CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

This study applied qualitative methods for data collection and analysis that emphasizes the understanding and interpretation of participants' perceptions and explores lived experiences of the participants (Aydin & Kaya, 2017). As one of the qualitative research methods, a case study enables the researcher to examine and describe complex and intricate details of the participant's life experiences (Farrell & Kennedy, 2019). Specifically, this study applied an exploratory case study to answer such questions as "what." In conducting an exploratory case study, the researcher has no control over the described events. Since this study was based on participants' experiences regarding their perceptions of using vlogs in the EFL-speaking classroom and needed detailed information about it, an exploratory case study design was chosen as the most suitable method.

3.2 Participant and Research Setting

The setting in this present study was the PLS class at one University in Tasikmalaya, West Java, Indonesia. Since the phenomenon found in this course was supported by accessibility and participants willing to participate, this study involves three participants: two female and one male student who has finished the PLS course. They are chosen based on their GPA recommended by PLS course lecturers so that this research has variations in the intellectual level of the participants, and there is no generalization. The study's purpose, such as experiences, behaviours, and roles in the learning process, enable detailed exploration and understanding of the topic.

The first use of vlogs is Providing a topic; lecturers provide specific topics for students, such as examples of topics about everyday life and radio broadcasters. There are individual and group vlogs for making vlogs. Each week, students receive a different topic, and students prepare and create scripts that will display Vlogging process. Vlogging can do on a smartphone or computer connected to a video camera. Students are assigned to speak the provided topic in English in front of a

video camera for at least three to five minutes at a time. Editing videos, editing the video section is based on identifying some mistakes in the speaking process, for example, stuttering or repeating words, audio that sounds less clear, and modelling behind the camera video, which can edit later. Post videos on video hosting sites; edited videos will be posted on a YouTube account so lecturers and other friends can show them.

3.3 Data Collection

A semi-structured interview was used with open-ended questions as data collection techniques. According to Bryman (2012), a semi-structured interview is a type in which the researcher has prepared a list of questions, but the question may follow a different way than the schedule. The researcher can add or delete questions designed in the interview guide. In short, questions not included in the guide may be asked as the interviewer notices what the interviewees say (Bryman, 2012). The interview guideline includes several questions regarding participants' using vlogs in the PLS course. Each participant was interviewed for an estimated 20-30 minutes per session and recorded using an audio recording device. It may be more or even less depending on the data information obtained from the participants. Comfortable for the participants.

3.4 Data Analysis

All interviews were recorded, transcribed, and then analyzed using the thematic analysis approach introduced by Braun and Clarke (2006). Thematic analysis is a flexible method that allows the researcher to focus on the data in numerous ways. Thematic analysis can focus on analyzing meaning across the entire dataset and examine one particular aspect of a phenomenon in depth. Furthermore, Thematic analysis is also useful for summarizing key features of a large data set, as it forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organized final report (King, 2004). The many forms thematic analysis can take means that it suits a wide variety of research questions and research topics. There are six phases of thematic analysis (Braun & Clarke, 2006):

1) Familiarizing with the data

In this step, the researcher needs to read and re-read the data transcript of the interview related to the topic of this research about students' perception of using vlogs in EFL-speaking classrooms (PLS). The form of the data was an audio recording from the interview. The researcher listened and transcribed the audio into a notebook; after the data had been transcribed fully, it read more than once to familiarize itself with the data.

2) Generating initial codes

The codes have been generated in this step, as shown in the table. The codes here are still random and contain various pieces of information, and need to be simplified to find the themes.

Table 3.1 Generating initial codes

Vlogging dalam kelas Bahasa inggris sangat membantu ya teh sangat berpengaruh juga terhadap skill speaking kita	Improving Speaking
Dalam menggunakan vlog waktu tampil depan kamera degdegan the nervous ya meskipun, cuma depan kamera gitu gada orang yang liat tapi mikirnya tuh takut gak maksimal, takut salah, takut dikomen apa lebih ke takut salah sih sama minder juga liat yang orang lain yang lebih bagus.	Distractions
vlogging dalam Bahasa inggris mungkin seperti tadi ya teh bisa juga bisa buat melatih kita untuk praktek speaking kita.	Practice on English Speaking
dengan adanya mata kuliah ini dalam menggunakan vlog jadi pedean atau percaya diri saya itu jadi menambah	Improving Confidence
sebelum ngevlog harus bikin skrip dulu dan tentunya kalo ada yang belum tau kata katanya jadi kita mencari kosakata baru dan itu menambah vocabulary	New Vocabulary

Mungkin tidak terlalu efektif karna kita tuh kaya yang ngomong sendiri tidak ada interaksi yang nyata sama orang lain, apalagi waktu itu sedang pembelajarannya online kan ya teh	Lack of real interaction

3) Searching for themes

In this step, the researcher selects the data transcript and finds something significant or interesting about the data based on research questions that combine codes into overarching themes that accurately depict the data. The researcher identified the themes from the data that have been categorized and highlighted earlier in the second step.

Table 3.2 List of initial codes

The opportunity to Practice on English Speaking	9	Assessment Tools and Feedback to Improve Speaking Skills	5
Improving Speaking Skill	21	Self-Monitoring and Self-Review	6
New vocabulary	11	Distractions in vlogging	7
Improving Confidence	8	Lack of real interaction in vlogging	6
Motivation to learn speaking	8	Technology failure in vlogging	5

Table 3.3 Grouping the highlighted idea

No	Codes	Themes
1.	The opportunity to Practice on English Speaking	The opportunity to Practice on English Speaking
2.	Improving speaking skill	Developing Students' Speaking Skill
3.	New vocabulary emerged through vlogging	
4.	Pronunciation	
5.	Improving Confidence	
6.	Motivation to learn speaking	Influencing Psychological Factor

7.	Distractions in vlogging (Anxiety, Shyness, fear of mistake)	
8.	Lack of real interaction in vlogging	
9.	Assessment Tools and Feedback to Improve Speaking Skills	Feedback and Reflection
10.	Self-Monitoring and Self-Review	
11.	Technology failure in vlogging	Technology Failure

4) Reviewing themes

In this step, the researcher investigated the result of emerging themes with several considerations congruent with the present research by adding or deleting the information that does not need. The researcher re-examined the themes.

5) Defining and naming themes

Process of determining and identifying the essence of each theme. The researcher determined and gave the theme's name based on the data.

Table 3.4 Defining and naming themes

No	Themes
1.	Developing Students' Speaking Skill
2.	The opportunity to Practice on English Speaking
3.	Influencing Psychological Factor
4.	Feedback and Reflection
5.	Technology Failure

6) Producing the report

In the last step, the researcher reports the result of this research about the students' perception of using Vlogs on YouTube in the EFL-speaking classroom.

3.5 Research Schedule

Table 4 Research Schedule

No	Activities	Jan	Feb	Mar	Apr	May	Oct	Nov	Des
		2022							
1	Research Proposal Writing	▓	▓	▓	▓				
2	Research Proposal Examination				▓				
3	Data Collection					▓			
4	Data Analysis						▓		
5	Comprehensive examination							▓	
6	Final Thesis Examination								▓