CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research design

The researcher used a descriptive case study. Using a variety of data sources, this qualitative case study permits the analysis of a phenomenon within its context (Baxter and Jack, 2008). This study focused to examine and describe the perceptions of non-major English students' regarding the use of the films with English subtitles as a medium for autonomous vocabulary learning.

3.2 Research setting and participants

The participants of this research were three university students from Bandung. The recruitment process began when researcher came across a post made by her cousin in the *Komunitas nonton dan review* community on X (formerly Twitter), which featured a film scene from Enola Holmes with English Subtitles and asked for assistance in disseminating the research information to friends who fit the criteria. The participants were recruited based on the criteria included being university students who were not from an English Education major, had never attended English courses, regularly watched films with English subtitles and active members of an online community called *Komunitas nonton dan review* who used English subtitles to watch films. Based on these criteria, three students were selected as participants. The first participant, Student M (22 years old), was an Information System major and part of student exchange program at Malaya University, Malaysia. The second participant, Student T (24 years old), was a Management major, and the third participant, Student B (24 years old), was an Accounting major. All three were active members of the *Komunitas nonton dan review* community on X (formerly Twitter), were they regularly watched English subtitled films. The researcher found participant always watched films using English subtitles every week. Besides that, the participant was recruited because of their willingness to be involved in this research.

Additionally, to ensure the relevance and authenticity of their experiences, the researcher asked about the participants' history and motivation for using English subtitles. Student M had been watching films with English subtitles for nine years, starting in junior high school, and had consistently used film as a medium to improve his English vocabulary. Student B had also been watching English subtitled films for eight years since senior high school, with a clear intention to learn new vocabulary. In contrast, Student T had been watching English subtitled films for five years, beginning during the Covid-9 pandemic. Initially, she watched films purely for entertainment, but overtime her interest in learning vocabulary through this method increased.

3.3 Data collection

The data were collected through semi-structured interviews conducted via *Zoom* and *Google meet*. Semi-structured interviews are conducted as they have rich and detailed qualitative data for understanding participants' experiences, and how they describe and make the meaning of those experiences (Rubin, 2021). Each interview session lasted approximately 45 minutes to one hour. All participants were interviewed once individually. During the interviews, the researcher asked open-ended questions related to the participants' experiences and perceptions of learning English vocabulary through watching films with English subtitles.

To ensure the validity of the data, the interviews were audio recorded with the participants' consent and later transcribed verbatim. The research also applied member checking by sending the transcribed data back to the participants to confirm the accuracy of their responses. This process helped ensure that the data reflected the participants' actual views and experiences.

Moreover, Patton (2002) mentioned five types of qualitative interviews there are opinion or believe, feelings, knowledge, background and sensory. The interview questions largely followed the interview guide set by the author. The interviews were conducted in Bahasa Indonesia, then translated and transcribed. Due to confidential issues, all the participants' names were changed into pseudonyms (Student M, Student T, and Student B).

3.4 Data analysis

In analyzing the data, this research set up a thematic analysis. According to Braun & Clarke (2021) thematic analysis is a method for identifying, organizing, and offering insight into patterns of meanings within data. There are steps of thematic analysis:

3.4.1 Familiarizing the Data

After collecting the data, this first process involved transcribing data, reading the transcript of the interview repeatedly, searching for the meaning or patterns the writing down the notes from the data transcript of the interview. After that read or checked all the interview results to find out the themes.

3.4.2 Generating Initial Codes

In the second stage, the researcher colored the data to identify the codes that are relevant to the study's goal. Highlighting such codes.

Table 3. 1 Generating Codes

SM: saya juga bercita-cita tinggal diluar negeri ya kak jadi itu motivasi saya untuk belajar Bahasa inggris dan kebetulan juga saya ngambil kelas internasional jadi bener-bener semakin semangat sih buat belajar Bahasa inggris.	Future aspiration

Bingung sih tapi akhirnya tetep penasaran dan nyari tahu di google deh atau kalau masih gak paham sama konteksnya aku biasanya tanya ke temen aku yang emang kebetulan dia ada private les pas jaman SMA.	Motivated by challenges
SB: Karena film kan banyak genre dan lebih menarik ya jadi suka ngerasa lebih enjoy gak ada beban gitu di prosesnya	Learning enjoyment
Karena pas pandemic itu banyak mutual di twitter yang sekarang jadi x pada rame bikin meme atau editan dari potongan clip film pake Bahasa inggris gitu terus karena penasaran akhirnya coba-coba pake subtitle Bahasa inggris	Peer influence
SM: ketika nonton film kalo ada vocabulary yang saya kurang paham tuh saya pause dulu filmnya terus dicatet dulu di hp	Note Taking
ST: Nah biar gak lupa biasanya aku suka pake metode nglang-ngulang baca kata itu sampe inget baik cara penulisan atau pengucapannya.	Repetition practice
SB: dan nyari tahu di google deh atau kalau masih gak paham sama konteksnya aku biasanya tanya ke temen	Translation aid

SB: native speaker ngomongnya agak cepet ya, jadi kadang suka bingung tadi si native nya ngomong apa, nah pake subtitle ini bantu banget sih biar gak salah denger	Speed speech challenges
ST: **Tiap nemu kosakata baru di subtitle jadi langsung tau digunain pas percakapannya kaya gimana gitu**	**Gaining vocabulary**
SM: *kalo pake subtitle Bahasa indonesianya langsung tuh fokusnya jadi ke subtitle dan gak ada tantangan buat belajar Bahasa inggris jadinya*	*Less cognitive*
ST: untuk sehari-hari yang paling membantu buat aku sih genre slice of life ya kaya drama, romance soalnya Bahasa yang dipake sehari-hari kan	Real-life language
SM: kita jadi bisa paham atau ngerti gitu gimana kosakata itu bisa digunakan dalam situasi seperti apa, kayak oh kata ini digunain buat formal dan biasanya buat film yang cukup serius sih seperti bahas sejarah, documenter dan lainnya dan kalo film romantic yang biasa saya tonton sih pake Bahasa informal yang santai gitu biasa digunain sehari-hari.	Contextual
SB: kita jadi tahu istiah-istilah yang digunain dikalangan mereka kaya dulu nonton film dokumentasi tentang	Specialized vocabulary

kedokteran otomatis istilah yang dipake sama mereka kan istilah medis.	
ST: nonton sambil liat subtitle itu bantu banget apalagi tahu sendiri ya kalo Bahasa inggris antara penulisan sama pengucapan itu beda atau enggak sesuai jadi pake subtitle itu lebih mudah lah cara ngepronouce yang benar itu kayak gimana	Pronunciation awareness
ST: kalo bahasa inggris antara pengucapan dan tulisannya itu beda jadi kalo pake subtitle itu lebih mudah buat ngingetnya	Spelling reinforcement
SM: Aku sih percaya diri aja ya kak, karena subtitle Bahasa inggris tuh bantu saya banget dalam memahami apa yang native katakan dan tentunya membantu juga meningkatkan keterampilan pengucapan kosa kata baru	Confidence boost

There are 16 initial codes representing different aspects shown 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	Future aspiration	3
2	Motivated by challenges	4
3	Learning enjoyment	7

4	Peer influence	3
5	Note-taking	6
6	Repetition practice	2
7	Translation aid	4
8	Speed speech challenge	2
9	**Gaining vocabulary**	7
10	*Less cognitive*	1
11	Real-life language	4
12	Contextual	7
13	Specialized vocabulary	3
14	Pronunciation awareness	8
15	Spelling reinforcement	2
16	Confidence boost	3

3.4.3 Searching for Themes

The researcher extracts the themes from the data that have been categorized and emphasized throughout this third phase. Based on research questions, this is the process of choosing the data transcript and learning something noteworthy or fascinating about the data. Here are the themes that have been set from the initial codes:

Table 3. 3 Searching for Themes

1	Initial Codes	Codes Grouping
2	Future aspiration	
3	Motivated by challenges	
4	Learning enjoyment	
5	Peer influence	Learning Engagement
6	Confidence boost	
7	Gaining vocabulary	
8	Less Cognitive	

9	Note-taking	
10	Repetition practice	
11	Translation aid	Independent learning strategies
12	Speed speech challenge	
13	Real-life language	
14	Contextual	
15	Specialized vocabulary	Vocabulary Mastery
16	Pronunciation awareness	
17	Spelling reinforcement	

3.4.4 Review the Themes

In the fourth stage, the researcher tries to organize, review, and refine the candidate themes identified in the previous step. At the end of this phase, the researcher needs to determine whether different themes are appropriate for the data.

Table 3. 4 Reviewing Themes

Potential Themes	Final Themes
Learning Engagement	Learning Engagement
Independent Learning Strategies	Independent Learning Strategies
Vocabulary Mastery	Vocabulary Mastery

3.4.5 Theme definition and labeling

In the fifth step, the researcher detailed in the themes in the research writing part.

3.4.6 Producing the report

In this sixth step, the researcher finished the themes that must be sufficient for the final analysis of the report and created an argument that relates to the research questions.

3.5 Research schedule

To be more effective and efficient in conducting this study, I make a research schedule as following below:

Table 3. 5 Schedule of The Research

Description	Sep/ 2023	Oct/ 2023	Dec/ 2023	Marc/ 2024	April/ 2024	May/ 2024	June/ 2025	July/ 2025
Research Proposal Writing	▓	▓						
Research Proposal Examination			▓					
Data Collection				▓				
Data Analysis					▓	▓		
Report Thesis							▓	▓
Result Seminar							▓	
Thesis Examination								