

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **A. Research Design**

This research used case study since it provides the foundational framework for the research design. According to Gall et al. (2003), case study research is defined as “the in-depth exploration of cases of phenomena in their natural settings and from the perspectives of those who participate in the activities” (as cited in Duff, 2007, p. 436). This approach is well-suited to researching complex and context-dependent phenomena, such as individual perceptions and classroom dynamics. As emphasized by Stake (1995), case study methodology enables a comprehensive and nuanced understanding of the subject under study by capturing multiple perspectives and the richness of real-life educational experiences. In this study, a case study design was employed to investigate students’ perceptions of the use of intralingual dubbing activities in the Pronunciation class within the English Language Education study program. Given the complexity of students’ responses to learning strategies, this methodology allows the researcher to investigate in depth how students interpret and engage in the process of dubbing as a tool for language learning.

#### **B. Research Setting and Participants**

The research was conducted at a university in Tasikmalaya, focusing on the activity of intralingual dubbing in the Advanced English Pronunciation class. In this class, students were instructed to form small teams of two to three members and analyze a YouTube video, which would then serve as a reference for creating a new audio track. This track involved modifying the original voice in the video while maintaining the existing narration.

Three students from the 2023 English Education Department’s Advanced English Pronunciation class participated in this research. There are two females and a male student aged 22 from the English education class of 2021. These participants were deliberately selected based on specific characteristics, experiences, and relevancies to the research question. First, they have taken an Advanced English

Pronunciation course. Second, each had a final course grade of A, B, or C, as the researcher wanted to gather diverse perspectives from different cognitive levels. Third, the participants who were most informative and willing to participate in this research. When dealing with ethical issues, participants receive thorough explanations of what, why, and how this study will be conducted. They were explicitly advised to complete and sign the consent form as a formal agreement to participate in data collection. They were assured of their confidentiality, anonymity, and freedom to withdraw from the research at any point. The participants' names were renamed P1, P2, and P3. Furthermore, the dates and hours for the interview were arranged in advance based on the participants' availability.

### **C. Data Collection**

In this study, the researcher utilized semi-structured interviews as the primary data collection method. As noted by Sugiyono (2012), interviews are an effective technique for gathering information when a preliminary investigation is needed or when specific details must be sourced from individuals. Furthermore, a semi-structured interview is chosen because it offers flexibility in discussion, allowing informants to respond freely to questions while still being guided by the researcher's questions related to the problem at hand, thereby providing rich information about the issue (Patilima, 2005). To conduct the interviews, the researcher posed a set of twelve questions, adapting the framework of Yen (2021). These questions were designed to elicit the viewpoints of students on the use of intralingual dubbing activities in the English Education Department's Pronunciation class. To identify relevant statements, the researcher recorded and transcribed the interview responses.

The interview was held in the participants' native Indonesian language, allowing them to freely express their opinions without potential language barriers and avoiding misunderstandings or miscommunications. Furthermore, the interview was arranged through WhatsApp voice note with the participants. The data were also transcribed to emphasize the statements significant to the research issues of the study. To obtain valid and meaningful data, the researcher conducted the interview twice. The first interview was carried out to gather initial responses

regarding the students' perception towards intralingual dubbing in Advanced Pronunciation class. However, the responses from one of the participants was unclear and lack of the detail, so the researcher decided to conduct the second interview to gain the deeper insights and additional information.

To ensure the validity and credibility of the data, several techniques were applied. These include data triangulation, by comparing responses among participants; member checking, by confirming and clarifying responses with the students; and designing interview questions based on established indicators, particularly focusing on experience, knowledge, and feelings of the participants during the intralingual dubbing process in Advanced Pronunciation class. These steps were taken to ensure that the data collected were trustworthy, relevant, and aligned with the objectives of the research.

#### **D. Data Analysis**

Thematic analysis was applied in this research to examine the interview transcripts. Here are the steps for applying thematic analysis to qualitative data, as outlined by Braun and Clarke (2006). Thematic analysis is an independent, qualitative, and descriptive approach primarily used to identify, analyze, organize, describe, and report themes within data. Braun and Clarke (2006) and King (2004) argued that thematic analysis is a helpful method for examining the perspectives of different research participants. According to Braun and Clarke (2006), theme analysis has six phases:

##### **1. Familiarization with the Data**

In this 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. Designing Initial Codes**

In this step, the researcher began to arrange the data by assigning codes to the data related to how students view the value of the intralingual dubbing activity. 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 (Enjoyment in the process, Flexible in choosing video criteria, Interesting in character selection, Ease in the process, Provide new insight into dubbing, Difficulty with pronunciation, and Voice and acting style adjustment) that were colored (Dark gray 3, Dark gray 2, Dark gray 1, Gray 1, Light red 2, Dark green 2, and Dark cyan 2) to highlight the students' perception of intralingual dubbing practices in Advanced English Pronunciation class.

**Table 1 Generating Initial Codes**

Interview Data	Codes
<b>P1:</b> Seru dan lancar jaya kok, teh. Kebetulan kriteria pemilihan video untuk di dubbing nya gak muluk muluk, Kita bebas mau pilih video apa asal it's an English language video dan durasinya dari range 5-10 menit. Untuk pembagian karakternya juga I felt the joy since the character I chose was a traveler guy whom I think he's a cool one. Proses dubbing nya juga seru karna the pace of the conversation was not in rush and the character had a good articulation so the time I did the dub session was really easy.	Enjoyment in the process Flexible in choosing video criteria  Interesting in character selection  Ease in the process
<b>P2:</b> Menurut saya praktik dubbing ini memiliki pengalaman yang sangat berharga dan memberikan banyak pelajaran penting. Meskipun menantang, proses ini sangat memuaskan dan membantu saya berkembang. Skill dan pengetahuan yang saya dapatkan dari praktik ini tidak hanya berguna untuk proyek dubbing selanjutnya, tetapi juga bisa diterapkan di berbagai bidang lainnya. Dengan terus mengembangkan skill dan pengetahuan ini, saya yakin bisa memberikan kontribusi yang lebih besar dan mencapai tujuan profesional serta personal saya di masa mendatang.	Enjoyment in the process  Provide new insight into dubbing
<b>P3:</b> Karna lidah aku agak susah dan kaku, mungkin gara-gara belum terbiasa ngomong bahasa inggris, sedangkan yang di dubbing itu native speakers, jadi saya ada kurang sinkron, terus voice acting nya kurang ya karna saya lebih fokus ke pronunciation yang sayapun belum terbiasa	Difficulty with pronunciation  Voice and acting style adjustment

The participants' interview transcription showed that 21 initial codes represented different aspects. Here is the list of initial codes and their frequency.

**Table 2 List of Initial Codes and Their Frequency**

No.	Initial Codes	Frequency
1.	Enjoyment in the process	4
2.	Flexible in choosing video criteria	3
3.	Ease in the process	2
4.	Collaborative search	2
5.	Duration suitability	3
6.	High confidence	2
7.	Prepare the pronunciation	2
8.	Imitate the character	2
9.	Learn the lip movement	4
10.	Less expressive in voice acting	2
11.	Background noise	2
12.	Satisfying pronunciation	3
13.	Awareness raising on voice intonation	2
14.	Improve pronunciation skill	2
15.	Content quality	2
16.	Ask for feedback	4
17.	Rewatch the video	3
18.	Phonetic practice	3
19.	Self-recording	3
20.	Practice the pronunciation	3
21.	Unclear pronunciation	2

### 3. Searching for the Themes

In this step, the study selects the transcript of the interview data and identifies any notable or engaging aspects of the data from the 18 interview questions. In this step, the researcher analyses and coordinates the data, then codes all related data for each theme into relevant categories.

**Table 3 Searching for Themes**

No.	Initial Codes	Potential Themes
1.	Enjoyment in the process Ease in the process High confidence Satisfying pronunciation	Increased engagement and motivation in learning pronunciation
2.	Learn the lip movement Awareness raising on voice intonation Improve pronunciation skill	Sound awareness and skill development
3.	Flexible in choosing video criteria Duration suitability Prepare the pronunciation Imitate the character Content quality	Strategies in autonomous learning

	Rewatch the video Practice the pronunciation	
4.	Collaborative search	Collaborative learning practices
5.	Less expressive in voice acting Background noise Unclear pronunciation	Technical challenges in dubbing performance
6.	Ask for feedback Phonetic practice Self-recording	Self-assessment and iterative feedback

#### 4. Reviewing Themes

In this step, the researcher reads all the data for each theme to ensure that the theme has been grouped into the appropriate category. In reviewing themes, the researcher refers to six principles of intralingual dubbing by Yen (2021), namely: (1) Pronunciation awareness, (2) Embodied learning, (3) Learner autonomy, (4) Active listening and Imitation, (5) Iterative Feedback, and (6) Motivational engagement.

**Table 4 Reviewing Themes**

No.	Potential Themes	Themes
1.	Increased engagement and motivation in learning pronunciation Strategies in autonomous learning	Fostering Students' Autonomy and Motivational Engagement in Pronunciation Learning
2.	Sound awareness and skill development Self-assessment and iterative feedback	Developing Pronunciation Awareness through Iterative Feedback
3.	Collaborative learning practices	Enhancing Learning Practice through Collaboration
4.	Technical challenges in dubbing performance	Discovering Challenges in Dubbing Performance

#### 5. Defining and Naming Themes

The researcher defined and named the theme based on the data obtained to answer the research question.

**Table 5 Defining Themes**

No.	Definition	Themes
1.	This theme refers to how learners take personal responsibility for their pronunciation improvement by setting their own goals, selecting	Fostering Students' Autonomy and Motivational

	materials, and managing their learning process. It also includes the emotional and motivational aspects—how learners become more engaged, confident, and interested in pronunciation when they are given the freedom to choose and control their tasks. Motivation grows as students find the learning activities meaningful, enjoyable, and connected to their personal progress.	Engagement in Pronunciation Learning
2.	This theme focuses on how learners build awareness of pronunciation features—such as stress, intonation, and articulation—through repeated practice and feedback. Iterative feedback refers to a cycle of performing, listening, reflecting, and correcting, which helps learners recognize their errors and refine their speech. As they engage in self-monitoring or receive input from peers or instructors, their phonological awareness improves, supporting more accurate and confident pronunciation.	Developing Pronunciation Awareness through Iterative Feedback
3.	This theme highlights the role of peer interaction and teamwork in the pronunciation learning process. Through collaboration, learners share resources, provide feedback to one another, and engage in joint problem-solving. This shared experience creates a supportive environment that reduces anxiety, encourages risk-taking, and fosters mutual learning. Collaboration not only helps students improve technically but also strengthens their motivation and sense of community in the learning process.	Enhancing Learning Practice through Collaboration
4.	This theme captures the practical and technical difficulties participants encounter while performing intralingual dubbing tasks. It includes issues related to audio quality, voice synchronization, environmental distractions, and difficulty expressing emotions vocally.	Discovering Challenges in Dubbing Performance

## 6. Writing Up

The researcher then generates a report based on the research's findings regarding students' perceptions of the use of intralingual dubbing activities in the pronunciation class.

