the speaking video submitted by students and focus group discussion to provide a more in-depth description. A group of phenomena analyzed in this study was a single case which focuses on the use of Flipgrid as a platform to support students' speaking skills. The decision to use a single case in this study is inspired by Emilia (2009) who states that a case study can be done with a small number of respondents.

3.2 Research Site

The total participants of this research were 21 students. The participants were selected from a group of students taking a Speaking for General Communication 1 class who use Flipgrid to submit their speaking videos. The research was conducted in a public university in Bandung, West Java. The participants were taken from the first-year undergraduate students in the academic year 2019/2020.

3.3 Data Collection

In order to find out to what extent features in Flipgrid support students' learning to support their speaking skills, the researcher used two instruments to collecting the data. They were document analysis and interview. The detailed explanation regarding the data collection was described as follows.

3.3.1 Students' Video Recording

The student video recording used in this study was the students' video which was uploaded to Flipgrid by the students. In Flipgrid, there are four topics chosen to be analyzed, including Describing Places, Progress Test 1, Language Features for Sharing Tips, and Getting around University and Bandung (see Table 3.1)

Table 3.1
Students' Video Recording Information

No	Topic	Name	Duration
1	Topic 1: Describing Places	S1	00:57
		S2	00:53

		S3	00:58
		S4	01:05
		S5	01:21
		S6	01:17
2	Topic 2: Progress Test 1	S1	02:45
		S2	02:23
		S3	02:54
		S4	02:53
		S5	02:50
		S6	02:58
3	Topic 3: Language Features for Sharing Tips	S1	02:25
		S2	02:14
		S3	02:19
		S4	02:29
		S5	02:23
		S6	02:58
4	Topic 4: Getting around University and Bandung	S1	02:59
		S2	02:29
		S3	02:53
		S4	02:58
		S5	02:59
		S6	02:59

Before conducting further analysis, the researcher conducted a preliminary analysis. The students' video recording in topic one was analyzed using the speaking rubric from Harris (1969) and Anderson and Delmonico (2016). The speaking rubric has been validated by the supervisor. After being analyzed using the speaking rubric (see Appendix A), the scores from each speaking aspect were added up and then sorted from the highest value to the lowest value. Preliminary analysis was conducted to select two high achiever students, two middle achiever students, and two low achiever students for further analysis.

Table 3.2**Students' Speaking Score - Topic 1: Describing Places**

NO	AL	SPEAKING ASPECTS						SUM	AVE	INI
		PRO	GRA	VOC	FLU	FE	GES			
1	G	4	4	4	4	4	5	25	4,2	S1
2	H	3	4	4	4	3	3	21	3,5	S2
3	B	3	4	4	3	2	4	20	3,3	
4	C	3	4	4	4	2	2	19	3,2	
5	O	3	4	4	4	2	2	19	3,2	
6	R	4	4	4	4	1	2	19	3,2	
7	U	3	4	4	4	2	2	19	3,2	
8	A	3	4	4	4	2	1	18	3,0	
9	D	3	4	4	4	2	1	18	3,0	
10	E	3	4	4	4	2	1	18	3,0	S3
11	F	3	4	4	4	2	1	18	3,0	S4
12	M	3	3	4	3	2	2	17	2,8	
13	N	3	4	4	3	2	1	17	2,8	
14	P	3	4	4	3	2	1	17	2,8	
15	I	3	3	4	3	2	1	16	2,7	
16	J	2	3	4	4	2	1	16	2,7	
17	K	3	3	4	3	2	1	16	2,7	
18	L	3	3	4	3	2	1	16	2,7	
19	Q	3	4	4	3	1	1	16	2,7	
20	T	3	3	3	3	2	2	16	2,7	S5
21	S	2	3	4	3	2	1	15	2,5	S6

Description:

AL : Alphabet
PRO : Pronunciation
GRA : Grammar
VOC : Vocabulary
FLU : Fluency
FE : Facial Expressions
GES : Gesture
SUM : The Total Score
AVE : Average of the Score
INI : Initial

After six students were selected, two high achiever students were given the names S1 and S2, and two middle achiever students were given the names S3 and S4, two low achiever students were given the names S5 and S6.

3.3.2 Focus Group Discussion (FGD)

A focus group discussion is a technique involving the use of in-depth group discussion in which participants are chosen as they are a purposive, though not necessarily representative, sampling of a specific population, with this group being focused on a given topic (Lederman in Thomas et. al, 1995). Participants in this sort of research are chosen based on the fact that they would have something to say about the topic, that they are within the age range, that they share similar socio-demographic characteristics, and that they would feel comfortable speaking with the interviewer and each other (Richardson and Rabiee, 2001).

In this research, FGD is used by involving the participants who consist of students taking Speaking for General Communication 2 course in a group discussion. The FGD was conducted using WhatsApp as the most accessible platform for all participants and researcher. The FGD's was conducted within three days, from Sunday, 7/3/2021 to Tuesday, 9/3/2021. Those participants were given topics to discuss based on the guideline questions formulated by the researcher. From the FGD, the researcher can get information about the use of Flipgrid to support speaking skills from S1 to S6.

Table 3.3
Guideline Questions for Focus Group Discussion

No	Guideline Questions
1.	How was your experience using Flipgrid? If you are new to Flipgrid, or you just found out when you entered college, you can describe your first experience using Flipgrid
2.	Flipgrid has many features such as recording videos, lecturer's feedback (video feedback, grading rubric, comments), peer feedback (video feedback, comments), closed captions, groups, topic grid view, video player view, boards, creative fonts, filters, frames, and stickers. From the features on Flipgrid, have you ever used any of the features on Flipgrid? And please explain why you are using this feature.

3.	To what extent is the feedback useful? How did you react to the feedback? And how did you make use of the feedback?
4.	Can you give me a detailed example of what kind of feedback that you received either from your lecturer or friends?
5.	How do you give feedback to your friends? What are the things that you pay attention to when giving feedback on your friend's video speaking that has been uploaded on Flipgrid? Please give a detailed explanation about it
6.	Do you think giving feedback to friends and being given feedback by your lecturers or friends in Flipgrid can help you in the learning process? Besides, does this feedback have an impact on your speaking skills? Please elaborate on the answer
7.	When we talk about speaking performance in the classroom, speaking cannot be rehearsed beforehand, right? But in Flipgrid, you can practice before recording the video, and the video can be edited. It may make students feel less pressured or less threatened when speaking directly or speaking in front of others. What do you think about that? Please elaborate on your answer.
8.	What do you think about asynchronous learning like when we use Flipgrid? When we use Flipgrid, we don't get an immediate response from the lecturer or friends. So, there is a delayed-response. What do you think about this?
9.	Do you use any other platforms in your speaking class besides Flipgrid? For example, like zoom, google meet, etc. Or do you only use Flipgrid? Please explain how you use each platform in your speaking class? In your opinion, what is the difference between Flipgrid and other platforms? Please explain in detail?
10.	Why did you use grammar (agreement, pluralization, tenses) when you speak/recording the speaking video? Did your lecturer/peers give you a feedback about that? How did you implement the grammar in your speaking?
11.	Why did you stressed some words or key words when you speak? What's the importance of it?
12.	Why did you use intonation when speaking? What's the importance of it?
13.	Why do you pause in a sentence? What is the importance of pausing in speaking?
14.	What's the importance of providing context in speaking? How did you provide the context?
15.	Why did you use gestures and facial expressions? What's the importance of them? Did you get any feedback regarding those aspects?

3.4 Data Analysis

The students' video recording was analyzed using the combination of the speaking rating scale from Harris (1969) and Anderson and Delmonico (2016) to assess students' speaking performance. The rubric considers verbal and non-verbal aspects, which should be scored. Those include pronunciation, grammar, vocabulary, fluency, facial expressions, and gestures.

In general, the data analysis procedure begins with scoring each speaking aspect, and after that those scores are added up (see Table 3.2). A topic namely describing places was selected for the students' speaking assessment based on the rubric. After the analysis, six students were selected.

The researcher analyzed the video recording and watched each video and analyze the students' macro and micro speaking skills. The researcher analyzed four speaking videos from each student, which means that there were 24 speaking videos analyzed by the researcher.

The steps involved in analyzing students video recordings are:

1. The students' speaking videos from topic 1 namely describing place was assessed using the speaking rubric from Harris (1969) and Anderson and Delmonico (2016). (see Appendix A)
2. From the speaking video that the students have uploaded to Flipgrid, each aspect's score were added up. A topic namely describing places was selected for the students' speaking assessment based on the rubric. After the analysis, six students were selected.
3. The videos of each student were carefully observed using the macro-micro skills theory as a guideline (see Figure 3.1)
4. After analyzing of the video, the researcher made a table of the macro and micro-skills found from the four video topics that were observed before (see Figure 3.2).
5. Patterns related to macro and micro-skills were synthesized and identified.

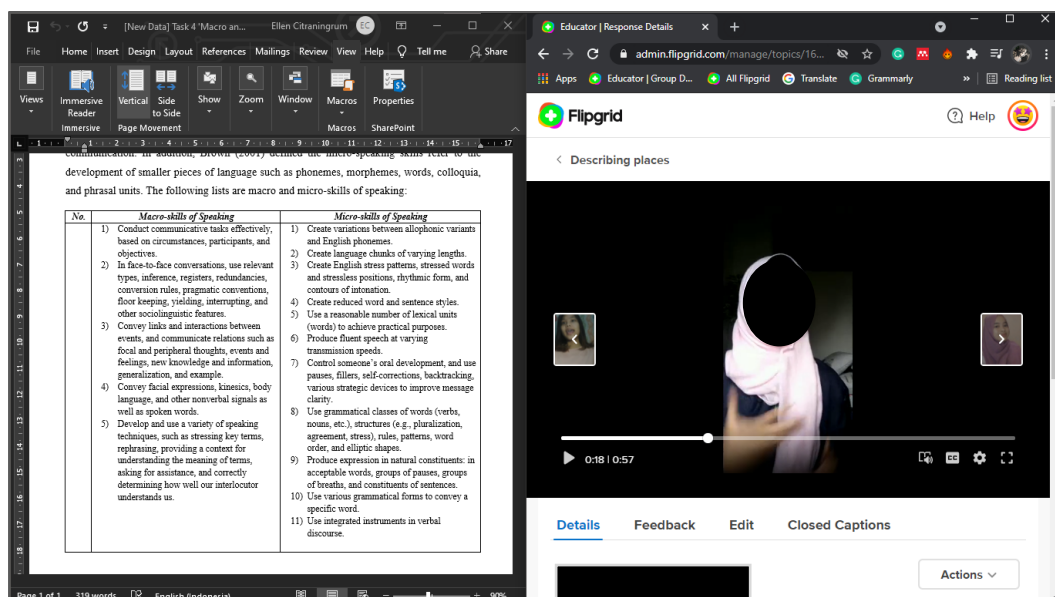


Figure 3.1

Example of Students' Macro and Micro-skills of Speaking Analysis

The figure above shows how the researcher analyzed a video. The screen was split into two sections by the researcher, right and left side. On the left side of the screen, the researcher was opening a file containing guidelines for macro and micro-skills from Brown (2001). Meanwhile, on the right side of the screen, the researcher was opening the speaking video of each student uploaded to Flipgrid.

The results of the analysis written by the researcher related to the macro and micro-skills that appear from each student's video are presented in Figure 3.2.

Name	Macro-Skills of Speaking	Micro-Skills of Speaking
S1	<ul style="list-style-type: none"> Conveying facial expressions, kinesics, body language, and other nonverbal signals as well as spoken words. <ul style="list-style-type: none"> S1 used a listing gesture. Every time S1 said a number (first, second, third), she did the corresponding gesture and 	<ul style="list-style-type: none"> Creating English stress patterns, stressed words and stressless positions, rhythmic form, and contours of intonation. <ul style="list-style-type: none"> S1 used falling intonation. S1 lowered her pitch at the end of the sentence. Example: ... about the general information of the <u>place</u>.

Figure 3.2

Example of Students' Macro and Micro-skills of Speaking Analysis

For example, like the screenshot above, the macro-skills shown by S1 are conveying facial expressions, kinesics, body language and other nonverbal signals as well as spoken words. And the micro-skills that appear in the S1 speaking videos

are creating English stress patterns, stressed words, and stressless positions, rhythmic form, and contours of intonation.

After analyzing all the videos, to get more accurate data, the researcher conducted FGD on WhatsApp (see Figure 3.3).

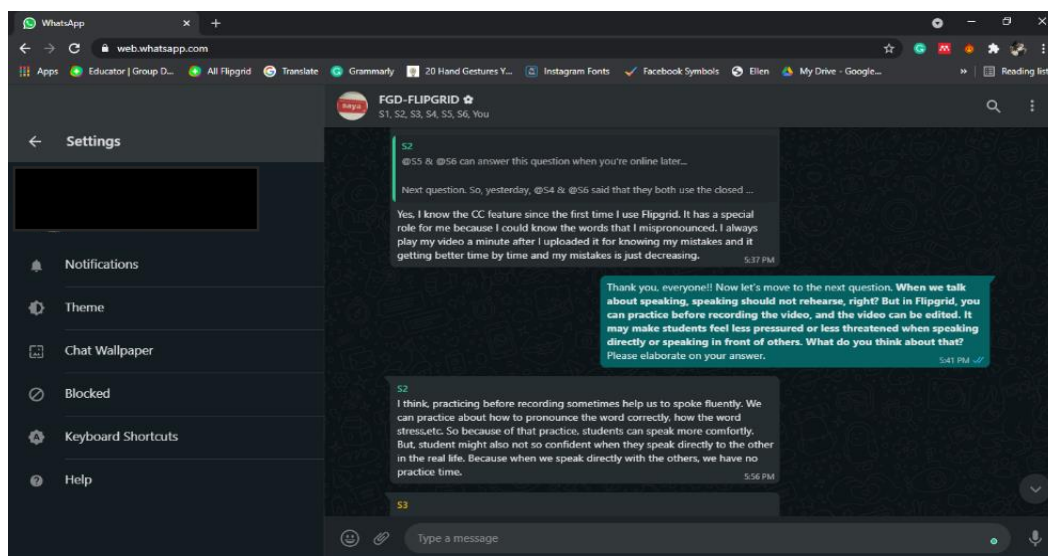


Figure 3.3
Focus Group Discussion on WhatsApp

For example, the screenshot above discussing how students think about speaking. Usually speaking is not rehearse, but by using Flipgrid as a platform, students can practice speaking before they record and send their speaking video to Flipgrid.

And then, after the FGD was completed, the researcher made the transcript. Because the FGD was conducted by texting, not with virtual meetings such as video calls, this made it easier for researchers to transcribe. The participant's answers can be directly copied and pasted into the table (see Appendix C). After being transcribed, the data from FGD were classified into sixteen themes (see Figure 3.4).

Line	Transcript
2	R. Alright, let's get right to the questions. How was your experience using Flipgrid? If you are new to Flipgrid, or you just found out when you returned college, you can describe your first experience using Flipgrid.
3	S2. My experience when I used Flipgrid was it is quite simple to use and access. I can upload my task simply when I use it on my laptop. But sometimes I got confused when I was using it from my phone. I do not actually search for any other feature on Flipgrid because I used it for collect my task.
4	S4. My experience using Flipgrid was during the first semester in the Speaking course. I think Flipgrid is easy to use and access. When I got an assignment to make a video, I can easily use Flipgrid to upload the video files.
5	S3. For me, my experience when I use Flipgrid was great, it was easy to use. But at first, I got a little problem because when I upload my video, the loading was stuck, so I tried to re-upload my video.
6	S1. I experienced Flipgrid as a great application which has the good features. At first, I was confused to operate the features, but later on, it was great and easy to be used. I could easily upload my video and chose the thumbnail clickbest for my video either with the clip from the video or picture from my device. I also could watch my friends' videos which was great and fun. Flipgrid also has the feature that we could see our video list and see the comment from the admin (for example, when the A gave us the rating for our video and reply the comment for each of our video). In the Flipgrid, we could reply our friends' video by submitting a video or text reply. But I also got a problem at that time I used this application. When the admin decreased the length time of the video, it was really hard for me when my video has longer time. Sometimes, I made the longer videos so I had to cut the video before uploaded it to the Flipgrid.
7	S6. I think my experience when I use Flipgrid that I was enjoy, because it was great and easy to use especially for the person who didn't know about the application of online. Unfortunately, Flipgrid took a lot of time to load. I also got a problem when I was uploading a video, it took a long time to load. I used Flipgrid just to upload my assignment, especially for speaking course.
15	S5. My experience using Flipgrid. When I use Flipgrid for the first time, I am having a little trouble while uploaded video to Flipgrid using my handphone. I just can upload the video from my laptop. But, after 2 or 3 videos, I found out that if I want to upload video from my handphone, I should record the video from the Flipgrid.

Figure 3.4

Data from FGD Classified into Several Themes

The sixteen themes are as follows: Students' experience using Flipgrid, frequently used features in Flipgrid, feedback feature in Flipgrid, how students give feedback to their peers, students opinion of feedback, how students use the feedback feature to enhance speaking, closed captions feature in Flipgrid, practicing before recording video, asynchronous learning, platforms used in speaking class, grammar, stressed words, intonation, pause in a sentence, providing context in speaking, lastly, gestures and facial expressions.

3.5 Concluding Remarks

This chapter offers an overview of how the study would be done to find the answer to the research question. This chapter is intended to provide guidance on the design of the research, the research site, the collection of data and the analysis of the data for this research. The following chapter will clarify the finding and discussions of this research.