CHAPTER 3

RESEARCH PROCEDURE

A.   Method of Research

This research used the qualitative method and case study as the research design. A case study aims to gain a deep, contextual understanding of a specific issue or phenomenon in an individual, group, organization, or event. the writer decided to use case study because want to deeply understand the student's perception on using YouTube Short as learning media to Learn English vocabulary, case study design is emphasized on deeply comprehending a phenomenon/event that happen to some group which is in this study is usage of YouTube Shorts as learning media to group of middle high school students then studying their experience to get the conclusion.

Rahardjo (2017) states that a Case Study is a series of scientific activities carried out intensively, in detail, and in depth about a program, event, or activity, either at the individual level, a group of people, an institution, or an organization, to gain in-depth knowledge about the event. Meanwhile, Yona (2006) states that a Case study emphasizes understanding of phenomena, based on human experiences. A case study is also useful as an exploratory phase in research, in particular when the researchers have little knowledge about a particularly significant phenomenon. Furthermore, she explains that case study aims to answer or understand several issues or objects regarding a phenomenon and are used to evaluate events or situations in the real world (real situation). From the explanations above, the researcher decided to use a case study to investigate students' experiences and perceptions of using YouTube Shorts as learning media in an EFL classroom at one of the Junior High Schools in Purwakarta, West Java.

B. Focus of Research

This research focused on investigating students' perceptions of using YouTube Shorts as a learning medium for learning vocabulary in EFL classrooms.

C. Setting and Participants

This study was conducted in one of the Junior high schools in Purwakarta, West Java. The researcher decided to choose this school as the setting because the students there are already familiar with short video content and have tried using short video as a learning medium before, also students of this school used to learn English through regular/long Videos on YouTube.

As for the participants of this research, it involved three students from grade VII at one junior high school in Purwakarta, West Java. The choices are based on teacher recommendations that consider students' behavior and their engagement in learning English, especially when they use YouTube Shorts as learning media. For example, the researcher chose students that active and engaged during the learning process, those who got the highest score in the exercise process, and those who faced trouble during the learning process

For on-field implementation of using YouTube Shorts as learning media, first the researcher and the teacher discussed about teacher's need for the video, which includes the subject or material that will be taught and what vocabulary that wants to be taught. Based on the discussion's results, the researcher created short videos tailored to the teacher's needs. The topic of video surrounds on vocabulary of things around us, where the researcher created 4 short videos, each video contains visuals, which are the objects of the items that will be taught, and the subtitles, audio, which is how the things are pronounced.

After the videos are created, the researcher shows them to the teacher to determine if the videos are suitable for the teacher's needs and if there are any aspects that need revision. After that, the videos were uploaded to YouTube Shorts by the researcher's account, and then the links to the teacher. The teacher then shared the links to the students via WhatsApp group in the moment before starting

the class, to be used as learning media on that day. The classroom activity included opening, introduction to the subject materials, main activity, exercise for students, and finally closing. After the classroom activity, the researcher and the teacher chose 3 students to be participants in the interview process, which is the technique of data collection for this study

D. Data Collection

In this research, the researcher used the interview method to collect the data. According to Kvale (1996), the interview is a conversation to gather information from the interviewee to interpret the meaning of the described phenomena. Meanwhile, according to Schostak (2006), interviews are extendable conversations between partners to have in-depth information regarding a topic or subject and interpret the phenomenon according to the interviewee.

Furthermore semi-structured interview was used in this study. According to Jonckheere (2018), Semistructured in-depth interviews are commonly used in qualitative research. This method typically consists of a dialogue between researcher and participant, guided by a flexible interview protocol and supplemented by follow-up questions, probes and comments. Meanwhile, according to George (2022), A semi-structured interview is a data collection method that relies on asking questions within a predetermined thematic framework. According to Longhurst (2012), A semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions.

The topic of the interview was based on the Technology Acceptance Model (TAM), where the students were asked about their experience when using YouTube Shorts as learning media. The interview was conducted face-to-face and recorded on the phone. in the collecting the data of this study, the reseaher arange several questions using TAM as the guidance to know participants' views and experiences when using YouTube Shorts as a learning media, then the researcher invited three students who were recommended and met the criteria, then an interview them with

the question that aranged before, the researcher recorded the interview process to be transcribed and analyzed in other step

E.   Data Analysis

After the data were collected by interviewing the participants, the researcher analyzed it using thematic analysis by Braun and Clarke (2006). Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. This method is suitable for exploring people's views, opinions, and experiences. There are several steps in thematic analysis, as follows:

1.   Familiarizing With the Data

In this step, the researcher transcribed verbal data into written form and read it, which helped the researcher understand the content and context of the data deeply.

Table 1. Familiarizing with the data

Profile	Data Item
I	Bagaimana pendapat anda mengenai penggunaan YouTube Short dalam mempelajari materi Things around us? Apakah membantu mu memahami materi yang dipelajari? Bisa jelaskan? **What do you think about using YouTube Shorts in studying Things around us? Does it help you understand the material being studied? Can you explain?**
P1	Menurut saya menggunakan youtube Short Saat belajar bahasa inggris sangat membatu saya untuk memahami materi yang dipelajarı, karena vidio materinya, singkat, padat, dan jelas. sehingga mudah untuk difahami, dan materi yang saya dapatkan banyak sekali **I think using YouTube Shorts when learning English helps me to understand the materials that are being studied because the video is brief, concise, and clear, so I easily learn a lot of the subject**

2. Generating Initial Code

After completing the first step, the researcher generated the initial codes by highlighted some interesting keywords with different colors according to its situation to generate initial codes

Table 2. Generating Initial Code

Profile	Data Item	Initial Code
I	**What do you think about using YouTube Shorts in studying Things around us? Does it help you understand the material being studied? Can you explain?**	
P1	I think using YouTube Shorts when learning English helps me to understand the materials that are being studied because the video is brief, concise, and clear, so I easily learn a lot of the subject	YouTube Shorts helps students understand the materials
P2	I think learning with YouTube Shorts for learning English is helpful because I can watch the video clearly and easy to follow the learning process. Also, after I watched videos from YouTube Shorts, I was able to enhance my English vocabulary mastery of things in the rooms at the house	YouTube Shorts helps students understand the materials
P3	I think learning with YouTube Shorts is really easy and effective, so we can easily enhance our English vocabulary mastery. I used to have no idea how to tell rooms in English, but after watching videos from YouTube shorts, I can easily understand it	YouTube Shorts helps students understand the materials and enhance students English vocabulary
I	**Do you think learning "Things around us" material using YouTube Shorts feels easy and enjoyable? Or is it otherwise? Can you explain?**	
P1	Yes, it's really easy and enjoyable to learn because if we study with a projector, we share it with another classmate that if I miss a point, I can't rewind the video by myself	Using YouTube Shorts is enjoyable for
P2	From what I experienced before learning Things Around Us with YouTube Shorts, it	Using YouTube Shorts is enjoyable,

	feels enjoyable because the materials are available on my phone, and I'm free to rewind or fast forward the video so I won't miss any vocabulary when I want to take a note of it.	and student has control over the learning phase by controlling the video
P3	Yes, it is so easy because we can learn anytime and everywhere	Learning with YouTube Shorts are easy and flexible
I	**How do you feel when using YouTube Shorts in learning about the Things around us material? Does it interesting and fun or the otherwise? Can you explain the reasons?**	
P1	I think learning things around us with YouTube Shorts is interesting and fun, because this is a new experience for me, usually my friends and I learn with textbooks or watch long videos, so sometimes it feels boring.	Learning with YouTube Shorts is interesting and fun
P2	Using YouTube shorts when learning "things around us" feels fun because it is a new experience for me, in the past time I only used textbooks and videos with long duration to learn English.	New experiences make students fun during learning process
P3	I am very interested in learning with YouTube Shorts because it is my first experience; in past time I only learned using textbooks	New experiences make students fun during learning process
I	**Are you interested in using YouTube Shorts for learning English in the future?**	
P1	Yes, I'm interested in using YouTube Shorts to learn enflesh in next time	Students interested for using YouTube Shorts in future
P2	Yes, I am interested in using YouTube shorts for learning English in the future.	Students interested for using YouTube Shorts in future

P3	Yes, I am very interested in using YouTube Shorts to learn English in the future.	Students interested for using YouTube Shorts in future
I	**Can you explain the difficulties or trouble you experienced when using YouTube shorts to learning English vocabulary of things around us?**	
P1	The difficulty I face when using YouTube Shorts is when my internet signal is bad, which makes the video buffer when I watch it.	Bad internet connection interrupt students' learning process
P2	The problem that I experienced when using YouTube Shorts is when I suddenly lost my internet connection, which disrupted my learning process	Bad internet connection interrupt students' learning process
P3	The Problem that I experienced when using YouTube Shorts is how its hard to get good connection	Bad internet connection interrupt students' learning process

3. Searching For the Themes

After generate the initial code from the transcripted data, the researcher looking for the patterns and frequencies by reviewied codes that appear repeatedly and significant pattern of the data, after that grouped similar or related codes into meaningful themes and sub themes

Table 3. Searching for the Themes

Code	Code Frequency	Code	Code Frequency
Help / helpful learning media	2	Bad internet connection	1
Understandable material	2	Lost signal	1
Helping enhance vocabulary	2	Hard to get good connection	1
Effective learning media	1		
Easy/easily to use	7		
Enjoyable learning media	2		
Free to control the video	1		
Can learn anywhere and everywhere	1		
Interesting/interested learning activity	2		
Fun experience	1		
New Experience	3		
Interested in using it in the future	3		
Total	27		3

4. Reviewing the Themes

This step required rechecking whether the formulated themes are connected with the data and refining them by combining or breaking down the themes into sub-themes

Table 4. Reviewing Potential Themes

No	Themes	Sub-Themes
1	YouTube Shorts ' effectiveness in enhancing English vocabulary	Helping students understand the materials
		Enhancing students' English vocabulary
2	YouTube Short Flexibility and student phase control in learning activity	Enjoyable and easy learning media
		The student's ability to control the learning phase
3	New and enjoyable learning experience	Fun and interesting learning media that provide a new experience
4	Students' interest in using YouTube Shorts in the future	Student interest in using YouTube Shorts in the future
5	Technical problem	Problem with the internet connection

5. Defining and Naming the Themes

In this step, the researcher identified the essence of each theme and constructed a concise and clear name for each theme and sub-theme. The researcher defined the theme for each data point that was highlighted, which became the findings of this study that show students' perception of using YouTube Shorts to learn English vocabulary of things around them.

Table 5. Defining and Naming the Themes

Theme	Definitions
YouTube Shorts ' effectiveness in enhancing English vocabulary	This theme reflects how YouTube Shorts achieves its purpose as learning media by helping students to understand the subject material and enhancing their vocabulary
YouTube Short Flexibility and student phase control in learning activity	This theme highlights the benefits of ease and flexibility when utilizing YouTube Shorts as a learning medium.
New and enjoyable learning experience	This theme reflects how students see YouTube Shorts as new and enjoyable learning media
Students' interest in using YouTube Shorts in the future	This theme reflects how the use of YouTube Shorts can build student interest and motivation because it is a new and fun learning medium for them
Technical problem	This theme reflects the trouble that students faced when using YouTube Shorts as a learning medium

Table 6. Defining Sub-theme

Sub-themes	Definition
Helping students understand the materials	YouTube Shorts' effectiveness in helping students understand the material by providing brief and informative videos that they can follow
Enhancing students' English vocabulary	Materials that are contained in the Shot video enable the student to learn English vocabulary
Enjoyable and easy learning media	Learning with YouTube Shorts is easy because students no longer need a projector to watch videos to learn material
The student's ability to control the learning phase	YouTube Short allow students to rewind and pause the video, making it possible for students to learn the material at their own pace

Fun and interesting learning media that provide a new experience	The student feels that using YouTube Shorts is a new experience besides using text textbook or a projector, which makes the learning process more fun for them
Student interest in using YouTube Shorts in the future	The students are showing their interest in using YouTube Shorts for learning English and other subjects in the future
Problem with the internet connection	Slow and unstable internet connections are a common problem that students face when using YouTube Shorts for learning English vocabulary

6.   Wrote the Report

In this step, the researcher selected the suitable statement that conveys the main idea of the themes from the interviews, and the researcher reported what was gained from this research in written form.

F.   Steps of the Research

Table 7. Steps of the research

Steps	Description
1	Identifying the problem
2	Exploring the literature review by studying relevant studies and information related to the study
3	Choosing a research design
4	Deciding the setting and participants
5	Choosing an instrument for the research
6	Collected the data by semi-structured interviews with selected participants
7	Transcribe the result into written form
8	Analyzed the data with the Thematic analysis method by Braun & Clarke (2006)
9	Write and present the result

G. Research Schedule

This research took place in one junior high school in Purwakarta, West Java, and was conducted from August 2024 to May 2025, as presented in the schedule below

Table 8 Research Schedule

No.	Description	Aug	Dec	Jan	Feb	Mar	Nov	Dec
1.	Research Proposal Writing	■	■					
2.	Research Proposal Examination			■				
3.	Data Collection				■	■		
4.	Data Analysis					■	■	
5.	Writing Report						■	
6.	Comprehensive review examination						■	
7.	Thesis Examination							■