CHAPTER 3
RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Research Method

In this research, the researcher used a descriptive case study. Yin (2014) defined a case study as, "An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clearly evident" (p. 16). Moreover, Yin (2018) defined a descriptive case study as a case study which purpose is to describe a phenomenon in its real-world context. The use of case study methodology was chosen because it best facilitates constructing a detailed, in-depth understanding of what is to be studied. Case study research can engage with the complexity of real-life events (Stake, 1995). Furthermore, this research scrutinized students' cognitive engagement resulting from watching English YouTube videos.

3.2 Research Focus

This research focused on scrutinizing students' cognitive engagement resulting from watching English YouTube videos. It delineated how 'English with Ronnie' YouTube videos engage the learning process of EFL learners cognitively. The description was taken from the results of the interviews with students who were purposely chosen based on some characteristics.

3.3 Setting and Participants

The research was held in October 2022. The research involved three students majoring in the English Education Department at one of the universities in Tasikmalaya, West Java, Indonesia. The participants were

purposely chosen based on some characteristics; namely, they had experience watching English instructional videos on YouTube, had relatively the same reasons for watching 'English with Ronnie' YouTube videos, and agreed to participate in this research. They were also chosen irrespective of their genders. They are actively using YouTube as a medium to learn English whenever they need to and at least watch 'English with Ronnie' YouTube videos five times. Moreover, the chosen participants could give sufficient information to answer the research questions.

Dealing with ethical issues, the participants received thorough explanations of what, why, and how this study would be conducted. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collecting. They were assured of their confidentiality, anonymity, and freedom to withdraw from the research at any point during the process. The participants' names were renamed into P1, P2, and P3. Furthermore, the dates and hours for participating in the interview were arranged in advance with the participants.

3.4 Data Collection

The data were collected by using a semi-structured interview. Semi-structured data were employed because of its flexibility, balancing the constraints in statistical analysis resulting from using it. It gives the interviewees a degree of freedom to explain their thoughts and draw attention to areas of particular interest and expertise they believed they possessed. Its questioning technique elicits fully comprehensive descriptions of phenomenon experiences (Howitt, 2016). Furthermore, a semi-structured interview was applied to scrutinize how EFL learners engage cognitively in 'English with Ronnie' YouTube videos.

The interview was addressed to three participants from the English Education Department at one of the universities in Tasikmalaya after watching three of the 'English with Ronnie' videos as a triggering. Those videos were chosen by the researcher based on the research scope, namely,

"Have natural and dramatic conversations by using hyperbole!", "Phrasal vebs & expressions with over", "I used to.. & I would.." talking about the past in English". The researcher produced eleven main questions adapted from Pohl (2020) on the theory of cognitive engagement as an interview guide to conducting semi-structured interviews. Five sub-indicators were used as the interview triggering of the research concept: valuing of learning; setting personal mastery goals and attributing success to effort; investing time, attention, and effort in learning; using specific study skills or learning strategies, and self-evaluating and reflecting. More specifically, the prescribed question topics for the interview cover language learning, YouTube, and students' cognitive engagement. This was performed to elude being in the too broad scope of the interview. Furthermore, the questions were flexible and open-ended to obtain more information and gain a deeper understanding of students' cognitive engagement resulting from watching 'English with Ronnie' YouTube videos.

The interview was conducted in the participants' first language, Indonesian, so they could express their thoughts freely without possible language barriers and prevent confusion and miscommunication among the participants. Furthermore, obtaining the information was accomplished through the WhatsApp voice call. In addition, the data were transcribed in order to highlight the statements relevant to the study's research questions.

3.5 Data Analysis

The data were analyzed by using thematic analysis. Thematic analysis is a technique for identifying, analyzing, and reporting recurring patterns (themes) in data. It organizes and describes the data set in (rich) detail in the simplest way possible (Braun & Clarke, 2006). However, it frequently goes beyond this, interpreting many facets of the research issue (Boyatzis, 1998 as cited in Braun & Clarke, 2006). Thematic analysis is straightforward to apply, making it ideal for novice researchers inexperienced with more complex forms of qualitative research. It enables the researcher's choice of

theoretical framework to be flexible. While specific other analysis methods are inextricably linked to particular theories, theme analysis can be employed with any theory chosen by the researcher. Due to its adaptability, thematic analysis enables the data description to be rich, detailed, and complicated. This tool analysis included six steps that assisted the researcher in examining the data as follows:

1) Becoming familiar with the data

In this step, the researcher familiarized the data by reading through the interview transcripts related to how EFL learners cognitively engage to 'English with Ronnie' YouTube videos. The data was presented in the form of an interview audio recording. The researcher completely transcribed the audio after listening to it. Following transcription, it is also read several times to become familiar with the data.

2) Generating initial codes

In this step, the researcher began to arrange the data by assigning signs that correspond to the study's objectives. The researcher employed the coloring method to differentiate each aspect indicated by participants, which generated the initial codes. However, the codes still contain various pieces of information, and needed to be simplified to find the themes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes (e.g understand the use of the vocabulary, reply a certain part, find another explanation, material delivery, give the learners time to think, and an interesting English learning video) that were colored (e.g light navy, dark green, light purple, dark blue, light green, and orange) to highlight how EFL learners cognitively engaged to 'English with Ronnie' YouTube videos.

Table 3.1 *Generating Initial Codes*

L: oh kalau konten tersebut euu memang karna disini ya khususnya Indonesia ya gitu kan English masih sebagai foreign language tapi at least ketika aku misal membaca sesuatu, mendengarkan sesuatu gitu ya sebuah video ataupun yang lain lainnya ketika mendengar atau membaca phrasal verb itu paham maksudnya gitu.	Understand the use of vocabulary
V: kalau saya sih euu biasanya gitu ya teh diputer lagi pada saat ada yang kurang terdengar atau salah focus. Tapi kalau misalnya kurang paham materinya saya cari di google tentang artinya cara pemakaiannya gitu teh	Replay a certain part Find another explanation
L: dari penyampaiannya sendiri. Jadi euh ketika di video itu yah biasanya memberikan contoh gitu.	Material delivery
L: Nah terus kadang suka memberikan kesempatan untuk audience untuk mikir dulu gitu jadikan di sana dilibatkan audience untuk ikut terlibat juga untuk mikir. Oh ini pake used to atau would ya? Kayak tadi di video yang euu teh difference between used to and would itu dikasih kesempatan tadi ada contoh ada jadi ini kira kira pake apa ya. Nah itu kan kita diberikan kesempatan untuk mikir dan terlibat juga gitu.	Give the learners time to think
R: iya karena Ronnie ini kan native speaker ya. Oh belajar sama native speaker nih euu apa namanya kayak lebih euu termotivasi lebih ke lebih apa namanya menarik karena dia jadi ngerti gimana sih native itu gimana speakingnya ya seru aja belajar sama native enjoy juga. Karena tadi penyampaian dia yang menyenangkan yang unik jadi audiencenya juga enjoy gitu	An interesting English Learning video

23 initial codes represented different aspects showed 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	English learning source	3
2	Internet problem	3
3	Interesting topic	17
4	Understand the use of vocabulary	4
5	Implementing vocabulary	3
6	Increase vocabulary	8
7	Develop listening skill	4
8	Develop pronunciation skill	7
9	Develop speaking skill	6
10	Material delivery	8
11	Give the learners time to think	7
12	Expression	7
13	Interactive teaching property	2
14	Easy to understand	5
15	Student's curiosity to learn	2
16	Interesting English learning video	4
17	Boosting confidence	1
18	Replay a certain part	5
19	Take notes	2
20	Find another explanation	1
21	The arranged material	5
22	Lack of concentration	1
23	Suitable material	4

3) Searching for themes

In this step, the researcher combined the appropriate codes into a potential theme that followed the research questions while eliminating codes that were irrelevant to the themes and research questions.

Table 3.3 *Searching for Themes*

No	Initial codes	Potential themes
1	English learning source	English learning reference
2	Suitable material	
3	Understand the use of vocabulary	The material
4	Implementing vocabulary	implementation to the students' lives
5	Increase vocabulary	Develop English aspects
6	Develop listening skill	
7	Develop pronunciation skill	

8	Develop speaking skill	
9	Easy going material delivery	Ease of engaging with material
10	Give the learners time to think	
11	The teacher's expression	
12	Interactive teaching property	
13	Easy to understand	
14	Student's curiosity to learn	Students' motivation to learn English
15	Interesting English learning video	
16	Boosting confidence	
17	Reply a certain minute	Overcome material misunderstanding
18	Take notes	
19	Find another explanation	

4) Reviewing themes

In this step, the researcher considered the preceding themes, which were completed in the third phase. The researcher reviewed the themes again to see if they were appropriate for the study. If not, the researcher then declined or altered the themes until the most acceptable themes were found.

Table 3.4 *Reviewing Themes*

Potential themes	Themes
Ease of engaging with material	Comprehending English language learning materials
Develop English skills	Enhancing students' English language aspects
The material implementation to the students' lives	Implementing English learning materials to the students' daily lives
Overcome material misunderstanding	Employing metacognitive language learning strategies

5) Defining themes

The researcher interpreted each topic identified as the answer to the research question that was posed earlier.

6) Producing the report

It is the last phase in thematic analysis. After the researcher got the central theme, the researcher created a report on the research finding.

3.6 Research Steps

Table 3.5 *Steps of the research*

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

3.7 Research Schedule

This research was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January 2022 to January 2023.

Table 3.6 *Time of the research*

Activities	Month												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Des	Jan
	2022												2023
Research Proposal Writing	██	██	██	██	██								
Research Proposal Examination						██							
Data Collection							██	██	██				
Data Analysis										██	██		

Telaah
Komprehensif
Examination
Final   Thesis
Examination