

CHAPTER III

RESEARCH PROCEDURES

3.1. Method of the Research

This research used qualitative research, and a descriptive case study as the research design. Yin (2018) defines a descriptive case study is an approach to describe a phenomenon or case in a real-world context. Furthermore, this method is an appropriate method for in-depth investigation of certain phenomena, which can result in comprehensive analysis. The technique of collecting data used semi-structured interviews. Considering the explanation, this research explored the phenomenon where students are asked to upload video tasks to YouTube as part of a PLS course.

3.2. Focus of the Research

This research focused on exploring students' opportunities and challenges when working on YouTube video projects for PLS course in higher education in Indonesia.

3.3. Setting and Participants

This research took place at a university in Tasikmalaya, West Java, Indonesia, where the phenomenon of the research was found in the PLS course. and also, this research involved interviews conducted through Zoom meetings. The participants in this research were three English Education Department students, specifically, sixth-semester students at a university in Tasikmalaya. Participants were selected based on students who had completed the Professional Listening and Speaking course and had worked on YouTube video projects as English-speaking tasks in that class. In the PLS class, all three participants achieved A grades. They have speaking skills, which the video project helped them develop their speaking skills to be better, in terms of fluency, clarity of pronunciation, vocabulary mastery, grammar, and comprehension.

3.4. Techniques of Collecting the Data

In this research, the data collection was semi-structured interviews. A semi-structured interview is conducted using a number of open-ended questions. According to Bryman (2012), a semi-structured interview is a type of interview where the researcher has a list of questions, but the questions asked may not be exactly as outlined in the list of questions, which the researcher can reduce and add questions. As the interviewer listens to what the interviewees say, they may ask questions that are not included in the guides (Bryman, 2012). As a result, in collecting this data, participants were asked several questions regarding the opportunities and challenges they faced when carrying out YouTube video projects in the PLS course based on autonomy, competence, and regardless in self-determination theory (Deci & Ryan, 2020).

3.5. Technique of Analyzing the Data

The data analysis of this research was a thematic analysis inductive approach. Thematic analysis is a method for identifying, analyzing, organizing, describing, and reporting themes within data set in detail (Braun & Clarke, 2006). Thematic analysis looks for themes in a qualitative data set, such as interview transcripts, social media profiles, or survey results, to learn more about people's beliefs, knowledge, experiences, or values. The inductive method relies on letting the data choose the overall theme. The inductive approach involves collecting data that initially focuses on specific content and then gradually expands to form broader generalizations and eventually develop theories (Alhojailan & Ibrahim, 2012). There are six phases of thematic analysis (Braun & Clarke, 2006) :

1) Familiarization with the data

In this phase, the researcher needed to read and re-read the data transcript of the interview.

2) Generating initial codes

In this phase, the researcher categorized the important data that are related to the aim of the research using initial codes.

Table 1. Generating Initial Codes

Data	Initial Codes
Opportunities	
<p><i>Terus juga, kalau misalkan euu enaknya itu, kalau kelompok kan kita bisa membagi-bagi tugas ya. Karena kalau sendiri itu rumit berat apalagi kalau tugasnya itu yang kayak konferensi gitu. Terus ada kampus tur juga yang mana kita harus kerja bareng-bareng, kita euu apa mencari ide-nya gimana, terus membuat si scriptnya itu kita kan euu dibagi-bagi gitu. Pembagiannya ada juga dan merata gitu semuanya ikut kebagian, semuanya ikut turut andil.</i></p>	<p>Collaborate by dividing tasks</p>
<p><i>Kemampuan speaking saya gitu ya setelah mengerjakan projek video youtube ini di mata kuliah professional listening and speaking itu pastinya euu saya merasakan adanya rasa kepercayaan diri saya gitu.</i></p>	<p>Self-confidence</p>
<p><i>Untuk pengerjaan projectnya sendiri, dosen kami pun memberikan eum... memberikan pilihan tema kepada kami untuk dipilih, dan 2 pilihan tema biasa di setiap project. Dan kami bebas untuk memilih topik eu... topik makna saja atau tema makna saja asalkan eum... satu kelas itu sama. Semuanya itu dibebaskan untuk, dari script nya, dari videonya, walaupun ada persyaratan seperti eum... maksimal atau minimal durasi videonya.</i></p>	<p>Creative freedom in content creation</p>
Challenges	
<p><i>Tantangannya mungkin eu mungkin terkendalanya di ini ya di script mungkin ya. kalo script itu kaya harus menyesuaikan lagi kaya aduh ini sesuai ga ya entah itu dari aksen sama pemilihan katanya ya,</i></p>	<p>Script-writing process</p>
<p><i>Iya ada tantangan tersendiri dan kesulitan. Nah kesulitannya itu terutama waktu kan kalau misalkan take video di unggah ke YouTube, itu kan pasti take video-nya berulang-ulang. Dan terkadang saya itu euu kaya apa ya pengucapannya tuh jadi kok jadi gini sih gitu, jadi salah gitu jadi diulang lagi.</i></p>	<p>Retake video</p> <p>Pronunciation challenges</p>

Kalau sama teman eu... paling di apa ya? Perbedaan pendapat aja mulai dari kayak eum... konsep video nya kayak gimana, dari script nya, terus kadang eum... dari pengeditan video mungkin ada yang kurang sesuai dengan eum... preferensi. Pokoknya enggak semua apa ya? Kadang enggak semua orang itu punya preferensi yang sama.

Table 2. List of Initial Codes and Their Frequency

No	Initial codes	Total
1.	Creative freedom in content creation	3
2.	Script-writing process	3
3.	Collaborative support in video editing	2
4.	Pronunciation improvement	3
5.	Grammar improvement	3
6.	Vocabulary mastery	3
7.	Fluency improvement	2
8.	Pronunciation challenges	2
9.	Understanding	3
10.	Retake video	3
11.	Collaborate by dividing tasks	3
12.	Self-confidence	2
13.	Challenges in video editing	2
14.	Differences of opinion between each other	2
15.	Intonation improvement	1
16.	Timelines of group work	3
17.	Sharing information	1
18.	Miscommunication between members	1

3) Searching for themes

In this phase, the researcher takes transcripts of the data and using the research questions as a guide, discovers something important that combines the codes

into broad themes that effectively characterize the data. From the data that had been previously categorized and highlighted in the second phase, the researcher was able to identify themes.

Table 3. Process of Searching for Sub-Theme and Themes

Opportunities	
Intial codes	Sub-Themes
Creative freedom in content creation	Student creativity in video projects
Self-confidence	Students' confidence in speaking English
Pronunciation improvement	Improving students' speaking skill
Vocabulary mastery	
Grammar improvement	
Fluency improvement	
Understanding	
Collaborative support in video editing	Collaborative group work
Collaborate by dividing tasks	
Challenges	
Script-writing process	Challenges in script-writing
Challenges in video editing	Challenges in making video
Retake video	
Pronunciation challenges	Challenges in speaking skill
Timeless of group work	Challenges in group work
Differences of opinion between each other	

4) Reviewing themes

In this phase, after having several themes, this involved refining these themes. The researcher could add or delete themes that are less relevant.

Table 4. Review the Themes

Sub-Theme	Themes
Student creativity in video projects	Enhancing Holistic Skills Through YouTube Video Project in English-Speaking Tasks
Students' confidence in speaking English	
Improving students' speaking skill	
Collaborative group work	Challenging in Navigating YouTube Video Project as English-Speaking Tasks
Challenges in script-writing	
Challenges in making video	
Challenges in speaking skill	
Challenges in group work	

5) Defining and naming themes

In this phase, the researcher determined and gave names for the themes based on the data.

6) Producing the report

In this phase, the researcher reports the results of this research.

3.6. Steps of the Research

3.6.1. Identifying and finding the issue

3.6.2. Reviewing the literature related to YouTube video projects in English-speaking tasks.

3.6.3. Formulating research objectives and research questions regarding YouTube video projects in English-speaking tasks.

3.6.4. Determining appropriate research methods, data collection techniques, data analysis, and determining who will be the participants.

3.6.5. Collecting data using semi-structured interviews of three students.

3.6.6. Analyzing the data that has been obtained using the thematic analysis method.

3.6.7. Writing a research report. Present the results or findings of the research, along with a discussion of the implications. Draw conclusions based on the analysis and discuss the significance in relation to existing knowledge.

3.7. Research Schedule

Table 5. Research Schedule

Description	Sept-Nov 2023	Dec 2023	Jan-May 2024	June-Okt 2024	Nov 2024	Dec 2024
Research Proposal writing						
Research Proposal examination						
Data Collection						
Data Analysis						
Report						
Thesis Result Seminar						
Thesis Examination						