CHAPTER III
RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. This chapter outlines seven parts of the research procedure, namely research method, setting and participant, data collection technique, data analysis technique, time and place of research. More details are described below.

A. Method of the Research

This research implemented a classroom research design. Deeney (2009) defined it as "systematic, intentional inquiry by teachers and other school/ classroom professionals about their own school and classroom work" (p.3). In support of this statement, Hopkins (2014) mentioned that the purposes of classroom research are to improve one's own teaching practice. As the researcher acted as the teacher during the instructional process, classroom research was employed to systematically examine and reflect on the impleformulatmentation of YouTube as a teaching medium for vocabulary instruction. This approach enabled the researcher to gain an understanding of how the teaching procedures functioned within a real classroom context and how students responded to the instructional steps. The study aligned with the research question by investigating the implementation of YouTube as a teaching medium for vocabulary. In addition, Millar (2016) explained that 'the main beneficiary of such research is the researcher, whether he or she was the teacher of the class being studied or possibly intended to become a teacher' (p.7).

B. Setting and Participants

This research was conducted in primary school in Tasikmalaya City, West Java, Indonesia. The school is equipped with adequate technological facilities, including stable Internet access, projectors, speakers, and computers, which enable the integration of YouTube into classroom learning activities. Before conducting the research, the researcher obtained official permission from the school through an official letter issued by the university department. Additional approval was also sought from the English teacher to ensure that the research procedures were in line

with ethical considerations and to ensure that the use of YouTube in class was in accordance with school policy and ongoing learning activities.

The research participants were 26 students aged 11–12 years old in the 6th grade. This class was selected based on the recommendation of the English teacher, who stated that the students in this class were active in English lessons and had a basic understanding of digital media and learning room facilities, making them suitable for vocabulary learning through multimedia tools. As young upper elementary school students, they were also developmentally appropriate for this study, as children at this stage can benefit from audiovisual input and contextual language exposure.

During the learning session, the researcher acted as the teacher and the mentor teacher acted as an observer, using YouTube as a learning medium for vocabulary teaching. Students' participation, responses, and classroom interactions were systematically observed to examine how YouTube was integrated into the teaching process and how students interacted and engaged during vocabulary learning activities.

C. Stage of Teaching Young learners Vocabulary using YouTube

During the 3 weeks in English teaching session, the researchers acted out as a teacher. Every week the participants learn English once a week for 35 minutes for each meeting. The researcher applied the use of YouTube as media for teaching vocabulary to young learners. In this teaching learning process, this lesson plan was developed based on the principle of teaching vocabulary for young learners adapted by Sevik (2012), as the guidance to teach YLs English. The entire teaching procedures were based on the following sample of lesson plan:

The lesson plan used in this study was carefully aligned with Sevik's (2012) principles for teaching English to young learners, ensuring that each stage of instruction reflected developmentally appropriate practices. In the pre-activity stage, the teacher applied Sevik's first principle by providing motivating and age-appropriate warm-up activities that introduced the vocabulary topic in an enjoyable

and meaningful way. These warm-up activities were designed to activate students' prior knowledge, lower their anxiety, and create a positive learning atmosphere, which is essential for young learners' readiness to engage with new language input.

During the whilst-activity stage, the implementation corresponded to Sevik's second and third principles. The YouTube video served as a source of rich, contextualized listening input, allowing students to observe vocabulary items used in real or simulated situations. This exposure supported young learners' natural acquisition processes, as recommended by Sevik (2012). Additionally, the teacher scaffolded students' understanding by modelling pronunciation, providing repetition, using gestures, and offering immediate corrective feedback when necessary. These strategies helped ensure that the vocabulary input was not only comprehensible but also memorable for young learners, who benefit greatly from multi-sensory and interactive instruction.

In the post-activity stage, the lesson focused on reinforcing and consolidating the vocabulary taught. The teacher revisited key vocabulary items through short review tasks, guided practice, and simple production activities. This stage aligned with Sevik's first and third principles by allowing meaningful repetition and generating opportunities for students to reuse vocabulary in supportive, low-pressure contexts. Such reinforcement is crucial for young learners, as repeated exposure helps strengthen retention and supports the gradual internalisation of new lexical items.

The first teaching session was conducted to making a fun introduction to the lesson and getting the students used to the vocabulary. The researcher began with greetings, introduced the topic of "feelings," and informed the students that they would learn through a YouTube video. During the activity, the *Feelings* video from the Bibitsku channel was played, and the students were encouraged to sing along and repeat the words. Gestures and facial expressions were used to help the students understand the meaning of each word. Afterwards, the students were asked to say the vocabulary aloud to reinforce their understanding. The lesson ended with praise

and reflection, leaving the students with a positive impression of learning vocabulary through YouTube.

The second teaching session, the lesson focused on pronunciation practice, correction, and vocabulary reinforcement through interactive activities. The session began with a brief greeting and a review of the previous meeting by singing the song again briefly. During the activity, the researcher provided repetition exercises using the phrase "repeat after me," gave corrective feedback for incorrect pronunciation, and organized short vocabulary games such as matching pictures with words or arranging random letters. Rewards were given to maintain motivation. In the post-activity session, the students practiced spelling the words they had learned, and the researcher provided feedback and reflection. The lesson ended with praise for the students' efforts, ensuring they felt motivated to continue learning.

The third teaching session integrated all instructional stages of the learning process into a single session, mirroring the design of the initial meeting in the study. The researcher began with greetings and an introduction to the topic, after which a YouTube video was played to capture the students' attention. During the activity, vocabulary was taught through singing and repetition with corrective feedback provided when necessary. Vocabulary-based games were used to encourage active participation, followed by spelling exercises and arranging scrambled letters to reinforce learning. Afterwards, the researcher provided the class with reflection, feedback, and appreciation. This final meeting enabled the researcher to observe student engagement more comprehensively in behavioral, emotional, and cognitive terms throughout the entire teaching sequence.

A. Data Collection

This research employed classroom observation. Observation is mentioned as one of the important data collection methods in research in collecting data directly from the research environment to record certain behaviors or activities within a period in the field, as can be applied in a classroom situation (Yin, 2018)

in the data collection method. In this study, the researcher acted as the teacher during the learning process. The English teacher observed the learning process and completed an observation checklist at the end of each lesson. This checklist provides supporting evidence of the implementation of the teaching and is included in the Appendix.

The teaching and learning process in this study was conducted with English as the main language of instruction. Before teaching, the researcher sought permission from the school and the teacher, and designed a lesson plan with the material to be taught. The lesson plan was reviewed and revised by the supervising teacher to ensure its suitability with the learning objectives. The topic taught was about feelings and greetings, because this topic was considered suitable for young learners and the necessary learning resources were easily available.

The observation was supported by several artefacts from observations, including video recordings captured using two cameras: a main camera mounted on a tripod in the back right corner of the classroom, and an action camera positioned in the front left corner. These video recordings, along with their corresponding transcripts, documented classroom interactions and student engagement during the learning process. The classroom excerpts presented in this study were derived from video recordings and direct classroom observations. Students' verbal responses were selectively transcribed, while non-verbal behaviours such as imitation, gestures and seating position were documented in observational notes. All artefacts are provided in the Appendix.

The second camera served as a backup to capture activities that may not be fully captured by the main camera. An assistant was responsible for setting up the cameras in the classroom. To reduce the observer paradox (Widodo, 2006; Widodo & Zakaria, 2008), the actual classroom teacher and the assistant in charge of the camera left the room during the lesson. This was done to allow students to behave naturally without feeling too aware that they are being observed. The camera were

strategically placed to record students' responses, as this research focuses on their engagement in learning.

B. Data Analysis

The data analysis in this study was conducted using video recordings and classroom observation data. The video recordings were analysed using micro-ethnographic analysis, verbatim selective transcription and conversation analysis (CA), while the observation data were examined using the Seating Chart Observation Record (SCORE) framework proposed by Widodo (2009). To facilitate classroom observation in a traditional seating configuration, a seating chart format adapted from Malu (2015) was employed.

First, micro-ethnographic analysis was used to examine the entire learning process in detail, as this method allows for repeated observations of the video recordings to understand the dynamics of classroom interactions. This approach focused on the learners' behavior and activity patterns recorded in the interaction (Dufon, 2002). Second, selective verbatim transcription was used to identify the specific instructions given during the lesson and how students responded to them. In this way, patterns of student engagement in the context of YouTube-based vocabulary learning were more easily observed. In addition, conversation analysis (CA) was applied to examine the forms of verbal and nonverbal communication that occur in learning interactions. This analysis included students' facial expressions, body gestures, and communication patterns as they responded to learning materials delivered through YouTube (Gatica-Perez, 2009). Both verbal and nonverbal interactions will contribute to understanding the level of student engagement in the learning process. Finally, SCORE (Seating Chart Observation Record) was used to record the number of student responses to the learning materials and instructions given. In addition, this method helped to visualize the classroom layout and the distribution of student interactions during the lesson (Malu, 2015). In order to get a clearer picture of the interaction pattern, the analytical tools developed by Malu (2015) and Widodo (2009) were adapted by

customizing the seating chart to identify students' engagement and the direction of classroom interactions during the learning process:
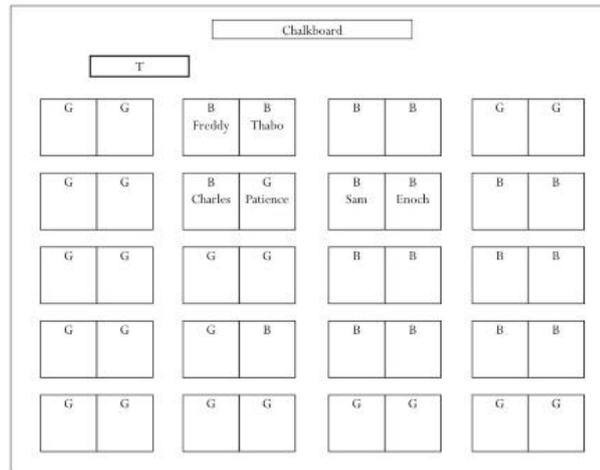

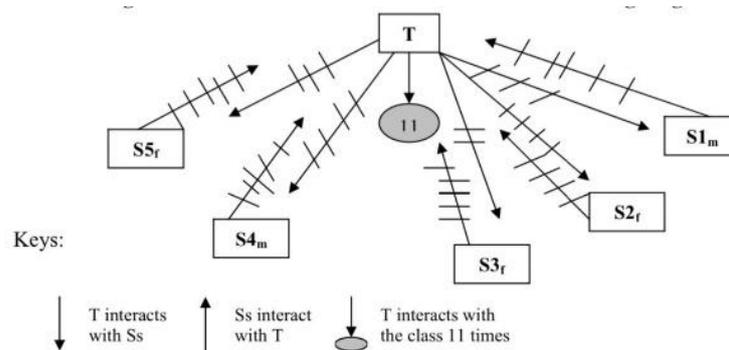**Figure 1.** *Malu's Seating Chart Tool*

Figure 2. Widodo's SCORE

The data analysis process in this study was adapted from Widodo (2009) and consisted of the following steps:

1. The entire video recording was reviewed to thoroughly observe the learning process without pausing, and the slow-motion feature was used when necessary to capture details of the interaction.

2. Key parts of the lesson were identified by repeatedly playing the footage to understand the important aspects of using YouTube for vocabulary instruction.

3. Students' verbal and nonverbal behaviors were analyzed by making detailed transcriptions of interactions to identify patterns of engagement in learning.

4. All recordings were reviewed to ensure that no part was overlooked, so that conclusions could be drawn more comprehensively.

5. The key aspects to analyze, such as students' responses to instructions or their engagement in YouTube-based activities, were determined.

6. The selected data were codified to make the analysis more systematic and organized.

7. The data were interpreted descriptively and qualitatively, while maintaining objectivity in assessing student engagement in learning.

8. The findings were reflected upon based on the data analyzed to gain a deeper understanding of how YouTube affected student engagement.

9. Final conclusions were drawn from the analysis to answer the research questions and understand student engagement in vocabulary learning using YouTube.

C. Time and Place of the Research

This research began in August 2024 with the writing of a proposal, which was completed by December 2024. The proposal seminar was held on 12 December 2024. The classroom research was conducted with sixth-grade students in 3 weeks (10-24 of May 2025), with each meeting 35-minutes, at Elementary School in Tasikmalaya City, West Java, Indonesia. After the implementation, the data were analyzed, followed by the presentation of the findings in a progress report and the final examination.

Table 1. *Research Timeline*

Activities	Months													
	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Jul 2025	...	Nov 2025	Dec 2025
Research Proposal Writing	■	■	■											
Research Proposal Examination				■										
Data Collection					■	■	■							
Data Analysis								■	■					
Report										■	■			
Thesis Result Seminar													■	
Thesis Examination														■