CHAPTER 3
RESEARCH PROCEDURE

3.1 Method of the Research

The research method used a descriptive case study. This qualitative case study is a research approach that uses a variety of data sources to facilitate the study of a phenomenon in its context (Baxter et al., 2008). According to Yin (2014), Descriptive case studies aim to explain natural phenomena that occur in the data of interest, such as what different strategies readers use and how they use them. Descriptive case studies aim to accurately and systematically describe a group, situation, or phenomenon. Essentially, a descriptive case study examines the whys and how of a problem. This case study design was selected for this study. Using a descriptive case study, researchers aim to investigate what students feel when using YouTube as an English learning tool.

3.2 Focus of the Research

The focus of this study was to describe the use of YouTube as a learning platform based on students' perceptions. The researcher uses a descriptive case study to explain the phenomenon of YouTube adoption in language teaching. The description was taken from the semi-interviews with the senior high school students in Kuningan, West Java, Indonesia.

3.3 Setting and Participants

The research was conducted in one of the Senior High Schools in Kuningan, West Java, Indonesia. The participants of this research are 12th grade students. They recruited due several considerations. The 12th grade is the only class that has implemented YouTube as a learning platform. Among 10 classes the researcher will take a class which deliberated to have a high active engagement. This research involved three participants: two female students and one male student in grade 12 of high school. They were selected based on the highest, middle and lowest scores

recommended by the English teacher at the school. In this case, the researcher explored their perception of using learning media as a platform for the effective learning process.

The first use of YouTube is to provide topics; Teachers provide certain topics to students via links provided on websites that have been created specifically for online learning. Then students access the link and watch the video without using subtitles and repeat the video if they still do not understand. Students note down any words they do not understand and write important points related to the material. This makes students have to pay attention word for word spoken by the speaker in the YouTube video, so that listening comprehension occurs in the lesson.

3.4 Technique of Collecting the Data

Data collection through interviews with participants is a feature of many qualitative studies. The Data were collected through semi-structured interviews. Interviews provide the most direct and direct approach to gathering detailed and comprehensive data about a particular topical phenomenon. A semi-structured interview is an informal process where only a few predefined questions and new questions are created from the discussion. Moreover, interviews provide the most direct and simple approach to collecting detailed and comprehensive data about the phenomena of a particular topic (Barrett & Twycross, 2018).

First, the researchers conducted semi-structured interviews with the participants of this study to explore and explore students' perceptions. Semi-structured interviews were used to provide participants with a variety of or more comprehensive response options. Interviews were digitally recorded to generate more contextual data, collect more comprehensive data, and conduct thematic analysis. The purpose of this interview is to explore how students perceive the use of YouTube to improve their listening skills. To explore and explore these perceptions, read How to Use and Benefit from YouTube. The use of YouTube raised questions about what is the context of students' experiences and how they use YouTube. Regarding the participants' experiences, we asked about their opinion that YouTube as an English learning medium can help them understand the topic.

In terms of approach, we asked how they use YouTube to improve their viewing experience. Benefits of YouTube include learning how YouTube improves language skills. The language skill in this case is listening. Listening is about pronunciation and vocabulary, and it tests your awareness of these two things. They were also asked about the benefits of listening through YouTube to increase students' motivation to learn.

3.5 Technique of Analyzing the Data

After collecting the data, the next step to complete is analyzing the data. According to Alhojailan dan Ibrahim (2012) mentioned few principles for qualitative data analysis, he claims that by following them will probably result in more the primary guideline is to compact extensive and diverse raw information into a compact structure. The collected data were analyzed using Braun and Clarke, (2006) thematic analysis model. Thematic Analysis is a type of qualitative analysis. It is utilized to examine classifications and show subjects (designs) that relate to the information. It outlines the information in incredible detail was consisted of six phases of analysis, they were:

1. Familiarizing the data

The researcher collected data by interviewing the participants and recording the interviews using a mobile recorder. Next, the researcher transcribes the verbal data into text. Transcripts of verbal data in text format. Re-reading them can be a way to get to familiarize the data.

Table 3.1. Familiarizing the data

Profile	Data item
R	"Hello *Assalamualaikum*"
P2	*"Waalaikumussalam"*
R	"May I have your time for an interview?"
P2	"Yes of course."
R	

	"Okay, thank you. In connection with my final thesis entitled…."

2. Generating initial codes

Researchers coding interesting data and often appears on the transcript of the interview results through highlights in different colours then makes notes under each question in the interview.

Table 3.2. Generating Initial Codes

Data item	Initial Codes
YouTube tuh kan banyak video menarik, selain itu juga banyak video yang pembicara nya itu orang asli (bule), aku suka sama cara mereka ngomong	Interesting platform
Karena di youtube itu kan ada subtitle, jadi kita bisa lihat ketika dia ngucapin apa, subtitle nya apa. dari situ kita belajar juga cara pengucapan setiap kata itu seperti apa. Karena kadang kita sering salah dalam pengucapan.	Understandable
Kalo aku sih dengan menjadikan YouTube sebagai media pendukung untuk meningkatkan listening skill, karena melalui YouTube kita tidak hanya sekedar mendengar audio nya saja, tetapi didukung oleh gambar, dan terjemahan juga	Improving listening skill
Karna youtube menyajikan banyak video atau konten yang berisi pengetahuan yang beragam, serta visualisasi nya yang menarik sehingga belajar jadi tidak membosankan, jadi aku semangat belajarnya.	Student Motivation

<mark style="background:yellow">YouTube itu kan sekarang udah jadi platform video paling banyak diakses yah, jadi gampang kalo mau akses YouTube dimana pun dan kapan pun.</mark>	<mark style="background:yellow">Accessible</mark>
<mark style="background:magenta">Setelah menonton tayangan atau video, kosa kata pasti bertambah sedikit atau bahkan banyak. Tapi kebanyakan bertambah sih, apalagi kosa kata yang belum pernah tau sebelumnya.</mark>	<mark style="background:magenta">New Vocabulary</mark>

3. Searching for themes

At this stage, researchers select transcripts of data, use research questions to find what is important or interesting in the data, and combine codes into overarching themes that accurately represent the data.

Table 3.3. Process searching the themes

<mark style="background:lime">Interesting Platform</mark>	13
<mark style="background:cyan">Understandable</mark>	6
<mark style="background:red">Improving listening skill</mark>	5
<mark style="background:silver">Student Motivation</mark>	7
<mark style="background:yellow">Accessible</mark>	9
<mark style="background:magenta">New Vocabulary</mark>	4

Table 3.4. Grouping the highlighted idea

No	Codes	Themes
1	Interesting Platform	Interesting English language learning experience through YouTube in listening

2	Understandable	Being Accessible Platform for listening in Learning English
3	Accessible	
4	Student Motivation	Developing Students' Listening Skill
5	Improving Listening Skill	
6	New Vocabulary	

4. Reviewing Themes

The researcher reviewed the data that had been coded for each theme to find out whether they formed a coherent pattern or not.

5. Defining and naming themes

The researcher came to the conclusion that there are three themes:

1. Interesting English Language Learning Experience through YouTube in Listening

2. Being Accessible Platform for Listening in Learning English

3. Developing Students Listening Skill

6. Producing the Report

In the last step, the researcher reports the result of this research about students' perception on the use and benefit of YouTube as a platform for learning listening.

3.6 Steps of the Research

According to (Quest et al., 2020), states that the steps in the qualitative research process are:

1. Identifying the research problem: Exploratory and understanding-oriented

2. Literature review: Subordinate role and rationale for the research problem

3. Participant/sample selection: Selecting the research sample

4. Data collection: With new protocols, data collection can be text or image data, and those few people or locations.

5. Data analysis and interpretation: text analysis, primarily descriptive, analytical, and theme development.

3.7 Time and place of the Research

This research is about investigating students' perception about using YouTube as a learning platform. This research takes place in Kuningan, West Java. The place of study will be in one of the senior high schools in Kuningan. The research will be conducted in July until the data are fully collected.

Table 3.5. Research schedule

No	Description	Jan 2021	Mar 2021	May 2021	Dec 2021	Oct 2023
1	Research Topic Approval	■				
2	Writing Research Proposal	■	■			
3	Proposal Approval		■			
4	Seminar Proposal Examination			■		
5	Data Collections				■	
7	Thesis Examination					■