

CHAPTER 3

RESEARCH PROCEDURES

A. Method of the Research

The research method used in this study was a qualitative approach uses descriptive case study as the research design. (Nurjani, 2020) stated that the purpose of qualitative descriptive studies is to describe a certain phenomenon. This research, focuses on teaching and learning vocabulary strategies using educational videos on YouTube as media carried out by teachers and how perceptions about the use of these strategies in the learning of vocabulary by students.

B. Focus of the Research

This study focuses on finding out junior high school students' perceptions of subtitled educational videos on YouTube as a learning medium in English language learning. This study describes students' perceptions of subtitled educational videos on YouTube and their contribution to improving their vocabulary skills. The results of interviews with junior high school students were used to produce the data for this study.

C. Setting and Participants

The participants in this research are three eighth-grade students from a junior high school in Tasikmalaya, West Java, Indonesia. The selection of these participants was based on purposive sampling, considering their exposure to and experience with YouTube educational videos in their English learning process. These students were chosen because they had actively engaged in vocabulary learning through subtitled YouTube videos, as part of their classroom activities guided by their teacher.

The decision to include only three participants was made to allow for an in-depth exploration of their perceptions and experiences regarding the use of subtitled YouTube videos in learning English vocabulary. By focusing on a small sample, this study aims to gather detailed qualitative insights into how students interpret,

respond to, and benefit from using these videos in their learning process. The participants' prior experience with YouTube educational videos, particularly those aligned with the Grade 8 Semester 1 English curriculum (Kurikulum 2013), provides valuable perspectives on the effectiveness and challenges of this learning method.

This research employs a qualitative approach to explore students' perceptions of using subtitles in YouTube educational videos for vocabulary learning. The participants in this study are three students from class VIIA at a junior high school in Tasikmalaya, aged 13 to 14 years old. They were selected based on their active participation in English learning activities that incorporated subtitled YouTube videos.

The selection of these students was also based on recommendations from the English teacher during the PLP (Pengenalan Lapangan Persekolahan) program, as they were identified as learners who had prior experience using subtitled videos for vocabulary learning. Their involvement in classroom discussions and activities related to YouTube-based language learning made them suitable participants for providing valuable insights into the effectiveness, challenges, and impact of subtitles on vocabulary acquisition.

Table 1 The Sample of the Research

No	Class	Number of Students
1	VIII – A	3

D. Technique of Collecting the Data

The data collection technique in this study involved semi-structured interviews to explore students' perceptions of using subtitles in vocabulary learning through YouTube educational videos. The interviews were conducted with three eighth-grade students who had experience using subtitled YouTube videos in their English learning process. A set of predetermined thematic questions was used to

guide the interviews, focusing on three key aspects: cognitive, affective, and conative responses. However, flexibility was maintained by allowing follow-up questions to clarify or expand on participants' responses.

The interview questions were structured based on Allport's (2008) three aspects of perception, namely the cognitive aspect, which examines students' understanding of how subtitles help them acquire and retain vocabulary, their ability to recall new words, and their comparison of learning with and without subtitles. The affective aspect explores students' feelings, attitudes, and motivation regarding the use of subtitled videos in vocabulary learning. Meanwhile, the conative aspect investigates students' behavioral responses, such as how they use subtitled videos in their learning process and their expectations for future learning experiences.

These aspects were chosen to gain a comprehensive understanding of students' experiences with subtitled YouTube videos as a vocabulary learning tool. The findings from these interviews provide insights into the effectiveness and challenges of subtitles in supporting students' vocabulary acquisition.

During the interviews, students were asked about their understanding of vocabulary through subtitles, their motivation and engagement, as well as the challenges they encountered while using subtitled videos. The interviews were conducted once in a structured setting and were later supplemented with additional clarification obtained through WhatsApp communication to ensure the completeness of the data.

All interviews were recorded and transcribed verbatim to maintain accuracy. To ensure the validity of the data, the transcribed interviews were first reviewed and confirmed by the participants before proceeding to the analysis stage. Each participant was given the opportunity to verify their statements and clarify any misinterpretations, ensuring that the transcription accurately reflected their responses. Only after receiving their agreement, the data were analyzed thematically.

This approach ensured that students could express their thoughts freely while still providing structured insights into their learning experiences. The use of semi-structured interviews allowed for in-depth exploration of students' perceptions, aligning with the qualitative nature of this research.

E. Technique of Analysing the Data

The result of the interview was analyzed by using thematic analysis, which is a process for methodically locating, organizing, and providing insight into patterns of meaning (themes) throughout a dataset (Braun & Clarke, 2006) The reason this data analysis was chosen is that it provides flexibility in how the data are interpreted and organized into themes, making it easier for the researcher to obtain the data set. Additionally, they offer a very useful framework for conducting thematic analysis. There are the following six steps:

1. Familiarizing the Data

The first step is to understand and familiarize the data that was analyzed by re-reading all the data and making notes in the data transcript from the interview result.

2. Generating initial codes

In the second step, the researcher started to identify the relevant data related to the research question and highlighted the code or the important data by coloring the data.

Table 2 Example of Generating Initial Codes

Student 1:	<p>“Ya, lebih gampang dipahami karena YouTube menyediakan penerjemahan yang cukup banyak, dan juga aplikasi tersebut menyediakan video berupa gambar yang dapat di pahami dan membantu agar kita dapat</p>	Ease of Understanding
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	<p>menggambarkan pelajaran apa yang video itu sampaikan”</p> <p>“Pake subtitle itu lebih mudah dicerna dan tidak bikin bosan karena kita yang melihat jadi mengerti apa yang lagi kita tonton atau pelajari, sedangkan kalau tanpa subtitle buat orang yang belajar secara otodidak itu lumayan ngebikin boring karena banyak yang belum dipahami sama kata kata yang dilontarkan video tersebut”</p>	
Student 2:	<p>“Membantu memahami kosakata dan mempermudah kita dalam memahami topik dalam video tersebut.”</p> <p>“Ya, karena membantu mengerti kata kata yang terdapat di dalam video tersebut.”</p> <p>“Karena dapat menemukan banyak kosa kata baru.”</p>	
Student 3:	<p>“Subtitle dapat mengartikan bahasa asing yang tidak kita mengerti sedangkan tanpa subtitle menggunakan bahasa yang sama dengan audio yang asli atau pake bahasa yang asli nya.”</p>	
Student 1:	<p>“Lebih gampang dipahami karena YouTube menyediakan</p>	Translation and Visuals

<p>penerjemahan yang cukup banyak, dan juga aplikasi tersebut menyediakan video berupa gambar yang dapat di pahami dan membantu agar kita dapat menggambarkan pelajaran apa yang video itu sampaikan.”</p> <p>Student 2: “Karena dapat menemukan banyak kata kata baru.”</p> <p>Student 3: "Kita bisa belajar sedikit-sedikit dari video yang menggunakan subtitle dengan menyimak baik-baik apa yg dikatakan dan melihat terjemahan nya"</p>	
<p>Student 1: “Jangan memakai bahasa yang terlalu baku, kadang-kadang bahasa yang baku mempengaruhi mood pendengar”</p> <p>Student 2: “Memastikan subtitle benar-benar pas dengan video yang dibahas”</p> <p>Student 3: “Bahasanya yang mudah dimengerti, tidak disingkat-singkat, tidak menggunakan bahasa gaul dan sesuai KBBI”</p>	Subtitle Effectiveness
<p>Student 1: “Senang, karena banyak sekali bantuannya, salah satunya membuat orang orang tidak bingung akan bahasa-bahasa baru”</p>	Students' Feelings Towards the Use of Subtitles

Student 2:	“Merasa senang karena ada media yang memudahkan kita untuk mempelajari banyak kata kata baru,kalimat ataupun pelajaran mengenai bahasa inggris dengan cepat,dan gratis”	
Student 3:	“Perasaannya terpuaskan pastinya dengan adanya subtitle”	
Student 1:	“Ya, lebih gampang dipahami karna YouTube menyediakan penerjemahan yang cukup banyak, dan juga apk tersebut menyediakan video berupa gambar yang dapat di pahami dan membantu agar kita dapat menggambarkan pelajaran apa yang video itu sampaikan”	Student Motivation
Student 2:	“Membantu memahami kosakata dan mempermudah kita dalam memahami topik dalam video tersebut”	
Student 3:	“Memotivasi aku untuk belajar bahasa inggris atau bahasa asing dan lebih gampang untuk dipelajarinya”	
Student 1:	“Selain kosakatanya yang lumayan baku, ada juga gambaran yang menjelaskan tentang kosakata yang mereka ajarkan, sehingga dapat	The Effect of Subtitles on Memory

<p>mengingat kapan kita dapat bisa menggunakan kata tersebut atau tidaknya”</p> <p>Student 2: “mendengarkan video dan membaca subtitle jadi mudah untuk mengingat dan memahami kosakata”</p> <p>Student 3: “Dengan cara terus menonton video pendidikan dan menyimaknya dan mengingatnya dan terus di ulang-ulang video pendidikan supaya lebih mengerti dan lebih ingat dengan kosa katanya”</p>	
<p>Student 1: “Adanya kata kata baku dan iklan yang panjang”</p> <p>Student 2: “Terkadang sinyal yang kurang baik dan sumber yang kurang pas menjadi tantangan dalam belajar melalui video pendidikan di youtube”</p> <p>Student 3: “Tantangan atau hambatan yang dihadapi waktu belajar kosakata melalui video pendidikan di youTube adalah malas dan banyak kosakata yang sulit diucapkan. Kadang ada males nya juga atau bosan nya juga”</p>	<p>Student Challenges</p>

3. Searching for Themes

In this third phase, the researcher arranged the different codes into themes. Thus, the codes with comparable correlations were grouped into a single category. Each category was used as the research's initial theme.

Table 3 Identified Themes in Students' Perceptions of Subtitled Videos

Ease of Understanding	14
Translation and Visuals	5
Subtitle Effectiveness	4
Students' Feelings Towards the Use of Subtitles	6
Student Motivation	2
The Effect of Subtitles on Memory	5
Student Challenges	5

4. Reviewing Themes

Next, in the fourth phase, the initial themes were reviewed. The data is made more specific. If a theme is considered inappropriate, then the theme can be removed. Next, made the final thematic table consisting of the final themes.

Table 4 Reviewing Themes

Group	Theme
Ease of Understanding	Understanding and Comprehension
Subtitle Effectiveness	
The Effect of Subtitles on Memory	
Translation and Visuals	Translation and Visuals
Students' Feelings Towards the Use of Subtitles	Emotional and Motivational Impact
Student Motivation	
Student Challenges	Challenges and difficulties

5. Defining and Naming Themes

The fifth is to find the essence of what each theme conveys, the researcher generated the name for each theme as follows: (1) Understanding and Comprehension, (2) Translation and Visuals, (3) Emotional and Motivational Impact, (4) Challenges and Difficulties.

6. Producing Report

In the last phase, the researcher writes a report on the results of the thematic analysis of interview transcripts and reports what has been gained from this research.

F. Time and Place of the Research

This research was conducted after the proposal writing and proposal examination was completed, located in Tasikmalaya, West Java, Indonesia.

Table 5 **Research Timeline**

No.	Description	Nov 2023	Des	Jul	Aug	Sept 2024	Oct	Nov	Jul 2025
1.	Research proposal writing								
2.	Research proposal examination								
3.	Data Collection								
4.	Data Analysis								
5.	Report								
6.	Thesis Examination								