

CHAPTER 3

RESEARCH PROCEDURES

This chapter introduces the methodology used in this study. This chapter outlines seven parts of the research procedure, namely research method, research focus, setting and participant, data collection technique, data analysis technique, research steps, place and time of research. More details are described below.

3.1 Method of the Research

A qualitative research design, more precisely, a descriptive case study, was used in this study. Yin (2014) defines a descriptive case study as a research design that aims to describe a phenomenon ("case") in a real-world context. A descriptive case study is the best way to deepen the understanding of what will be studied. According to Yin's (2014) statement, many descriptive case studies deal with the "how" of a situation. It is in line with the formulation of the problem in this research. In addition, this study only focuses on one experiment, and if the researcher only wants to research one single thing (e.g., a person from a particular group or a group from a particular set of groups), a single case study can be the best choice (Yin, 2014).

3.2 Focus of the Research

This research focused on examining the procedure of how bimodal subtitles in English movies can provide positive benefits for an English Education student to enrich her English vocabulary. The researcher believes an English Education student can feel the significant influence and benefits of utilizing bimodal subtitles in English movies. The researcher also believes that the use of bimodal subtitles in English movies can be very effective for learning English outside of class or as a medium of learning independently (autonomous learning).

3.3 Setting and Participant

This study was conducted face-to-face with the participant at a university in Tasikmalaya, West Java, Indonesia, in October 2023. The participant of this research is a student of the English Education Department (class of 2019) at one of the universities in Tasikmalaya. The participant was selected based on a purposive sampling technique because the participant met the criteria, including the English Education student class of 2019, often and habitually using bimodal subtitles when watching English movies, benefiting in the form of English vocabulary enrichment, being able to apply the benefit obtained in real life, and willing to become a participant. The researcher previously found that there were 3 participants. Due to the fact that two of them rarely watch English movies using bimodal subtitles, in the end, the researcher chose to use only one participant as the researcher believed that the chosen participant could provide greater data than the two participants who rarely watch English movies using bimodal subtitles.

The participant selected for this study has the characteristics of frequently watching English movies as a medium for learning English autonomously in her free time. This means that the participant has not watched English movies because of assignments related to lectures. Then, the participant preferred to watch English movies on Netflix and Disney+ Hotstar using bimodal subtitles, which displayed exactly word for word spoken in the movie. Thus, the participant felt that her English vocabulary was enriched, and she was able to apply it in her work when she had to communicate with customers from foreign countries. These characteristics made the researcher choose this participant.

Regarding research ethics issues, the participant received a thorough explanation of what, why, and how this research would be conducted. The participant has also been asked to complete and sign a consent form to participate in collecting data for this research, as attached in Enclosure 1. The researcher guarantees the confidentiality of the participant's identity by using the pseudonym "PA" (Participant A).

3.4 Technique of Collecting the Data

The data collection technique that was used in this research is a semi-structured interview because the researcher wanted detailed and in-depth interviews with the participant. Kvale and Brinkmann (2009) define semi-structured interviews as typical interviews that aim to obtain an overview of the interviewee's lifeworld to interpret the phenomena described. Semi-structured interviews require more than one answer because this interview allows for new questions depending on the answers given by the interviewees or known as open-ended questions. Hence, information digging can be done in more depth during the interview session.

This semi-structured interview was used in Indonesian to make it easier for the participant to digest and answer the questions. The questions asked to the participant referred to the procedural theory of learning new words from Brown and Payne (1994), as attached in Figure 2.1. From that theory, the researcher developed it into several interview questions, as attached in Enclosure 2. For instance, to answer how the participant encounters new words, it can be obtained from the answer to question number 2; to answer how the participant gets the word form (spelling and pronunciation) can be from the answer to question number 3; to answer how the participant gets the word meaning can be from the answer to question number 4; to answer how the participant consolidates the form and meaning of words can be from the answer to question number 5; and to answer how the participant uses words, it can be obtained from the answer to question number 6. These questions will answer the research question of this study. Afterward, for detailed questions, the researcher has attached them in Enclosure 2, and the interview transcript has been attached in Enclosure 3.

3.5 Technique of Analyzing the Data

To analyze the data that has been collected, the researcher used thematic analysis, which is part of the qualitative research method. Thematic analysis is a fundamental method of qualitative data analysis because it provides the

core skills for performing various forms of qualitative analysis, such as identifying, analyzing, and reporting patterns of meaning in data sets (e.g., transcripts from in-depth interviews, focus groups, etc.) (Braun & Clarke, 2006). Thematic analysis is flexible because it allows the researcher to generate new insights and concepts from rich, detailed, and complex data. As well as being flexible, thematic analysis is also a technique that is easily accessible to novice researchers who are just learning to analyze qualitative data since thematic analysis does not require theory and technological knowledge of other qualitative approaches (Braun & Clarke, 2006).

To use this data analysis technique, Braun and Clarke (2006) provide an outline to guide the researcher in making a thematic analysis through six phases of analysis, including:

1. Familiarizing Yourself with Your Data

The researcher made a written form or text transcription according to the words spoken by the participant because the data collected is in audio form, as attached in Enclosure 3. Furthermore, the researcher often reads through the entire data set before coding, as patterns can be discovered during reading.

2. Generating Initial Codes

In this phase, the researcher organized the data into meaningful groups by identifying the characteristics of the data. Thereafter, the researcher identified the code and matched it with the data extract that represents the code. The table below is an example of the categorization of initial codes formed by the researcher based on the aim of this research, e.g., media to discover many new words (light green); listen to English audio (orange) and read English subtitles (yellow); guessing the context (red) and using Google Translate (dark blue); repetition (dark red) and oral practice (purple); and talk to foreign customers (light blue) to highlight the procedure of enriching English vocabulary by using bimodal subtitles in English movies.

Table 3.1 Generating Initial Codes

<p>H: Hmm, oke, jadi gini. Kalau nonton <i>English movie</i> pake subtitle bimodal itu kan eeee pertama, aku bisa dengerin suara atau dialog bahasa Inggris dari aktor di film tersebut. Terus, yang kedua, aku juga bisa lihat dan baca subtitle bahasa Inggrisnya. Jadi, dengan aku dengerin <i>English audionya</i> dan sambil baca subtitle bahasa Inggrisnya, itu bikin aku tau persis kata apa aja yang diucapin di film dari awal sampe akhir, dan selama film itu berlangsung, pasti ada aja kosakata bahasa Inggris yang baru atau <i>unfamiliar</i> buat aku. Nah, dengan semakin sering aku nonton <i>English movie pake bimodal subtitle</i>, semakin banyak juga <i>English vocab</i> baru yang aku temuin. Jadi, yaa bisa dibilang, aku bisa nemuin banyak <i>English vocab</i> baru tuh sumbernya dari sana gitu dan <i>somehow</i>, jadinya sekarang otak aku tuh kaya terbiasa gitu loh, yaa karena sering ter-<i>exposed</i> dan sering dikasih asupan <i>English vocab</i> dari <i>English movie</i> yang aku tonton.</p>	<p>Media to discover many new words</p>
<p>H: Oiya lupa. Yaa jadi, intinya dengan teraktifkannya <i>English audionya</i>, aku jadi bisa dengar aktornya ngomong pake bahasa Inggris, otomatis aku jadi tau <i>how to pronounce</i> kata-kata yang ada di film itu dan dengan aku <i>turn on English subtitlednya</i>, aku jadi bisa baca kata per kata yang diucapin sama aktornya, yang dimana secara otomatis juga aku jadi tau bentuk <i>spellingnya</i> kaya gimana.</p>	<p>Listen to English audio</p> <p>Read English subtitles</p>
<p>H: Beda-beda sih din tergantung sikon. Biasanya kalau ada kata-kata yang <i>unfamiliar</i>, aku bakal <i>rewind</i> filmnya buat ngelihat dan paham konteks kalimat dan adegannya, terus aku kaya coba tebak-tebak maknanya gitu dari sana. Tapi, kalau dari situ masih ga paham, aku bakal terjemahin di Google Translate sih.</p>	<p>Guessing the context</p> <p>Using Google Translate</p>
<p>H: Hmm, kalau buat nyimpen si kosakata barunya di otak aku paling ada dua cara sih din yang biasa aku lakuin. Pertama, yang paling gampang, yaa aku ucapin secara berulang aja kata yang baru aku temuin sama artinya juga. Jadi, kaya semacam repetisi gitu loh, diucapin berulang-ulang kali. Kadang aku ucapin dalam hati aja atau yaa kadang secara <i>out loud</i> juga</p>	<p>Repetition</p>

<p>gitu. Kalau cara yang kedua, kadang aku juga suka langsung dipraktekkin ke bentuk kalimat sederhana gitu, tapi langsung secara lisan bukan tulisan.</p>	Oral practice
<p>H: Kalau digunain buat nulis sesuatu kayanya engga sih din karena aku bukan tipikal orang yang suka nulis-nulis gitu. Paling yaa kosakata baru yang aku temuin dari film itu aku gunain buat ngobrol sama orang aja sih kaya ke <i>foreign customers</i> misal.</p>	Talk to foreign customers

The researcher attached 19 initial codes representing various aspects indicated in the participant interview transcripts. The following table lists the initial codes and their frequencies.

Table 3.2 List of Initial Codes and Their Frequencies

No.	Initial Codes	Frequency
1.	Students' motivation to enrich English vocabulary	2
2.	Media to discover many new words	2
3.	Exposure to English vocabulary	1
4.	Frequency of watching movies	1
5.	Movie settings	1
6.	Listen to English audio	1
7.	Read English subtitles	1
8.	Guessing the context	1
9.	Using Google Translate	2
10.	Searching on social media	1
11.	Repetition	2
12.	Oral practice	5
13.	Discovery of unfamiliar words in movies	7
14.	Visual system	2
15.	Verbal system	3
16.	Talk to foreign customers	2
17.	Talk to friend	1
18.	Talk to family	1
19.	Students' interest in learning vocabulary	1

3. Searching for Themes

In this phase, the researcher sorted the data codes and combined codes that had similar themes to form potential themes. The table below is a table of grouping codes into potential themes.

Table 3.3 Searching for Themes

No.	Initial Codes	Potential Themes
1.	Media to discover many new words	Encountering new words
2.	Exposure to English vocabulary	
3.	Discovery of unfamiliar words in movies	
4.	Students' motivation to enrich English vocabulary	
5.	Students' interest in learning English vocabulary	
6.	Frequency of watching movies	
7.	Movie settings	Getting the word form
8.	Read English subtitles	
9.	Listen to English audio	
10.	Guessing the context	Getting the word meaning
11.	Using Google Translate	
12.	Searching on social media	
13.	Repetition	Consolidating word form and meaning in memory
14.	Oral practice	
15.	Visual system	
16.	Verbal system	
17.	Talk to foreign customers	Using the word
18.	Talk to friend	
19.	Talk to family	

4. Reviewing Themes

In this phase, the researcher focused on reviewing the potential themes that had been formed and tried to construct sentences that were suitable to serve as the final theme. The following table is the final theme identified by the researcher as findings for this study.

Table 3.4 Reviewing Themes

Potential Themes	Themes
Encountering new words	Relying on bimodal subtitles in English movies to discover many new vocabularies
Getting the word form	Activating subtitles and audio in English to obtain word forms
Getting the word meaning	Optimizing cognitive strategies to seek the meaning of unfamiliar words
Consolidating word form and meaning in memory	Employing memory strategies to integrate word form and meaning into brain memory
Using the word	Talking to people in daily life to apply the new vocabulary acquired

5. Defining and Naming Themes

This phase aims to define and further refine the themes that have been formed and reviewed to be presented in data analysis. In addition, this phase also aims to identify the essence of each theme and determine what data aspects each theme captures. Then, start naming each theme, which should be catchy and immediately give the reader an idea of the theme.

6. Producing the Report

In the last phase, the researcher created a written text that is concise, coherent, logical, non-repetitive, and engaging from the data that has been analyzed to convince the reader about the usefulness and validity of the analysis. In the report, the researcher provided sufficient evidence about the themes in the data.

3.6 Steps of the Research

Table 3.5 Steps of the Research

Step	Description
1	Find phenomena or cases.
2	Check the latest or previous journal research relevant to the phenomena or case found.
3	Choose a topic for research and find a research gap.
4	Make an outline or tentative research from a predetermined research topic.
5	Continue writing the research proposal, starting with the research background, literature review, and research procedures.
6	Examine the research proposal in front of supervisors and examiners.
7	Collecting data using semi-structured interviews with participant.
8	Transcribe the interview results and analyze the data using the thematic analysis technique.
9	Make a report of the findings in the form of a thesis.
10	Examine the thesis in front of supervisors and examiners.

3.7 Time and Place of the Research

This research was conducted at a university in Tasikmalaya, West Java, Indonesia. The researcher needed eleven months to conduct this study, from February to December 2023, with details in the following table:

Table 3.6 Time of the Research

Activities	Month											
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Des	
	2023											
Research Proposal Writing												

