

CHAPTER III

RESEARCH PROCEDURE

A. Research Method

This research used a case study because it concerned a present detailed, contextualized picture of a particular phenomenon without doing any action to change something. This approach is relevant as (Yin 2003, cited in Widodo, 2013) stated, “a descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon” (p.15). In other words, by taking a case study, it was expected to offer detailed information and descriptions to accurately explain the pre-service teachers' perceptions toward the use of video on English learning in Tasikmalaya, Indonesia.

B. Participants and Setting

There are two pre-service teachers as participants in this research. They are P1 and P2. They are around 22-23 years old and conducted teaching practice (pre-service) of X – XI grades in one of the senior high schools, Tasikmalaya, Indonesia. They were chosen to be participants because they implemented videos in their teaching practices during teaching practicum. In addition, they are willing to be participants in the research. This study was conducted in one of the senior high schools in Tasikmalaya, Indonesia.

C. Data Collection

This present study used semi-structured interviews to collect the data. The semi-structured interview was conducted to gain information about pre-service teachers' perceptions of the use of video in English learning. The interview was conducted twice at different times with the participants and used in Bahasa Indonesia to avoid misunderstanding and misinterpretation. The questions related to the pre-service teachers' perceptions toward the use of video on English learning

D. Data Analysis

The data collected from interviews were analyzed qualitatively by using Thematic Analysis (Braun & Clarke, 2006) through the six phases, as follow:

1. Familiarizing the data

Interview recordings were transcribed and converted into written form before being analyzed. To identify and note by highlighting the data that were relevant to the research questions. The researcher was really actively involved in the data by reading the data repeatedly.

Figure 1 Data Transcription

Duration	I / P	Transcription
00:00 – 00:018	I	Hai ka, udah siap ya untuk wawancara, langsung saja apakah benar anda menggunakan video sebagai media alat pembelajaran di kelas Bahasa Inggris?
00:18– 00:38	P	Iya itu benar, saya memakai video.
00:38 – 00:46	I	Berapa lama anda menggunakan video sebagai media alat pembelajaran di kelas Bahasa Inggris?
00:47– 00:55	P	Ya.... selama PLP sih
00:56- 01:13	I	Kira-kira berapa lama ka? 1 bulan kah?
01:14- 01:30	P	Kurang lebih sih 3 bulan ka
01:31 – 01:49	I	Adakah alasan khusus anda menggunakan video sebagai alat media pengajaran bahasa inggris di kelas? Misalnya agar memaparkan materinya jadi lebih baik

2. Generating Initial Codes

The researcher coded the data that occurred on the data related to the purpose of this study (pre-service teachers' perceptions toward the use of video on English learning) by underlining the transcribed interviews to produce the codes. This process helped make it easier for researchers to analyze the data at a later stage.

Figure 2 Coding the data

P	Bagi saya menyampaikan materi dengan baik adalah tantangan yang paling sulit, menggunakan video merupakan alternatif bagi guru dalam menyampaikan materi dengan baik.	delivering material well
I	Oh jadi video sebagai media yang sangat membantu dalam memaparkan materi?	
P	Iya nah seperti itu	
I	Nah selain membantu memaparkan materi dengan baik, adakah manfaat lain dari video?	
P	Apa ya mmmm	
I	Ya misalnya membuat kelas menjadi kondusif atau apa gitu ?	
P	Iya jelas, penggunaan video juga sangat membantu guru dalam situasi kelas yang kondusif, karena siswa lebih mau belajar melalui video saat belajar daripada melalui dikte guru atau papan tulis.	creating condusive class

3. Searching for themes

The researcher collected possible codes that have the same theme by cutting and pasting different excerpts for easy analysis.

Transcription	Code	Potential theme
<p>- Bagi saya menyampaikan materi dengan baik adalah tantangan yang paling sulit, menggunakan video merupakan alternatif bagi guru dalam menyampaikan materi dengan baik.</p> <p>- Iya jelas, penggunaan video juga sangat membantu guru dalam situasi kelas yang kondusif, karena siswa lebih mau belajar melalui video saat belajar daripada melalui dikte guru atau papan tulis.</p>	<p>-delivering material well</p> <p>-creating condusive class</p>	-Effective teaching strategies
<p>-Ya, karena semenjak menggunakan video dapat membantu memotivasi mereka dalam proses pembelajaran karena siswa terlihat lebih antusias dan cepat memahami materi</p>	<p>-Students' Easier to understand</p>	-motivate students

4. Reviewing the themes

The researcher reviewed themes to ascertain whether they were most appropriate and coherent with a clear organizational concept. Then, the process concludes with a final series of themes.

5. Defining and naming the themes

The themes were named as the representation of its following sub-themes. Those became the findings of this study.

Code	Potential theme	Theme
- delivering material well	Effective teaching strategies	Effective of Teaching Learning
- creating condusive		

class		Process
-Students' Easier to understand	-motivate students	Motivating the Students to Understand the material well

6. Producing the report

The researcher reported what had been gained from this study. This included the themes occurring in the pre-service teachers' perceptions toward the use of video on English learning in Tasikmalaya, Indonesia.

E. Research Schedule

No	Activities	January '21	March '21	April-Des '21	January '21	January '21	February '22	July '22	September '22
1	Submission of Research								
2	Research Topic Approval								
3	Chapter 1								
4	Chapter 2 & 3								
5	Seminar Proposal Examination								
6	Revising the proposal								
7	Chapter 4								
8	Chapter 5								
9	Final Thesis Examination								

Table 1. *Research Schedule.*