CHAPTER 3
RESEARCH PROCEDURES

This chapter discusses the methodology that was used to conduct the research. It covers the method, focus, settings and participants, as well as the technique of collecting and analyzing the data, the steps and the research schedule.

3.1. Method of the Research

This research used a descriptive case study as the design of this research. According to Yin (2003), a "case study" is a distinct method of investigating any phenomenon that appears in a set of data. This design was chosen since it was suitable for obtaining a comprehensive and in-depth explanation of a phenomenon (Heigham & Croker, 2009 in Syafira, 2020). The phenomenon was found in one of the junior high schools in Tasikmalaya, where one of the teachers used YouTube videos to help students develop ideas when writing English text. Therefore, the researcher used a descriptive case study design as it can describe the teacher's and students' perceptions about the use of YouTube-based brainstorming activities during learning English writing.

3.2. Focus of the Research

This research is focused on the perceptions of the teacher and students regarding the implementation of YouTube-based brainstorming activities in writing English text.

3.3. Setting and Participants

The setting of this research was at one of the junior high schools in Tasikmalaya since the phenomenon found in this school which uses YouTube videos in teaching and learning English. It aims to discover the teacher's and students' perceptions toward the implementation of YouTube videos in EFL Classroom. Since the students have enough vocabulary acquisition, the

teacher used YouTube videos to help the students develop ideas for writing an English text. First, the teacher showed the YouTube video. After watching the video, students were asked questions related to the material in the video such as the goal, the ingredients, and the steps to encourage students to think, stimulate their minds, and activate their learning focus. After that, the teacher became a facilitator in providing reinforcement related to the material about procedure text. Following that, the teacher asked several students about their idea if they have to write a procedure text. Lastly, the teacher assigned tasks to the students in groups to make a simple procedure text.

The researcher has three students consisting of one male student and two female students in age around 15 years old. Also, one female teacher aged 54 years old as the participants in this research. The researcher chose the students according to their level of proficiency in learning English especially in their writing comprehension based on the recommendations from their teacher according to the grade they get in writing English texts. The teacher was chosen due to the fact that she was the one who always uses YouTube videos at the beginning of the teaching and learning process. She graduated from the English Education Department. She has been an English teacher for more than 20 years. She is a multilingual person, with Sundanese as her L1, Indonesian as her L2, and English as her foreign language.

3.4. Technique of Collecting Data

This research used semi-structured interviews to collect the data. A semi-structured interview is a conversation in which the interviewer uses questions to try to elicit information from the subject. Semi-structured interviews were chosen since it takes place conversationally and allows participants to explore issues they believe are essential despite the interviewer having prepared a list of predetermined questions (Longhurst, 2010). The interview with the student was conducted four times in order to get saturated data. The first interview was conducted on May 27th through face-to-face interview; the other interview was conducted on May 31st, June 15th, and June

29th through WhatsApp messenger. Meanwhile, the interview with the teacher was conducted three times, which on May 25th, May 29th, and June 28th. The first interview was conducted through face-to-face, while the others were through WhatsApp messenger.

Adams (2015) states there are three steps in conducting semi-structured interviews as follows:

1) *Selecting respondents and arranging interview*

This phase is concerned with the issue that must be taken when undertaking the research. The interview was conducted with four people. Furthermore, the researcher asked them in order to seek and arrange the appropriate time for the interview.

2) *Drafting question and interview guide*

The interview guidelines were adapted from Scherer et al. (2015) teacher's perceived usefulness of ICT in the context of teaching and learning and from Shirvani & Porkar (2021) students' perceived brainstorming in L2 writing classes.

3) *Starting the interview*

In this phase, the interviewer established a positive impression by coming to the school in time and thanking the participants for their willingness to conduct the interview. After that, the interviewer asked permission to record the whole interview session. The interview sessions are around 10 minutes for each participant. They are allowed to answer the question freely. Next, the interview started with a question based on the interview guideline. After the interview session finished, the researcher transcribed the data and analyzed it using thematic analysis.

3.5. Technique of Analyzing Data

The data was analyzed using thematic analysis. Thematic analysis (TA) is a technique for methodically locating, compiling, and providing understanding of meaningful patterns (themes) throughout a data set (Braun

& Clarke, 2006). According to Braun & Clarke (2006), the steps in thematic analysis are:

1) *Familiarizing with the data*

It is preferable for a researcher to explore the data before conducting an analysis. The researchers have to search for the meaning contained within it. Also, the researchers have to read the data several times in order to fully comprehend it. This is done to ensure that there are no errors in the subsequent research process. In this phase, the researcher read and re-read the data transcript related to the topic of this research about the teacher's and students' perceptions toward the use of YouTube-based brainstorming activities during learning English language writing.

2) *Generating initial codes*

After the researcher has become familiar with the data, several meanings or codes emerge from it. Following that, the researcher must be able to classify the meanings of the data and determine which ones are relevant to the research being conducted. Therefore, the researcher used a highlighter to identify the codes related to the teacher's and students' perceptions toward the use of YouTube-based brainstorming activities during learning English language writing.

Table 3.1 Generating Initial Codes

K: *dengan adanya video itu memberikan aku gambaran terhadap apa yang akan dipelajari trus setelah menonton video kan ibu menjelaskan ulang yah bu, jadi lebih paham juga pas ibu menjelaskan, bisa diikuti karna ada bayangan dari videonya. Jadi pada saat cari ide juga gampang karna aku nya udah paham dan juga terinspirasi dari videonya.*	Provide an overview Inspiring students

M: *Seru miss, seneng juga, kita jadi ga jenuh karna liat video. Terus karna kita langsung liat gambar sama ada suaranya jadi kita lebih semangat lagi buat belajar sama kalo aku lebih cepet ngerti sih kalo ngejelasin pelajaran sebelumnya di kasih video dulu.*	Enjoyable Visible Audible Motivate students Grasp the infotmation faster
S: *ide nya udah ada karna liat video YouTube itu atau dari video YouTube yang lain.*	Raising the ideas
P: *Ya kadang suka ada anak yang suka meniru dari video YouTube yang mereka tonton yah*	Causing plagiarism

3) Searching for themes

During this phase, the researcher looks for the appropriate theme for the research to be conducted by reviewing some of the previous results of understanding the data. The researcher can choose which topics will be used as themes and which will be sub-themes in their research. In addition, the researcher can remove items that do not correspond to the main theme chosen. Therefore, in this step, there are several codes that are eliminated by the author due to the fact the codes are incompatible with the research question.

Table 3.2 List of Initial Codes

No.	Initial codes	Frequency
1.	Interesting	6
2.	Motivate students	11
3.	Inspiring students	16
4.	Raising the ideas	11
5.	Gain insight	4
6.	Lack of internet data	6
7.	Technological problem	1
8.	Familiar and acsessible	5

9.	Improving creativity	4
10.	Lack of video quality	2
11.	Intrusive ads.	1
12.	Causing plagiarism	7
13.	Visible	20
14.	Audible	4
15.	Enjoyable	23
16.	Understandable	16
17.	Provide an overview	30
18.	Grasp the information faster	14
19.	More focused	8
20	Insufficient school facility	1

Table 3.3 Grouping the highlighted idea

No.	Codes	Sub Theme
1.	Visible	Providing overview to the material
2.	Provide an overview	
3.	Inspiring students	Inspiring students to raise the ideas in writing procedure text
4.	Raising the idea	
5.	Enjoyable	Understanding the material faster
6.	Understandable	
7.	Grasp the information faster	
8.	Causing plagiarism	Causing plagiarism

4) Reviewing themes

After becoming acquainted with several related themes, the researcher reviewed the existing themes, which are then organized into a coherent pattern in order for the research to be structured systematically. If some unrelated themes remain, the researcher discarded them and replaced them with new ones.

5) Defining and naming themes

After refining the theme, the researcher compared some of the existing data to the obtained theme. The researcher determined which aspects of the data are related to a theme. Also, the researcher compared

the results of the data analysis to the theme and looked for consistency or inconsistency.

Table 3.4 Defining and Naming Themes

Sub-theme	Theme
Providing overview to the material	Positive Perceptions
Inspiring students to raise the ideas in writing procedure text	
Understanding the material faster	
Causing plagiarism	Negative Perception

6) Producing the report

The final report describes how the researcher obtained the data, the benefits of the research, and the validity of the data that has been identified. Researcher reports are interesting, coherent, and simple for readers to understand. Therefore, the researcher reported the result of this research about the teacher's and students' perceptions toward the use of YouTube-based brainstorming activities during learning English language writing as the final steps of the analysis.

3.6. Steps of the Research

The researcher conducted this study with several steps as follows:

Table 3.5

Steps of the Research

Steps	Description
1	Identifying and describing an issue/problem/phenomenon that occurs at one of the junior high schools in Tasikmalaya.
2	Exploring current research that is relevant to the research topic.
3	Finding the research gap and formulating research questions.
4	Writing a research proposal, starting from the background, literature review, and research procedures.
5	Examining research proposal in front of the examiners and the supervisors.

6	Starting to collect the data from the participants by conducting semi-structured interviews.
7	Transcribing the data collected.
8	Analyzing the data using thematic analysis by (Braun & Clarke, 2006).
9	Writing a report on the thesis.
10	Examining the thesis in front of the examiners and supervisors.

3.7. Time and Place of the Research

This research was conducted in 2023 at one of the junior high schools in Tasikmalaya. Below is the research schedule for this study:

Table 3.6

Research Schedule

No.	Steps	Jan. Feb. 2023	Mar. 2023	Apr. 2023	May 2023	Jun. 2023	Jul. 2023	Aug. 2023	Sept. 2023
1.	Research Proposal Writing	■							
2.	Research Proposal Examination		■						
3.	Revision			■					
4.	Data Collection				■	■			
5.	Data Analysis					■	■		
6.	Writing Report						■		
7.	*Telaah Komprehensif*							■	
8.	Thesis Examination								■