CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research method used in this study was a single descriptive case study. A case study aims at putting forward a detailed and contextual picture of a particular phenomenon (Yin, 2002). This design is relevant to this study and was chosen since it will presenting a contextual picture of the students' perception of the use of animation video in learning English.

3.2 Focus of the Research

This research focused on finding out Junior High School students' perception of animation video as a learning media in learning English. This research outlined the students' perception regarding animation video and the contribution of it to their language skills improvement. The results of the interviews with Junior High School students were used to produce the data for this research.

3.3 Setting and Participants

This research was conducted at one of the Junior High Schools in Tasikmalaya, West Java, Indonesia. The teacher used the animation video by implementing practical techniques by Cakir (2006) which includes; active viewing, freeze framing and prediction, silent viewing, sound on and vision off activity, repetition and role play, reproduction activity, dubbing activity and follow-up activity. These techniques assisted the teacher in using video on the teaching process easily. This animation video is appropriate as a learning medium following the previously mentioned statement by Ningrum (2018) which states that medium is a tool used for delivering messages to students and providing a stimulus to the mind, feelings, attention and students' learning motivation.

This research covered the phenomenon of the students participating in the learning process using animation video in seventh grade English classroom. The process implementation of the learning media was conducted in class, where

the teacher is using projector connected to the device which containing the animation video and play the video through the screen for the students to watch. Which later on as the learning process occurring the previously mentioned practical techniques used throughout the lecture to obtain the benefits.

The participants of this study were two seventh-grade girls and one boy with an age range between 12 to 13 years old who have been learning English since they entered junior high school and have experience of learning English using animation videos. The participants were selected based on their experience of watching animation videos to learn English and gain improvement in their English language skills using animation videos, in the hope to find positive perceptions from the students.

To be able to conduct the research on the stated place and with the stated participants, the researcher attempted to obtain permission from the school authorities. After getting permission, the researcher requests the teacher for the recommendation of the students who could be the participant for the interview.

3.4 Technique of Collecting the Data

The technique of collecting the data used semi-structured interview. The reason why this method was used is that a semi-structured interview is flexible and does not have limited questions also allowing new questions to be carried because of what the interviewees have said (Ruslin & Alhabsyl, 2022). By using semi-structured interview, the researcher believes the flexibility is advantageous for the participant to express themselves more freely their perception. The interview was conducted once on September 8th. The process was recorded and transcribed according to permission from the participants. The interview is following the protocol interview framework by Castillo-Montoya (2016):

1. Ensuring interview question already align with research questions.
2. Constructing an inquiry-based conversation.
3. Receiving feedback on interview protocols.
4. Piloting the interview protocols.

The interview topic asked about students' opinions regarding animation video as a learning media. The single data collection used to be more focused and in-depth

with the students' perception, the data collected through interviews in the school area and mixed with small talk to reduce the participant tension, so the participant can enjoy the interview process freely.

3.5 Technique of Analyzing the Data

The result of the interview was analyzed by using thematic analysis, as it is a process a process for methodically locating, organizing, and providing insight into patterns of meaning (themes) throughout a dataset (Braun & Clarke, 2012). This data analysis was used because it offers flexibility in interpreting the data and arranging them into themes that allow the researcher to gain the data set easily. They also provide a very helpful framework for undertaking thematic analysis. There is a six steps, as follows:

1. **Familiarizing the Data**

   The first step is to understand and familiarize the data that was analyzed by re-reading all the data and making notes in the data transcript from the interview result.

2. **Generating Initial Codes**

   In the second step, the researcher started to identify the relevant data related to the research question and highlighted the code or the important data by coloring the data.

Table 3.1 Example of Generating Initial Codes

Transcriptions	Initial Codes
For me, by using animated videos, the material being taught becomes easier to understand because the explanations are clearer and can be direct on showing the appropriate examples. *Untuk aku sih, dengan menggunakan video animasi itu materi yang sedang diajarkan jadi lebih mudah dipahami karena, penjelasannya lebih jelas dan bisa langsung sekaligus menunjukkan contoh yang sesuai.*	Easy to comprehend

For example, ewhen an animation video shows the name of a hobby and there are pictures of the activity too, so you know what the activity is and what it is called in English. *Contohnya seperti video animasi yang menunjukkan nama suatu hobi dan ada gambar kegiatannya juga, jadi tahu kegiatan yang dimaksud itu apa dan dalam Bahasa Inggris apa disebutnya*	Provide examples needed
Like the previous one, it's more about making vocabulary easier *Seperti yang sebelumnya sih itu, lebih ke mempermudah kosa kata*	Improving vocabulary
It helps with pronunciation so you know how to read it, usually if you don't know how to read it, its making you afraid of making mistakes, but because there are examples in the video you immediately know how to pronounce it correctly. *Membantu di pelafalan sih kan jadi tahu cara membacanya, biasanya kalau tidak tau cara bacanya kan jadi takut salah, tapi karena ada contohnya di video jadi langsung tahu cara ngucapin yang benar gimana.*	Improving pronunciation
The videos usually have pictures, text and sound so you know how to pronounce them and write them correctly. *Kan di videonya biasanya ada gambar, teks dan suaranya jadi tahu menyebutkannya dan penulisannya yang benar.*	Improving writing
Because I read the text and listen to the audio at the same time, so I know the words mentioned and get used with the vocabulary, so it sounds more familiar, if the words are repeated again I already understand them.	Improving listening

Karena membaca teks sekaligus mendengarkan audionya jadi tahu kata yang dimaksud dan terbiasa dengan kosa katanya, jadinya kedengeran lebih familiar, kalau dengan kata itu jadi sudah paham.	
I like it, I'm more enthusiastic if animation videos are being used because they're not boring like books. *Suka, lebih semangat kalau pakai video animasi karena tidak membosankan seperti buku.*	Interesting media
Usually, when using animation video, I won't get bored, didn't feel sleepy, it's quite fun when we learn in class using animation videos. *Biasanya kalau pake video animasi bikin jadi tidak bosan, tidak ngantuk, lumayan seru kalau dikelas belajarnya pake video animasi.*	Students' enjoyment
Depends on the video used, if the video provides a clear and complete explanation, it helps to understand the material. *Tergantung video yang dipakai, kalau videonya ada yang memberikan penjelasan dengan jelas dan lengkap, itu membantu buat mengerti materinya.*	Assisting comprehension

3. **Searching for Themes**

In this third phase, the researcher arranged the different codes into themes. Thus, the codes with comparable correlations were grouped into a single category. Each category was used as the research's initial theme.

Table 3.2 Searching for Themes

Code	Frequency
Improving pronunciation	8
Interesting media	6
Easy to comprehend	5
Improving vocabulary	4
Provide examples needed	4

Improving writing	3
Improving listening	3
Students' enjoyment	3
Assisting comprehension	2

4. **Reviewing Themes**

Next, in the fourth phase, the initial themes were reviewed. The data is made more specific. If a theme is considered inappropriate, then the theme can be removed. Next, made the final thematic table consisting of the final themes.

Table 3.3 Reviewing Themes

Group	Theme
Easy to comprehend	Facilitating Students' English Comprehension
Assisting comprehension	
Provide examples needed	
Students' enjoyment	Enhancing Students' Learning Enjoyment
Interesting media	Increasing Students' Interests
Improving writing	Improving Students' English Skills
Improving listening	
Improving pronunciation	
Improving vocabulary	

5. **Defining and Naming Themes**

The fifth is to find the essence of what each theme conveys, the researcher generated the name for each theme as followed: 1) Facilitating students' English comprehension, 2) Enhancing students' learning enjoyment, 3) Increasing students' interests, 4) Improving English skills.

6. **Producing Reports**

The last phase, the researcher writes a report on the results of the thematic analysis of interview transcripts and reports what have been gained from this research.

3.6 Schedule of the Research

Table 3.4 Schedule of the Research

Activities	Month							
	Feb - May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

	2023
Research Proposal Writing	
Research Proposal Examination	
Data Collection	
Data Analysis	
Seminar Hasil	
Final Thesis Examination	