CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

The research method used in this study was a descriptive case study, one of the qualitative research design methods. According to Yin (2009), a descriptive case study is used to explain an intervention or phenomenon and the real-life context in which it occurs. In addition, a descriptive case study is frequently used to provide explanations for "what" questions (Yin, 2009). Therefore, this research used a descriptive case study to reveal students' perceptions of learning English through English-subtitled videos.

3.2 Research Setting and Participants

This research was conducted at an extracurricular activity called the English Club at a junior high school in Tasikmalaya, West Java, Indonesia, because the phenomenon, inactive students, was found there and was supported by the accessibility and participants who were willing to participate in this research voluntarily. The participants of the English Club are students from various grade levels, including grades VII, VIII, and IX, so they can represent all grade levels in the school. The extracurricular English Club is held once a week on Tuesdays after teaching and learning activities are finished. Then, the teacher is an English teacher who teaches at that school. The material studied in the English Club extracurricular is all English language skills and other aspects that are important to learn. The learning process at the English Club is carried out for one hour at each meeting.

The participants in this research consisted of 2 male students and 2 female students from various grade levels, namely grades VII, VIII, and IX, with an age range of 12-14 years, who participated in the English club extracurricular activities. They were selected based on inactive students; they did not pay attention and did not respond to the teacher's questions, which indicated that they did not understand and contradicts research conducted by

Birulés-Muntané and Soto-Faraco (2016), who stated that watching videos with subtitles can improve students' ability to understand words and sounds accurately, which ultimately improves their language comprehension. Before the research was conducted, the researcher asked for the participants' willingness by filling out a consent form, and they were assured that their identities and school institutions would be kept confidential.

3.3 Data Collection

This study used a semi-structured interview as a data collection technique. According to McIntosh and Morse (2015), a semi-structured interview is used to elicit people's subjective opinions about a specific event or occurrence. Furthermore, Adams (2015) stated that there are practical procedures for creating and carrying out a semi-structured interview, including identifying and selecting the respondents, writing the interview questions and guide, using the appropriate interviewing techniques, and analysing the data acquired. Moreover, there are five stages in the creation of the semi-structured interview guide, as quoted from Kallio et al. (2016) include: 1) understanding the requirements for semi-structured interviews; 2) acquiring and employing prior knowledge; 3) creating a draft semi-structured interview guide; 4) piloting the interview guide; and 5) providing the full semi-structured interview guide.

In line with the aim of a semi-structured interview, namely to determine the participants' perspectives on experiences related to the research topic (McIntosh & Morse, 2015). In this study, a semi-structured interview was used to obtain information about students' perceptions of learning English by using English-subtitled videos. Hereafter, the participants were interviewed with a number of questions regarding their perceptions of learning English through English-subtitled videos viewed from three aspects of perception, namely cognitive, affective, and conative (Walgito, 2002). The interviews were conducted in the participants' first language, Indonesian, to allow them to express their thoughts freely without language barriers and to prevent

confusion and miscommunication between participants and the interviewer. The interviews with participants took varying amounts of time, depending on the answers given by each participant. The first participant was interviewed for 12 minutes, the second participant for 11 minutes, the third participant for 18 minutes, and the fourth participant for 10 minutes.

3.4 Data Analysis

To analyse the data, this study used the thematic analysis proposed by Braun and Clarke (2006). According to Braun and Clarke (2006), thematic analysis is a method of identifying, analysing, and interpreting patterns or themes in qualitative data. The purpose of thematic analysis is to discover themes—that is, significant or intriguing patterns in the data—and then utilize those themes to discuss the research or convey a certain problem (Maguire & Delahunt, 2017). Thematic analysis was used because it is a suitable and effective technique to employ when attempting to comprehend a group of experiences, thoughts, or actions throughout a data set (Braun & Clarke, (2006).

There are six stages in thematic analysis proposed by Braun and Clarke (2006), namely:

1. Familiarizing oneself with the data

    In this stage, the researcher listened to the recorded interviews and then transcribed them into written form. Afterward, the researcher read the interview transcripts repeatedly to familiarize and understand the content.

2. Generating initial codes

    In the second stage, the researcher began to determine codes in the interview transcripts related to the research objectives. Each code created is given a different colour according to the type of situation. Below is an example of an interview transcription followed by initial codes generated from the data.

Table 1 *Generating Initial Codes*

Transcriptions	Initial Codes
Bisa membantu mempermudah memahami materinya.	Helping students to understand the material more easily
Kekurangannya kadang suaranya gajelas kalo cuman dari laptop jadinya gak kedengeran terus kurang nangkep apa yang disampaikan di video.	Unclear audio volume
Manfaatnya jadi lebih tau bagaimana pengucapan dalam Bahasa Inggris dan jadi lebih bisa dalam percakapan.	Improving students' speaking skills

The following is a list of initial codes and their respective frequencies.

Table 2 *List of Initial Codes and Their Respective Frequencies*

No.	Initial Codes	Total
1	Helping students to understand the material more easily	6
2	Unclear audio volume	1
3	Improving students' speaking skills	7
4	Fun	5
5	Interesting videos motivate students to learn	2
6	Build self-confidence	4
7	Improving students' writing skills	1
8	Able to do the tasks	4
9	Learning English becomes easier	3
10	Improving students' understanding	4
11	Confident in doing a presentation	1
12	Speed of conversation	1
13	Visuals help students' understanding	1
14	Visuals motivate students to learn	1
15	An easy-to-understand video motivates students to learn	1

3. Searching for themes

In the third stage, the researcher reviewed the codes made in the previous stage and then grouped the codes relevant to the research objectives into potential themes.

Table 3 *Searching for Themes*

No.	Codes	Potential Themes
1	Helping students to understand the material more easily Improving students' understanding Learning English becomes easier	Improving Students' Learning Comprehension
2	Improving students' speaking skills Improving students' writing skills	Developing Students' Speaking and Writing Skills
3	Interesting videos motivate students to learn Visuals motivate students to learn An easy-to-understand video motivates students to learn	Boosting Students' Learning Motivation
4	Unclear audio volume	Unclear Audio Volume
5	Speed of conversation	Speed of Conversation

4. Reviewing potential themes

     In the fourth stage, the researcher double-checked whether the codes had been grouped into the appropriate themes, and then ensured the placement of the themes had been grouped into the appropriate themes. The themes were reviewed with reference to the three aspects of perception according to Walgito (2002), namely cognitive, affective, and conative.

Table 4 *Defining Themes*

Potential Themes	Themes
Improving Students' Learning Comprehension Developing Students' Speaking and Writing Skills Boosting Students' Learning Motivation	English-Subtitled Videos as a Good Learning Medium in Learning English
Unclear Audio Volume Speed of Conversation	Limitations of Using English-Subtitled Videos in Learning English

5. Defining and naming themes

     In the fifth stage, the researcher defined and named themes based on the data obtained to answer the research question.

Table 5 *Defining and Naming Themes*

Themes	Sub-Theme	Definition
English-Subtitled Videos as a Good Learning Medium in Learning English	Improving Students' Learning Comprehension Developing Students' Speaking and Writing Skills Boosting Students' Learning Motivation	Students' perceptions regarding the use of English-subtitled videos as a good learning medium in learning English, which can improve students' learning comprehension, develop students' speaking and writing skills, and boost students' learning motivation.
Limitations of Using English-Subtitled Videos in Learning English	Unclear Audio Volume Speed of Conversation	Students' perceptions regarding the limitations of using English-subtitled videos in learning English include unclear audio volume and speed of conversation.

6. Producing the report

      In the last stage, the researcher wrote a report on the results of the research about junior high school students' perceptions of learning English through English-subtitled videos.

3.5 Research Schedule

      This research was completed in stages, as follows:

Table 6 *Research Schedule*

No.	Activities	Jan	Feb	Mar - May	Jun - Dec	Jan - Oct	Nov	Dec
				2024		2025		
1.	Research Proposal Writing	▓						
2.	Research Proposal Examination		▓					
3.	Data Collection			▓				
4.	Data Analysis				▓			
5.	Write the Report					▓		
6.	Comprehensive Examination						▓	
7.	Thesis Examination							▓