CHAPTER 3
RESEARCH PROCEDURES

3.1. Method of Research

In this study, the research design used is a narrative inquiry, which is deployed since narrative frameworks generate recursive chain events directed at a particular goal (Labov, 2006). It utilizes storytelling as a means of communicating an individual's experience to a larger audience (Wang & Geale, 2015). According to Clandinin and Conelly (2006), narrative inquiry is a way of understanding and inquiring into experience through collaboration between researcher and participants, in a place or series of places, and through social interaction with milieus. Barkhuizen et al., (2014) state that Narrative inquiry brings storytelling and research together by using stories as research data. Therefore, this approach is an appropriate method because the researcher uses a story as the data. This also includes data that captures the personal stories of parents as they assist their children in acquiring English vocabulary through movies. By utilizing this methodology to present the findings, the researcher can gather rich descriptions of the a parent's experience through her narrative, which can also provide benefits to the parents from their participation in the study (Wang & Geale, 2015). Lastly, to ensure the reliability of the data, the researcher shares the results with the participants, allowing them the opportunity to review and correct the findings (Barkhuizen et al., 2014).

3.2. Focus of the Study

This study was conducted in Tasikmalaya, West Java. The researcher carried out a preliminary interview, and a parent was selected as a participant only if they met specific criteria. The criteria included: 1) a parent who use movies as a medium to help her child acquire English vocabulary, 2) frequent use of movies in their children's language learning routines, and 3) active parental involvement, meaning that a parent participate and engage with the child during the movie-watching activity. This study focused on capturing parent's experience of using movies as a medium, as well as the strategies employed to support her child's English

vocabulary acquisition. The insights gathered from the interview with a parent served as the primary data for this research.

The researcher has conducted preliminary interviews, and a parent will become a participant because she met the criteria of using movies as a medium in helping her child's English vocabulary. This research outlined a parent's experience regarding the use of movies as a medium and strategies for helping their child acquire English vocabulary. The results of the interview with a parent were used to produce the data for this research.

3.3. Setting and Participants

This study was conducted in Tasikmalaya, West Java. The preliminary interview was conducted to identify prospective participants who met the study's criteria. The preliminary interview was conducted through WhatsApp chat to determine whether the participant met the researcher's criteria or not. The following table presents detailed information about these participants, including their age, educational background, job, number of their children, frequency of using movies as a learning medium, and level of parental involvement. Only those who fulfilled all criteria were selected for the main study. The name used in the table presents are pseudonym.

Table 3.3. 1 . Summary of Preliminary Data of Prospective Participants

No	PN	Age	Edu	Occupation	NoC	Freq Movie	Par Involv
1.	Nina	35	BA	Eng Tchr	2	Sometimes	Non Active
	Budi	41	BA	Employee			Non Active
2.	Putri	38	BA	Eng Tchr	2	Sometimes	Active
	Dani	59	BA	Entrepreneur			Non Active
3.	Brita	32	MA	Eng Tchr	2	Freq	Active
	Beni	55	MA	Lecturer			Active

Notes:

1. PN = Participant Name
2. Age = Participant's age

3. Edu = Educational Background (BA = Bachelor's Degree; MA = Master's Degree)

4. Occup = Occupation (Eng Tchr = English Teacher)

5. NoC = Number of Children

6. Freq Movie = Frequency of Using Movies as a Medium for English Vocabulary Acquisition (Freq = Frequent)

7. Par Involv = Level of Parental Involvement (Active = actively participates with child)

Table 3.3.1 presents preliminary data on prospective participants who participated in the initial interview process. The table outlines their demographic background, educational qualifications, occupation, number of children, frequency of using movies as a learning medium, and level of parental involvement. Although all mothers as prospective participants shared similar professional backgrounds as English teachers, all fathers as prospective participants had different professional backgrounds; all participants had experience using movies with their children, but not all met the specific criteria required for this study. The criteria included frequent use of movies as a medium for English vocabulary acquisition and active parental involvement during the movie-watching activity.

Active involvement refers to parents' direct engagement in guiding, accompanying, responding to, and interacting with the child during movie-watching sessions, behaviors that help natural vocabulary acquisition take place. Among the three prospective participants, only Brita and Beni met all of these requirements. They were not only using movies frequently in their child's routine but also demonstrating active participation throughout the activity, aligning closely with the aims of this research. However, in this study, only Brita conducted the interviews because Beni was not available due to his busy schedule, so this study only has one participant, that is Brita.

The selected parent had already integrated movies into her child's routine in a way that allowed vocabulary to be acquired naturally and consistently, making them highly suitable for providing detailed insights into how movie exposure supports

young learners' vocabulary acquisition. This intentional selection ensures that Brita could offer rich, relevant, and experience-based information aligned with the objectives of the study, particularly regarding the use of movies as a medium and the role of active parental involvement in supporting early English vocabulary acquisition.

3.4. Technique of Collecting the Data

This research deployed two data sources: semi-structured interviews and photo elicitation. First, this study employed a semi-structured interview. According to Longhurst (2003) a semi-structured interview is an informal method of gathering data in which the participant responds verbally to guided questions. To support the data collection process, the researcher used an interview instrument, as stated by Yuliastuti et al. (2021), as cited in Yuliastuti et al. (2021), as cited in Arikunto (2000), who explains that an instrument is a tool used by researchers to help collect data systematically and effectively. The indicators for the interview questions are perceived ease of use and perceived usefulness, and the questions were also guided by Krashen's Five Hypotheses.

The interview process was carried out in three stages. The first stage was conducted offline and audio-recorded, lasting approximately 26 minutes, using Indonesian as the medium of communication. The second stage took place online through WhatsApp to clarify or complete information that was not fully captured in the first session. The third stage was conducted offline, also audio-recorded for around 26 minutes, and involved the parent together with her child, who was the object of the parents' experiences in supporting vocabulary acquisition. During this stage, photo elicitation was employed to support and validate the data by providing visual context to the parent-child interaction. The language used in this interview is the participant's mother tongue, Indonesian.

Interviewing in three stages allowed the researcher to gather data more thoroughly and accurately. The first interview captured the participants' initial perspectives, the second clarified any unclear points, and the third enabled the researcher to observe real interactions with the child and validate the information

through photos. This approach ensured that the data collected were complete, credible, and closely connected to the participants' real-life experiences.

Second, photo-elicitation, which supports and validates the data from semi-structured interviews. According to Glaw et al., (2017), photo-elicitation uses visual media such as images during an interview to gain verbal discussion and create data and knowledge. In this study, the researcher first asked for some documentation of a participant when using movies to help her child acquire English vocabulary.

For instance, Figure 3.4 shows the participant guiding her child during a movie-based vocabulary activity, highlighting how the parent actively engages in pointing out new words and encouraging responses. This visual evidence complemented the verbal data from the interviews, providing a more comprehensive understanding of participant's experience.

Figure 3.4 The example of Photo elicitation

Therefore, the combination of semi-structured interviews and photo-elicitation provided a comprehensive understanding of participant's experience when using movies as a medium in helping their child acquire English vocabulary.

3.5. Technique of Analyzing the Data

Narrative analysis is an analysis that helps the researcher to understand the story and lived experience of a participant in depth (Kim, 2016). According to

(Labov, 2006), narrative analysis is a method of arranging past experiences into a sequence of events. As adapted from Emden (1998), the steps are:

1. Reading the full interview text several times to understand its content.

2. Deleting all interviewer questions and comments from the full interview text.

Table 3.5. 1 Technique of Analyzing the Data

R	*Bagaimana respon anak ibu terhadap pembelajaran kursa kata melalui movies? Apakah mereka menikmati prosesnya?*
P	*Ya. Sangat menikmati proses. Ketika kita kasih cari. Kasih cari movies. Hari ini. Minggu ini kan. Nontonnya mingguan. Minggu ini mau nonton apa. Cari naratif. Mau Snow White lagi. Mau temenin gak? Udah tau dari kemarin. Ini baru satu kali. Sekarang kedua. Udah biarkan saja katanya. Sendiri aja. Jadi movies-moviesnya sangat antusias. Dan diingin karena anak saya yang memilih sendiri.*

3. Deleting all words that diminish the key idea of each sentence or group of sentences uttered by the participant.

Table 3.5. 2 Technique of Analyzing the Data

P	*Ya. Sangat menikmati proses. ~~Ketika kita kasih cari~~. Kasih cari movies. ~~Hari ini. Minggu ini kan~~. Nontonnya mingguan. Minggu ini mau nonton apa. Cari naratif. Mau Snow White lagi. Mau temenin gak? Udah tau dari kemarin. ~~Ini baru satu kali~~. Sekarang kedua. ~~Udah biarkan saja katanya~~. Sendiri aja. Jadi movies-moviesnya sangat antusias. Dan diingini, karena anak saya yang memilih sendiri.*

4. Reading the remaining text for sense.

Table 3.5. 3 Technique of Analyzing the Data

P	*Ya. Sangat menikmati proses. Kasih cari movies. Nontonnya mingguan. Minggu ini mau nonton apa. Cari naratif. Mau Snow White lagi. Mau temenin gak? Udah tau dari kemarin. Sekarang*

kedua. Sendiri aja. Jadi movies-moviesnya sangat antusias. Dan diingini, karena anak saya yang memilih sendiri.

5. Identifying structures from the ideas within the text.

Table 3.5. 4 Technique of Analyzing the Data

Abstract	*Ibu memutuskan, salah satu media yang digunakan itu media movies untuk meningkatkan keterampilan bahasa anak dari segi kosa kata. Itu dikarenakan movies itu mengandung unsur visual dan audionya. Sehingga anak itu bisa melihat gerak-gerik yang ada di movies disertai dengan bisa melihat subtitlenya yang bisa dilihat di bawah moviesnya. Sehingga selain melihat, anak juga bisa melihat kata-kata yang ada di bawahnya. Jadi, ada dua keterampilan yang bisa anak lihat, yaitu dari gerak-geriknya, kemudian dari kosa kata yang tertera sebagai subtitle moviesnya.*	When parents turn movies into a pathway to vocabulary growth
Orientation	*Kalau dilihat dari seberapa seringnya, itu dikaitkan dengan waktu yang dibutuhkan. Anak-anak biasanya, anak ibu yang di rumah itu, ketika pulang sekolah, ada waktu senggang, itu hiburannya nonton movies. Jadi, kalau dihitung seberapa seringnya ketika senggang waktu setelah penggiatan pembelajaran anak di sekolah.*	When parents turn movie time into a supportive learning moment
Complicating Action	*Ya, betul. Dari segala media itu memang ada tantangannya. Yang pertama yang dihadapi itu ketika dalam movies itu ada sebuah gerakan-gerakan atau sebuah gaya yang memang itu kalau di movies-movies yang luar negeri itu memang tidak bisa dipungkiri. Itu ada gerakan*	When cultural clashes interrupt the story

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	atau sebuah action yang kadang-kadang kalau dilihat di movies Indonesia itu tidak layak melihat. Nah, itu kita arahkan. Ini budaya orang lain. Nah, ini budaya orang lain itu tidak sama dengan budaya kita. Sehingga kita memberikan penjelasan kepada anak bahwa ini bukan contoh yang baik.	
Resolution	*Ya, luar biasa. Luar biasa. Saya melihat perkembangan yang sangat signifikan dari kemampuan kosa kata atau pemendaharaan yang dibilangkan oleh anak terutama dalam bahasa Inggris. Saya melihatnya dari segi ketika dia menelpon saya secara pribadi dengan menggunakan bahasa Inggris. Satu itu. Yang kedua, ketika saya kasih sebuah kertas yang memang dia mau. Misalkan beli dari toko buku. Ini mau buku tapi bukunya yang berwarna. Mau yang ada garis-garisnya yang seperti apa. Kemudian kita fasilitasi. Kemudian kita tanya untuk apa ini. Mau menulis katanya. Menulis kita kasih untuk media tulisnya dan berupa kertas. Kemudian dia menuangkan. Coba tulis pengalaman ketika sedang belajar bahasa Inggris. Apa saja. Atau tuliskan pengalaman belajar di kelas. Tuliskan di sini. Tanpa memakai kamus. Tanpa membayangkan. Dia sudah bisa mendeskripsikan. My name is Laura. I live in Singaparna. I like English because English is interesting. My experience in the classroom is very funny. When I meet with my friend and also my teacher. Minimal sudah ada tergambar dalam penulisannya. Jadi sudah terlihat bahwa media pembelajaran dengan menggunakan movies itu. Salah satunya*	Turning a Challenge into a Learning Journey: Parents Supporting Vocabulary Growth

	bisa meningkatkan vocabulary atau kosa kata. Yang secara tidak langsung tidak diajarkan oleh kita. Tapi dengan nonton movies berulang-ulang. Itu menjadi reputasi untuk peningkatan kosa kata.	
Evaluation	*Perasaan saya sebagai orang tua itu merasa senang karena dengan adanya movies, saya tidak perlu lagi mencari media-media yang lain yang minimal media itu bisa menarik bagi anak. Jadi, salah satu pemutusan saya mengambil media itu itu karena di movies itu sudah terlihat visual dan audionya. Jadi, saya tidak usah-usah lagi mencari media yang lain. Sudah komplit ya? Sudah komplit, bisa nanya.*	The joy of choice shapes motivation and learning in young learners
Coda	*Saran dari Ibu kalau ada orang tua lain yang mau menggunakan itu kita harus bijak saja. Harus bijak, tanya dulu anak mau apa. Jadi kita kasih kesempatan kepada anak untuk memilih mau movies apa. Tapi tetap kalau sudah dipilih kita cek moviesnya. Kita lihat moviesnya kita filter apakah movies ini cocok buat anak atau tidak dengan usianya segitu. Apakah di movies itu mengandung unsur pembelajaran atau tidak. Unsur pembelajaran itu bukan menerangkan tentang apa-apa. Ini kan kalau unsur pembelajaran itu dari sikap, dari karakter, budaya juga. Jadi mereka mengenal budaya luar gimana, budaya kita gimana. Kalau memang bertentangan budayanya kewajiban orang tua yang harus bisa menjelaskan. Kalau ini kurang bagus, kalau ini bagus. Jadi kita sebagai orang tua itu harus bijak dan tentunya harus punya pengetahuan orang tuanya.*	The movies they love, the words they learn

6. Moving fragments of structures together to create one coherent core story.

Moreover, the narrative analysis concept was founded (Labov & Waletzky, 1967). This concept involves: 1) Abstract: A short indication of the main point or the essence of the narrative. 2) Orientation providing: The researcher marked points, such as place, time, and character, to adjust the story for the reader. 3) Complicating action: The researcher framed the issue that appeared in the story. 4) Evaluation: The researcher marked the evaluative action done by the narrator toward the issue that happened. 5) Result of resolution: The researcher framed the result of the resolution of the issue from the story. 6) Coda: The researcher rolled out the present situation as a comparison to past and present events.

The details of the result of the data analyzing will be explained below.

Table 3.5. 5 Narrative Structure Analysis Based on Labov's Model

Narrative Structure	Flow of the Analysis	Title
Abstract	The abstract stage of the narrative highlights Brita's overall experience as a parent in utilizing movies as a primary medium for her child's English vocabulary acquisition. Brita agrees that movies are perceived not merely as entertainment but as a meaningful learning resource that naturally supports language development through the integration of visual, audio, and textual elements. Brita's background in language education further shapes her awareness of how children acquire vocabulary implicitly through contextualized exposure.	When Parents Turn Movies into a Pathway to Vocabulary Growth
Orientation	Brita supports her child's English acquisition by using movies during Laura's free time, such as	When Parents

	after school or on weekends, when learning can happen in a relaxed and natural way. She avoids pressuring her child and believes that learning is more effective when the child feels comfortable. Watching movies, which is already Laura's form of entertainment, becomes an opportunity for Brita to accompany her and gently introduce new English vocabulary. Brita also allows Laura to choose the movies she wants to watch, mostly narrative genres such as fairy tales and legends that match her age and interests. Although the choice is given to the child, Brita still guides the selection to ensure the content is appropriate. Through this approach, Brita creates a supportive learning environment where English learning through movies feels enjoyable and natural from the beginning.	Turn Movie Time into a Supportive Learning
Complicating Action	While using movies as a learning medium, Brita encountered challenges caused by cultural differences presented in foreign films. Certain gestures, expressions, and behaviors shown in the movies did not align with Indonesian cultural norms, which raised concerns that these scenes might confuse their child. When such moments appeared, Brita paused the movie to explain that the actions were part of a different culture and were not meant to be imitated in daily life. These interruptions became critical moments in the learning process, as they required additional explanation and guidance. Although the movies	When Cultural Clashes Interrupt the Story

	provided valuable language input, cultural mismatches temporarily disrupted the flow of learning and required parental mediation to ensure that the child understood both the language and the cultural context appropriately.	
Resolution	After facing cultural differences in movies, Brita became more actively involved in guiding their child. They did not stop using movies, but instead accompanied their child more closely during watching activities. Brita helped Laura understand new words by connecting them with actions and scenes in the movies. Over time, Laura began to naturally understand simple phrases and sentence patterns through repeated exposure. To strengthen learning, Brita encouraged Laura to reuse new vocabulary through creative activities such as retelling a story using Canva and drawing for English comics. They also introduced English songs in daily routines, allowing learning to happen naturally outside formal learning time. Through guidance, reinforcement, and daily interaction, the challenges were resolved, and movies became a supportive and meaningful learning medium for Laura's language development.	Turning a Challenge into a Learning Journey: Parents Supporting Vocabulary Growth
Evaluation	Through movies , Brita observed that allowing her child to choose the movies significantly increased motivation and enjoyment. Movies became a complete learning medium that	The joy of Choice Shapes Motivation

	naturally attracted Laura's attention through visual and audio elements, making learning feel effortless and fun. Laura showed high enthusiasm when selecting movies herself and gradually became more independent, even choosing to watch familiar movies without assistance. This sense of autonomy made the learning process more meaningful, as Laura felt personally connected to the content she chose. As a result, using movies as a medium not only engages but also motivates, fostering both enjoyment and active participation in the learning process.	and Learning in Young Learners
Coda	The story of using movies as a medium in this study comes to a close with a clear message: movies become meaningful not simply because children enjoy them, but because parents remain present in the process. By allowing children to choose the movies they love, learning feels joyful, personal, and motivating. At the same time, parental guidance ensures that the stories children watch carry values, cultural understanding, and educational meaning that support their development. As reflected in the mother's experience, this balance between freedom and supervision creates a learning environment where children feel enthusiastic, independent, and emotionally connected to the language they encounter. In the end, the words children acquire are not only learned through sound and images,	The Movies They Love, The Words They Acquire

but through shared experiences that make learning natural, enjoyable, and lasting.

3.6. Time and Place of the Research

Table 3.6. 1 Schedule of Research

Description	Sept/ 2023	Oct/ 2023	Nov/ 2023	Dec/ 2023	Jan/ 2024	Sep/ 2024	Jan/ 2025	Jun/ 2025	Nov/ 2025	Dec/ 2025
Research Proposal writing	▓	▓	▓							
Research Proposal examination				▓						
Data Collection					▓					
Data Analysis						▓	▓			
Report							▓	▓		
Thesis Result Seminar									▓	
Thesis Examination										▓