

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research design employed in this study, the research setting and participants, and the data collection and analysis methods applied. Additionally, the researcher also provides the schedule for conducting this research.

A. Research Design

In this study, the researcher employed the descriptive qualitative case study method. The descriptive qualitative case study research method is a valuable tool for collecting data and analyzing demographic characteristics of evidence (Nassaji, 2015). Qualitative research often involves extensive data collection from various sources to understand participants' thoughts, viewpoints, and beliefs in depth (Creswell, 2009). According to Yin (2018), descriptive case studies present a comprehensive and contextually relevant view of a particular phenomenon. As a result, this method is suitable for detailed analysis of English Education students' perceptions regarding using English films in their pronunciation learning.

B. Research Setting and Participant

This research was conducted in the English Education Department at a University in Tasikmalaya, West Java, Indonesia. This university allows students to engage in an English-speaking environment when making presentations in class, and other activities that allow students to have conversations, such as speaking English. The participants for this study were recruited through purposive sampling. According to Campbell et al. (2020), purposeful sampling selects respondents most likely to yield appropriate and valuable information. The following criteria were used to select participants for this study: The participants are English Education students (class of 2021), who had taken and achieved an A in the pronunciation course and used English films as an independent learning medium. The reason is that students who get an A

are considered to have good pronunciation and are actively learning independently through films, so they are suitable for describing an effective learning experience. For the learning process, begin with a learning schedule. They usually learn pronunciation by using Films during weekends whenever they have leisure time. The learning process includes choosing films that align with their current pronunciation goals, applying their chosen method of learning, and monitoring progress in pronunciation through various ways. The criteria were quite relevant to the study's aim, which was to investigate how English education students perceive the use of English films in learning pronunciation.

Furthermore, to ensure the ethical integrity of the study, consent forms were provided and explained to participants. All names appearing in this research report are anonymized. According to (Creswell, 2013, as cited in Wang et al., 2024), anonymizing participants protects them from harm. It guarantees their privacy, allowing them to express their opinions and experiences without concerns about potential consequences. This step is taken to protect the true identity of the participants. The consent form also requires the participant's signature as an official statement of their willingness to participate in this study. Once participants consent to join the study, they sign a form detailing the study's purpose, procedures, expected time commitment, and their right to withdraw at any time.

C. Data Collection

The data is collected via open-ended questions, as those that do not provide a set of possible answers (Zull, 2016). It is incumbent upon the participants to construct responses in their own words and convey them orally or in written form in response to open-ended questions. The advantages of open-ended questions may include the ability to reveal individuals' spontaneous reactions, to avoid any prejudice that may arise from prompting individuals for answers, and to avoid any imbalance that may arise from offering individuals a response (Reja et al., 2003). Through semi-structured interviews using

Bandura's Social Cognitive Theory as the framework, interviews focused on exploring key aspects in social cognitive theory to understand how these factors influence English Education students' perceptions of using English films as a tool for pronunciation learning. Thus, semi-structured interview guidelines can be seen below.

Table 1. The Triggering of Constructing the Research Instrument

The interview guidelines below are adapted from Bandura (1991) on the theory of social cognitive.

Indicators	Questions	Number
1.1. Behavioral Capability	- Does watching films help you recognize the difference between English phonemes that do not exist in your native language?	4
	- Do you find pronouncing English vowels and consonants easier after observing native speakers pronouncing them in films?	5
	- How does watching films help you understand the stress on certain syllables in English words?	6
	- Does watching films make you able to imitate the intonation and rhythm in English?	7
	- How does observing native speakers' articulation in films help you understand how to produce the correct English sound?	8
	- What motivates you to watch English films as a tool for learning pronunciation?	12

1.2. Observational Learning	- How do you observe accents, intonation, or word stress patterns when watching English-language films?	1
	- Have you ever tried imitating how characters speak in a film? If yes, how do you usually do it?	2
	- Do visual cues like facial expressions or body movements from the actors help you learn pronunciation? Can you share how?	3
	- What methods do you use to practice pronunciation from films? For example, repeating dialogues or imitating characters?	9
	- What challenges do you face in imitating film accents or intonation? How do you address them?	10
	- Do you learn from others' experiences, like friends or lecturers, who also use films for learning pronunciation? If yes, can you share how?	14
1.3. Self-Regulation	- Have you noticed any changes in your pronunciation due to practicing with watching films? Can you provide examples?	11
	- How do you set goals or measure your progress in pronunciation through watching films?	13

Table 2. Interview Guidelines

This interview guideline is adapted from Bandura's Social Cognitive Theory (1991):

1. *Bagaimana Anda mengamati aksen, intonasi, atau pola tekanan kata saat menonton film berbahasa Inggris?*
2. *Pernahkah Anda mencoba meniru cara bicara tokoh dalam film? Jika ya, bagaimana biasanya Anda melakukannya?*
3. *Apakah isyarat visual seperti ekspresi wajah atau gerakan tubuh dari para aktor membantu Anda mempelajari pelafalan? Bisakah Anda memberi tahu caranya?*
4. *Apakah menonton film membantu Anda mengenali perbedaan antara fonem bahasa Inggris yang tidak ada dalam bahasa ibu Anda?*

5. *Apakah Anda merasa lebih mudah mengucapkan vokal dan konsonan bahasa Inggris setelah mengamati penutur asli mengucapkannya dalam film?*
6. *Bagaimana menonton film membantu Anda memahami tekanan pada suku kata tertentu dalam kata-kata bahasa Inggris?*
7. *Apakah menonton film membuat Anda mampu meniru intonasi dan irama dalam bahasa Inggris?*
8. *Bagaimana mengamati artikulasi penutur asli dalam film membantu Anda memahami cara menghasilkan suara bahasa Inggris yang benar?*
9. *Metode apa yang Anda gunakan untuk melatih pelafalan dari film? Misalnya, mengulang dialog atau meniru karakter?*
10. *Tantangan apa yang Anda hadapi dalam meniru aksen atau intonasi film? Bagaimana Anda mengatasinya?*
11. *Apakah Anda menyadari adanya perubahan dalam pelafalan Anda karena berlatih dengan menonton film? Bisakah Anda memberikan contoh?*
12. *Apa yang memotivasi Anda untuk menonton film berbahasa Inggris sebagai alat untuk belajar pengucapan?*
13. *Bagaimana Anda menetapkan tujuan atau mengukur kemajuan Anda dalam pengucapan melalui menonton film?*
14. *Apakah Anda belajar dari pengalaman orang lain, seperti teman atau dosen, yang juga menggunakan film untuk belajar pengucapan? Jika ya, dapatkah Anda berbagi caranya?*

The interviews were delivered in Bahasa to avoid misunderstandings during the interview, with three participants who were English Education students from one of the universities in Tasikmalaya, who had good pronunciation mastery, and they had used English films as a medium for pronunciation learning. The participants agreed to conduct the interview; one participant was interviewed face-to-face, and two participants were interviewed through voice notes via *WhatsApp*. This is supported by (Bueno-Roldán & Röder, 2022), participants who were unable to attend a face-to-face interview chose the most convenient and flexible method, via voice notes on the *WhatsApp* platform, allowing participants to respond whenever they had the opportunity.

Each interview lasts between 18 and 25 minutes, includes an audio recording, with the participant's consent, with the understanding that the recording is used solely for research purposes. Open-ended questions facilitate

participants in freely sharing their opinions and perspectives. Subsequently, the audio recordings are transcribed and analyzed through a coding process to identify key themes and patterns related to students' experiences with pronunciation learning and using English films.

D. Data Analysis

Thematic analysis is employed to examine the data collected from the interviews. As outlined by Braun and Clark (2006), the thematic analysis represents a qualitative research technique employed to organize, explore, and conduct a detailed study of data. This technique is not merely a means of enumerating words or sentences in a given text; it allows for a more nuanced and comprehensive examination of the data. The technique proposed by Braun and Clark (2006) comprises the following steps: familiarization with the data, generating of initial codes, searching of themes, defining and naming themes, and producing the report.

Thematic analysis allows for the description of rich, intricate, and complex data due to its flexibility. According to Braun and Clark (2006), there are six steps in thematic analysis, which are as follows:

1. Familiarizing with the data

In the first step, the researcher familiarized herself with the data by reading it several times. Before that, the data was presented as audio recordings of interviews, so the researcher had to listen to them, then transcribe them and read the transcript results.

2. Generating Initial Codes (coding)

In the second step, the researcher arranged the data by assigning signs to the data in the codes related to the study's aim. The researcher used the colouring method to differentiate each aspect indicated by participants, which generated the initial codes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes (Imitating actor's dialogue, Pronunciation learning motivation, Significant pronunciation improvement, Accent improvement, Pronunciation pattern through English

subtitle, Slowing the film, and Learning through gesture) that were colored (e.g. mint, light purple, light magenta, orchid purple, light cyan 2, neon pink, red, and light red berry) to highlight how English Education students perceive regarding the use of English films as a medium for learning pronunciation.

Table 3. Generating Initial Codes

P3: So, when an actor or character in the film speaks, sometimes, if I feel that there is a unique or interesting pronunciation to say, I like to pause the video first, then it is spoken, repeated by me, that is it. So, after the actor speaks, the video is paused and immediately imitated.	Imitating an Actor's Dialogue
P2: What motivates me is my educational background, hmm, because I majored in English education. In the past, when I first entered, I had low English skills, and my pronunciation was also still bad. Well, by watching that movie, it motivated me to learn English, especially in learning pronunciation.	Pronunciation learning motivation
P3: There was a significant change when I learned pronunciation, especially in the Game of Thrones movie. Just like I learned a British accent, I learned, with the imitation method, and listened over time. Then, when I spoke English, I used the British accent because I often listened to and imitated the film's characters.	Significant Pronunciation Improvement Accent Improvement
P1: For the solution, go back to what I explained earlier, see the subtitles or if not, is the movie slowed down, there is a slowed down mode on the laptop, so the slowing down feature, so that is also helpful for those who are indeed fast pronounced movies, when there is a slow-down feature it helps me learn to pronounce it more clearly.	Pronunciation pattern through English subtitles Slowing the film
P2: Oh yes, I think it is very affecting, because when relevant body movements accompany the words spoken, the actor's dialogue becomes clearer, and easier for the audience to understand, like me. For example, when an actor is angry, their gestures, such as clenching their hands or frowning, will strengthen the impression of anger in the dialogue they say. Then, emphasis on gestures can also emphasise the keywords in a sentence.	Learning through gesture

The participants' interview transcription showed that 18 initial codes represented different aspects. Here is the list of initial codes and their frequency.

Table 4. Generating Initial Codes

No	Initial codes	Total
1	Various film genres	3
2	Pronunciation pattern through English subtitles	4
3	Rewatching scenes	2
4	Imitating actor's dialogue	8
5	Learning through gesture	6
6	Repetitive listening	2
7	Slowing the film	2
8	Pronunciation learning motivation	5
9	Personal reflection	3
10	Comprehensively listen to the accent	2
11	Accent improvement	3
12	Significant pronunciation improvement	3
13	Google Translate for pronunciation improvement	2
14	Feedback from peers	1
15	Listing difficult vocabulary	1
16	Articulation observation practice	5
17	Understanding suprasegmental features	6
18	Understanding segmental features	6

3. Searching for Themes

In this step, the researcher integrated the appropriate codes into a possible theme relevant to the research questions and eliminated codes unrelated to the themes or study questions. The researcher applied the principle of Bandura's Theory in searching for themes.

Table 5. Searching for themes

No	Initial Codes	Potential Themes
1	Various film genres	Behavioral Capability of Learning Pronunciation
2	Pronunciation learning motivation	
3	Understanding segmental Features	
4	Understanding suprasegmental features	

5	Articulation observation practice	Observational Learning in Pronunciation
6	Pronunciation pattern through English subtitles	
7	Rewatching scenes	
8	Imitating actor's dialogue	
9	Learning through gesture	
10	Comprehensively listen to the accent.	
11	Slowing the film	
12	Listing difficult vocabulary	
13	Repetitive listening	
14	Google Translate for pronunciation improvement	Self-Regulation in Pronunciation Learning Progress
15	Significant pronunciation improvement	
16	Personal reflection	
17	Feedback from peers	
18	Accent improvement	

4. Reviewing Themes

In the fourth step, the researcher analyzed and assessed the identified themes about the codes and research questions. Furthermore, the researcher ensured that the themes accurately reflected patterns within the data. Lastly, the coherence of each theme and the distinctions between themes were examined.

5. Defining and Naming Themes

In the fifth stage, the researcher determines the core of the aspects that become the components or topics of the data.

Table 6. Defining Themes

Themes	Definition
Behavioral Capability of Learning Pronunciation	Behavioral Capability of Learning Pronunciation refers to the learner's knowledge and skills to accurately produce a language's sounds, rhythms, and intonation patterns.
Observational Learning in Pronunciation	Observational learning in pronunciation refers to the process by which learners acquire accurate pronunciation patterns by watching and listening

	to proficient speakers through films. This form of learning emphasizes imitation and modeling of pronunciation features without direct instruction.
Self-Regulation in Pronunciation Learning Progress	Self-Regulation in Pronunciation Learning Progress refers to the learner's ability to actively manage and control their pronunciation improvement through setting goals, monitoring their performance, evaluating their progress, and adjusting their learning strategies accordingly.

6. Producing the Report

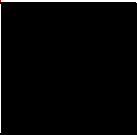
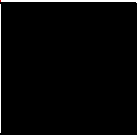
As the last phase for thematic analysis, the researcher reports the findings of this research in the sixth step.

E. Research Schedule

The research time in question is the period for the implementation of the research, as outlined in the table below:

Table 7. Research Schedule

Description	Sept-Oct/ 2024	Nov/ 2024	Dec/ 2024	Jan-Mar/ 2025	Apr/ 2025	June/ 2025
Research Proposal Writing						
Research Proposal examination						
Data Collection						
Data Analysis						

Thesis Result		
Seminar		
Thesis		
Examination		