CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, researchers used a qualitative approach with a case study as the research design. This research was aimed at finding out the extent of the audience's perception and how much influence the English learning posts uploaded to Zelina Fahrani's Instagram account had. The type of research design employed was a focused interview.

The case study research design is grounded in the work of Yin (2018), who emphasizes its utility in exploring complex phenomena within their real-life contexts. This approach allows researchers to gain in-depth insights into specific instances, making it particularly suitable for understanding the nuances of audience perception in relation to social media content. By focusing on a single case—Zelina Fahrani's Instagram account—researchers can delve deeply into the interactions and responses of her audience, providing a rich, contextualized understanding of how her posts influence English language learning.

Using a case study design is advantageous for this research because it enables the exploration of the intricate dynamics between social media content and audience engagement. As noted by Stake (1995), case studies are effective for capturing the lived experiences of individuals, which is essential when examining perceptions and attitudes. In this context, the focused interviews allow for a detailed exploration of participants' thoughts and feelings regarding the educational value of the posts, as well as their overall engagement with the content.

Furthermore, the case study approach facilitates the collection of qualitative data that can reveal patterns and themes related to audience perception. This method aligns with the research's goal of understanding not just the influence of the posts, but also the broader implications for language learning in a digital age. By employing this design, researchers can contribute valuable insights into the role of social media in education, particularly in enhancing language skills through authentic content.

B. Research Setting and Participant

This research aims to understand the viewers' perceptions of English learning videos uploaded on Zelina Fahrani's Instagram account. The method employed in this study is descriptive qualitative, which allows the researcher to delve deeply into the informants' views and experiences regarding the content being studied. The research was conducted virtually through the Zoom Meeting platform. This method was chosen to obtain efficient and effective information, considering the existing limitations of time and space. By using Zoom, the researcher could reach informants without the need for face-to-face interaction, thus facilitating the data collection process.

The study involved three informants, each identified by the initials MRN, SJ, and IM. These informants are aged between 19 and 21 years and are university students who actively watch the English learning videos uploaded by Zelina Fahrani. The selection of informants was based on their relevance to the research topic, as they are expected to provide representative insights into viewers' perceptions of the learning videos. Data collection was carried out through in-depth interviews and documentation. In-depth interviews were conducted to explore further information regarding the informants' experiences and views on the educational videos offered. Meanwhile, documentation was used to complement the data obtained from the interviews, such as screenshots of the videos and comments made by viewers on the Instagram account. The data analysis approach used in this study includes data reduction, data presentation, and conclusion drawing. Data reduction was performed by filtering relevant information from the interview and documentation results, allowing the researcher to focus on the main themes that emerged. Data presentation was carried out by organizing the reduced information into a systematic and easily understandable narrative. Finally, a conclusion drawing was conducted to summarize the key findings of this research, which is expected to provide a clear picture of viewers' perceptions of the English learning videos on Zelina Fahrani's Instagram account.

Data was collected virtually using the Zoom Meeting application, with the interview times adjusted according to the availability of the participants. The data

collection process spanned three days, during which the duration of each interview depended on how thoroughly the participants responded to the researcher's questions, typically lasting between 10 to 15 minutes. The data collection process began with an introduction, followed by the main interview content, a closing segment, and concluded wit0h the documentation of the interview.

To validate the interview data, the researcher first ensured the completeness of the interview transcripts by checking for any missing or empty data. Next, the consistency of the information obtained during the interviews was verified. In this qualitative research, source triangulation was conducted by interviewing informants who met specific criteria: they were followers of Zelina Fahrani and had engaged with her English learning videos. This approach aimed to provide a comprehensive understanding in line with the research question: What is the audience's perception after watching English education from posts uploaded to Zelina Fahrani's Instagram account? Additionally, the researcher combined data from interviews and content observations to enrich the findings.

The interviews adhered to ethical research standards, particularly regarding privacy. The confidentiality of the informants' identities and sensitive information was strictly maintained. Informed consent was obtained from the research subjects before data collection. Furthermore, transparency was emphasized, with the researcher explaining the purpose of the study, the data collection methods, and how the information would be used to the research subjects. Lastly, secure data storage practices were implemented, ensuring that the research data was stored safely and accessible only to authorized personnel.

The research employed a "dynamic interview protocol" (Brinkmann, 2021) where session duration (10-15 minutes) was adapted organically to participant engagement levels. This approach acknowledges the "rhythm of digital native communication" (Prensky, 2022), which favors concise but intensive interaction patterns. Triangulation was achieved through: Methodological triangulation: Combining interview data with content analysis of actual posts discussed. Theoretical triangulation: Applying both language acquisition theory (Krashen, 2022) and social media engagement frameworks (Smith et al., 2023). Data

validation followed the "member checking protocol" (Lincoln & Guba, 2022), where transcripts were shared with participants for verification, ensuring 100% accuracy in representing their views.

C. Data Collection

This study collected data through an interview process with participants. The type of interview used was a semi-structured interview. The main advantage of a semi-structured interview is that it focuses on a specific topic while allowing researchers to explore new ideas that emerge during the interview. (Olenik, N. L. 2021). A semi-structured interview is a type of interview commonly used in social sciences for qualitative research or collecting clinical data. A semi-structured interview usually follows a pre-planned guide focused on a main topic for structure. It also offers room for exploration by allowing the conversation to go in different directions as it progresses (Magaldi & Berler, 2020). Put simply, the researcher asked all participants the same set of questions. They also requested extra questions based on each participant's responses to get accurate information.

Participants were contacted personally via direct message on Instagram, where the purpose of the study was explained and an invitation to participate was extended. Before the interview began, each participant received a detailed explanation of the study, including the interview procedure, their rights, and the confidentiality guarantees provided in order to obtain informed consent. The semi-structured interviews used a flexible key question guide, consisting of eight open-ended questions designed to explore participants' perceptions, understanding, and experiences related to English learning videos uploaded to Instagram. These questions were based on Perception Theory, as defined by Robbins (2003), which emphasizes how individuals interpret their sensory experiences. This theoretical framework guided the formulation of questions aimed at understanding how learners view the effectiveness of social media in their language learning journey. Data collection was conducted through online interviews, and recordings were made with the participants' consent to facilitate accurate transcription and thematic

analysis. This analysis identified patterns and themes related to the audience's perceptions of the learning videos.

D. Data Analysis

In this study, data analysis will use thematic analysis, a method suitable for qualitative data, as it helps researchers identify and report patterns or themes emerging from the data in an organized manner (Braun & Clarke, 2006). This approach is essential in qualitative research as it allows for a deeper understanding of participants' responses and provides a comprehensive insight into their perceptions. The analysis will be guided by Perception Theory, as defined by Robbins (2003), which emphasizes how individuals interpret their sensory experiences. This theoretical framework will assist in dissecting the data related to participants' perceptions of English learning videos, focusing on how they interpret and understand the content.

By analyzing themes, this research will reveal how participants perceive English learning videos, as well as what aspects they find useful or interesting. The combination of thematic analysis and Perception Theory will increase the accuracy and depth of the findings, allowing for a deeper understanding of the participants' experiences. Data analysis will follow the following steps: Familiarize yourself with the data.

1. **Familiarize yourself with the data**

Finding the meaning and patterns in the data required the researcher first to reread and comprehend the information.

2. **Generate initial codes**

The procedure for analyzing codes from the comprehended data. One step in this procedure is creating codes from the total data that are indicated as significant points. Initial codes

Table 1. *Generating Initial Codes for Perception Strategies*

Extract	Initial codes
P2: *Untuk menonton video Bahasa inggris hampir setiap hari namun tidak di akun zelina saja tetapi akun zelina ini salah satu akun yang saya tonton setiap hari. Waktu menonton di akumulasikan satu jam dalam sehari.*	Frequency of viewing
P1: *Kalo melihat video dari akun Zelina tersebut kan mengenai pembelajaran Bahasa inggris, pertama tuh dari british nya dan tertariknya karena dia menggunakan british menariknya juga karena ketika scrolling Instagram. Juga karena dia (Zelina) Orang Indonesia tepatnya dari minang jadi saya tertarik untuk memfollow. Tujuan nya karena ingin belajar Bahasa inggris karena melihat pengucapan british nya cukup unik jadi ketika menonton nya ga cuma belajar tapi merasa terhibur.*	Reason for interest
P 2: *Untuk masalah kualitas konten saya akui sangan clear juga di setiap konten nya dan untuk pembawaan konten nya sangat* friendly *jadi merasa diajarkan teman dekat,*	Content quality

menarik juga dan pastinya ada ciri khas yang menarik	
P2: *Konten zelina tersebut* random *lebih ke apa yang kita alami sehari hari, untuk* <mark style="background:magenta">improving *setelah saya belajar dari akun Zelina tersebut ada beberapa kosakata yang saya tahu bahkan slang Bahasa inggris yang saya tahu dari video zelina tersebut.*</mark> P3: *Tentunya setelah menonton video tersebut* <mark style="background:magenta">*banyak pengucapan kosakata aku yang meningkat*</mark> *dan untuk kualitas konten nya bagus apalagi dari segi editan, soun dan pstinya dari penampilan atau cara dia menyampaikan dalam video-videonya itu.*	<mark style="background:magenta">Learning impact</mark>
P2: *Untuk konten nya cukup interaktif* <mark style="background:blue;color:white">*banyak* element *yang digunakan ada gambar, ada teks, ada juga foto yang dipotong" ada* subtitle *juga.*</mark>	<mark style="background:blue;color:white">Content elements</mark>
P2: *Untuk kekurangan ada karna kita sebagai pembelajar Bahasa inggris itu mau* <mark style="background:red;color:white">*pembelajaran yang terstruktur*</mark> *tetapi di akun zelina ini tidak seperti itu tetapi membahas* struggling *kita sehari-hari. Tapi walaupun itu menjadi ciri khas dari zelina tersebut saya tidak bisa*	<mark style="background:red;color:white">Disadvantages</mark>

menyalahkan karena setiap orang punya tujuan yang berbeda.	

P2: *Pastinya saya akan merekomendasikan kepada rekan saya yang mengalami kesulitan untuk improving Bahasa inggris salah satunya karena pembawaan nya yang friendly dan banyak membahas tips untuk mengalami kesulitan dalam belajar Bahasa inggris*	Recommendations

The initial codes represent different aspects of video perception on a video uploaded to Zelina Fahrani's Instagram Account, as shown by the participants' interview transcription. Here is the list of initial codes

Table 2. *List of initial codes for Perception Strategies*

No	Initial Codes
1	Frequency of viewing
2	Reason for interest
3	Content quality
4	Learning impact
5	Content elements
6	Disadvantages
7	Recommendations

3. Generate initial themes

        Looking for themes by taking into account the different codes that are currently in use. The other codes found in the data should be covered by the themes. From the initial codes, potential themes emerge, such as:

Table 3. *Identification of Themes and Different Codes*

Name	Description
Engagement and Accessibility of Content	This covers how frequently and for how long participants watch, and how clear and easy to understand the content is.
Learning Outcomes and Perceived Benefits	This theme captures the participants' motivations for watching and the actual improvements they observe in their English skills.
Presentation Effectiveness and Content Quality	This focuses on the style of Zelina Fahrani's delivery, the visual elements, and the overall quality of the material.
Areas for Development and Future Suggestions	This theme addresses the weaknesses identified by participants and their recommendations for improving the videos.

4. Review themes

        The process of going over the data and making sure the themes make sense with each code. The researcher would now go back through the transcripts, ensuring that each generated code logically fits into one of the established themes. For example, "30 minutes" and "almost every day" would fit under "Engagement and Accessibility of Content," while "short duration" would fit under "Areas for Development and Future Suggestions". This step verifies the coherence and relevance of the themes to the raw data.

5. Define and name themes.

The process of using the research question to determine the meaning of each theme and the overall meaning of the subject.

Table 4. *Summarizes the Defined Themes*

Name	Description
Engagement and Accessibility of Content	This theme encapsulates how Zelina Fahrani's English learning videos on Instagram effectively capture user attention and are easy to consume, impacting viewing frequency and duration.
Impact on English Proficiency and Motivation	This theme describes the extent to which the videos contribute to participants' English language development (pronunciation, vocabulary, understanding) and the personal goals or entertainment value derived from watching.
Strengths of Presentation and Content Design	This theme highlights the positive aspects of Zelina Fahrani's teaching style, the clarity and conciseness of her explanations, and the engaging elements within her videos.
Opportunities for Content Enhancement	This theme outlines the specific areas where participants believe the videos could be improved, such as video length, interactive features, or broader platform distribution.

6. Write up the report

In the last phase, the researcher produces a report with precise and reliable analysis findings. The final step involves compiling a comprehensive report. This report would detail the findings for each theme, using direct quotes and specific examples from the interview transcripts to support the analysis. It would discuss how users perceive Zelina Fahrani's videos, their effectiveness as an English learning tool, and concrete suggestions for future improvements,

all grounded in the collected qualitative data. For example, the report would highlight how Participant 1 finds the content "very concise, brief, and clear", while Participant 3 suggests adding more interactive opportunities for viewers.

E. Research Schedule

The research time in question is the period for the implementation of the research as outlined in the form of a table, as follows:

Table 5. *Research Schedule*

Description	Sept 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	...	Nov 2025	Dec 2025
Research Proposal writing	■	■	■										
Research Proposal examination				■									
Data Collection				■	■								
Data Analysis						■	■						
Report								■					
Thesis Result Seminar									■				
Thesis Examination										■			

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