

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used a descriptive case study. Yin (2018) explains that a descriptive case study describes a phenomenon that has occurred in real life. In this case, this design is a way to conduct the study to describe the phenomenon's existence effectively (Siggelkow, 2007). Thus, a descriptive study was utilized to examine and describe the students' perceptions of using English film reviews to develop their English-speaking skills.

3.2 Research Setting and Participants

The research was conducted in the English education department at one of the universities in Tasikmalaya, West Java, Indonesia. This course, namely Professional Listening and Speaking, facilitates students in learning speaking skills more interactively through role play. The students were divided into four groups. They carry out their assignment as vloggers, reviewing films and games. The students did role-play through various activities, one of them being a content creator by reviewing a film. In the film review project, students presented the film's plot, characters, scenes, and messages from the film.

The participants of this research were three students who joined the film review activities for the assignment in the Professional Listening and Speaking course. The participants are English Education students in the academic year 2020 in the 6th semester, and all are females. The three participants were recruited to discover their perceptions of using film reviews in speaking English. The first participant was once the winner of the best review in class. The second participant was the winner of the best content creator through film review in the class. The third participant was once a candidate for the best content creator through film reviews and had the most views on her video.

Besides that, participants were recruited because of their willingness to be involved in this research.

3.3 Data Collection

In this research, the data was collected by using semi-structured interviews to determine students' perceptions of learning English speaking skills through film reviews. Semi-structured interviews include a series of open-ended questions based on the research topic and allow questions to be expanded from the planned list of questions but still refer to the topic to obtain more in-depth information (Heigham & Croker, 2009). The researcher aimed to gain in-depth insights into the participants' perceptions of using the film review and to allow them to express their thoughts and experiences by using semi-structured interviews.

Furthermore, Patton (2002) stated five types of qualitative interviews: knowledge, opinion or belief, feelings, sensory, and background. The researcher focuses on knowledge, feelings, and beliefs or opinions in this study. Because the participants' sensory (physical) and background did not appear in the interview data conducted in this study. The interviews were conducted in Bahasa Indonesia and then translated and described. The researcher used an audio recorder during the interview. All participants in this study were changed into pseudonyms (Student 1, Student 2, and Student 3).

3.4 Data Analysis

The data of the research is analyzed by using thematic analysis. According to Braun and Clarke (2006) stated that thematic analysis is a technique procedure to examine and apprise themes contained in a set of data. In addition, the researcher uses thematic analysis due to its suitability for conducting the analysis. There are six steps in Braun and Clarke (2006) model of thematic analysis as follows:

3.4.1 Familiarizing the Data

After collecting the data, this first process involved transcribing data, reading the transcript of the interview repeatedly, searching for the meaning or patterns, and then writing down the notes from the data transcript of the interview. Afterwards, the researcher read or checked all the interview results to discover the themes.

3.4.2 Generating Initial Codes

This second step involved identifying and producing the initial data by highlighting and organizing the codes related to the study's aim.

Table 3.1 *Generating Initial Codes*

| | |
|--|---------------------------|
| S1: pada saat itu tuh saya memutuskan untuk melakukan film review karena menurut saya hal itu menarik dan juga konten yang cukup populer berada di YouTube | Students' emotions |
| S2: saya juga dapat mencari kosakata-kosakata yang mungkin tidak, kurang asing di telinga saya jadi saya bisa eum apa namanya mencari tau lalu apa eu mengerti kosakata-kosakata baru ataupun kalimat-kalimat baru dari eu film yang akan saya review untuk menjelaskan kepada penonton agar jelas dan juga mereka pahami. | Vocabulary improvement |
| S2: Dan juga saya tidak mendapat banyak kesulitan karena pertama saya kan harus mendalami hal tersebut. | Easy to use |

karena saya tahu filmnya bagaimana dan saya tahu apa yang saya harus lakukan untuk mereview sebuah film itu jadi saya rasa ini lebih memudahkan saya untuk belajar melalui film review.

S2: Yang pertama pasti kita harus punya apa ya film yang ingin kita review baik itu dari drama atau series atau lain sebagainya. Lalu kita tonton dulu filmnya bagaimana dari segi cerita, plot, dan genre. Again kita bisa menceritakan kepada orang-orang, baik penonton ataupun pendengar mereka tertarik gitu kita sama dengan membagi pengalaman kita dan tentunya selain kita menonton sendiri

Students

participation

Sharing

information

S2: Sangat memotivasi karena eu apa ya dari pengalaman saya selama belajar di matkul PLS saya bisa saya alhamdulillah bisa mendapatkan apresiasi dari teman2 dan juga dosen saya itu sangat memotivasi saya untuk bisa eu apa namanya mereview film-film

Motivation

S3: nah pertamanya itu meningkatkan vocabularynya karena disitukan tertera beberapa kata bahasa Inggris yang baru nah saya akan melakukan film review saya sering crosscheck kosakata tersebut untuk dibacanya seperti apa,

Vocabulary

improvement

seperti menggunakan phoneticnya Pronunciation
dibaca oh eum cara bacanya seperti ini improvement
nah itu menambah kemampuan saya
dalam berbicara, dari kalimat juga
seperti itu

There are 12 initial codes representing different aspects shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.2 List of Initial Codes and Their Frequency

| No | Initial Codes | Total |
|----|---------------------------|-------|
| 1 | students' emotions | 12 |
| 2 | students' participation | 20 |
| 3 | pronunciation improvement | 2 |
| 4 | intonation improvement | 2 |
| 5 | vocabulary improvement | 6 |
| 6 | students' comprehension | 8 |
| 7 | presentation skills | 3 |
| 8 | editing skills | 2 |
| 9 | boosting confidence | 5 |
| 10 | motivation | 6 |
| 11 | flexibility | 2 |
| 12 | easy to use | 1 |

3.4.3 Searching for Themes

In this third step, the researcher searches for the themes from the data that have been categorized and highlighted. This process of searching for themes aims to find out the relationship between themes from the data based on the research questions.

Table 3.3 Searching for Themes

| | Initial Codes | Codes Grouping |
|----|---------------------------|---|
| 1 | Students' emotions | |
| 2 | Motivation | Students' learning engagement |
| 3 | Boosting confidence | |
| 4 | Students' participation | |
| 5 | Students' comprehension | |
| 6 | Pronunciation improvement | Speaking skills aspects improvement |
| 7 | Intonation improvement | |
| 8 | Vocabulary improvement | |
| 9 | Flexibility | Flexibility and simplicity of learning activity |
| 10 | Easy to use | |
| 11 | Editing | Challenges in presentation |
| 12 | Skills of presentation | |

3.4.4 Reviewing Themes

In the fourth phase, the researcher tries to organize, review, and refine the candidate themes identified in the previous step. At the end of this phase, the researcher needs to determine whether different themes are appropriate for the data.

Table 3.4 Reviewing Themes

| Potential Themes | Final Themes |
|---|---|
| Students' learning engagement | Students' learning engagement |
| Speaking skills aspects improvement | Students' speaking skills improvement |
| Flexibility and simplicity of learning activity | Flexibility and simplicity of learning activity |
| Challenges in the presentation | Challenges in the project |

3.4.5 Defining and Naming Themes

In the fifth step, the researcher detailed the themes in the research writing part.

3.4.6 Writing Report

In this sixth step, the researcher finished the themes that must be sufficient for the final analysis of the report and created an argument that relates to the research questions.

3.5 Research Schedule

Table 3.1 Schedule of the Research

| Description | Sep 2023 | Oct 2023 | Nov 2023 | Des 2023 | Jan 2024 | Feb 2024 | July 2024 |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Research Proposal writing | ■ | | | | | | |
| Research Proposal Examination | | | | ■ | | | |
| Data Collection | | | | ■ | | | |
| Data Analysis | | | | ■ | ■ | | |
| Report | | | | | ■ | ■ | |
| Thesis Result Seminar | | | | | | | ■ |
| Thesis Examination | | | | | | | ■ |