

CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

The research design was used a qualitative case study. This design is appropriate for the main intellectual objective outlined by Maxwell (2007) namely to understand meaning from the participants' perspective, explore phenomena in their specific context, and understand the process of an event, not just its outcome. In addition, this approach accommodates the active role of the researcher in the case. Stake (1995) explains that in case study research, researchers often function as active participants who engage closely with the context being studied, rather than remaining detached observers. This positioning allows the researcher to develop a deeper understanding of participants' experiences from within the natural setting. This role is highly relevant to this study, where the engaged closely with participants in their natural classroom environment. Finally, within the framework of Maxwell's (2007) interactive model, this design allows for the use of various data sources (observations, interviews, recordings) as a triangulation strategy to strengthen the validity of the findings, providing a solid foundation for in-depth exploration of students' experiences with video-based shadowing in a natural classroom environment.

B. Research Setting and Participant

This research was conducted at a newly established junior high school in Tasikmalaya, West Java, Indonesia. The school currently has only one seventh-grade class, with 19 students as its first cohort. This school was selected because the students had no prior experience learning English pronunciation, as English was not taught at their previous primary schools. This made the school a relevant context for exploring how students experienced video-based shadowing as a pronunciation learning approach for the first time. In this study, this single class serves as the bounded case,

defined by its shared experience of learning English pronunciation for the first time.

Before data collection, students participated in a series of pronunciation learning activities using the video-based shadowing technique, conducted over three class meetings. These sessions were facilitated by the researcher, who served as the teacher-researcher throughout the study. The activities were aligned with the seventh-grade curriculum, particularly the topic of self-introduction, ensuring that the shadowing practice was meaningful and connected to students' ongoing learning. These sessions are not treated as an experimental intervention, but as the shared learning experience that forms the basis of the case explored in this study.

The participants of this study were six seventh-grade students who had taken part in these shadowing activities as part of their English pronunciation lessons. This shared experience made them well-positioned to provide detailed accounts of their experiences with video-based shadowing in pronunciation learning.

Participants were selected using a purposive sampling strategy. As Maxwell (2007) explains, in qualitative research, "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices." The researcher observed students during the shadowing sessions before making the final selection. From the initial class of 19 students, six were selected based on the following criteria:

1. variation in pronunciation learning experiences and engagement during the shadowing activities,
2. attitude and motivation towards English pronunciation learning.

These criteria ensured that the selected participants could provide rich and varied accounts of their experiences, supporting a thorough understanding of the case.

C. Data Collection

Semi-structured interviews were conducted as a main technique to obtain in-depth information from selected participants regarding their experiences of using video-based shadowing. This method was chosen because it allows for flexibility and adaptability while remaining focused on the research objectives. Interview Procedure:

1. Participant selection: Following Maxwell's (2007) purposive sampling approach, 6 students were selected from 19 students based on their active participation in class activities, variation in pronunciation learning experiences and engagement, and attitude and motivation towards motivation learning.
2. Preparation of interview guide: An interview guide was prepared in advance, covering key topics such as students' experiences with shadowing, perceived changes in pronunciation, challenges encountered, and overall benefits gained.
3. Conducting interviews:
 - a. Interviews were conducted in a comfortable and private environment within the school.
 - b. Audio recording was used with participants' consent to ensure accurate data recording.
 - c. The researcher used Indonesian to ensure participants could fully express themselves.

D. Data Analysis

The interview data were analyzed using thematic analysis, following the six phases proposed by (Braun & Clarke, 2006). This method was chosen because it is suitable for identifying and interpreting patterns of meaning related to students' experiences of learning English pronunciation through video-based shadowing in an EFL classroom.

1. Familiarizing with the data

First, the researcher transcribed all interview recordings verbatim and read the transcripts several times to become familiar with the content. During this stage, the researcher highlighted segments that were relevant to the research question concerning students' experiences of learning pronunciation through video-based shadowing.

2. Generating Initial codes

In the second phase, the researcher generated initial codes by manually labelling meaningful units of data in the transcripts. Each excerpt that reflected students' feelings, perceived benefits, learning processes, challenges, or strategies related to video-based shadowing was given a concise code. The coding was primarily semantic and theory-informed, guided by the research question and relevant literature on pronunciation learning and shadowing.

Table 1. Procedure of Generating Initial Codes

Excerpts	Initial Codes
S3: “Of course I became more enthusiastic, especially when the video contained fun animations.”	Increased motivation
S3: “After practicing many times, it turned out to be quite easy to pronounce. after practicing for three weeks, there was change in how I pronounced it.”	Repetition in Shadowing practice
S4: “I really pay attention to the mouth movements, for example how the mouth has to be opened.”	Visual observation of mouth movements
S5: I compared the way I spoke with the way the native speaker in the video spoke	Self-monitoring
S6: “I became more interested because using video is more engaging and easier than usual learning.”	Video makes learning easier
S3: At first I had trouble pronouncing the word ‘introduce’, but after practicing often for three weeks, there was a change in how I pronounced it. I can also distinguish similar words like ‘know’ and ‘now’. And my intonation has improved quite a lot	Perceived simegmental gains

Table 2. The Frequency of Generating Initial Codes

No	Initial Codes	Total
1	Visual observation of mouth movements	7
2	Shadowing practice	6
3	Repetition in Shadowing practice	9
4	Speed Adjustment	3
5	Text support	1
6	Self-monitoring	6
7	Seeking feedback	9
8	Continued practice	5
9	Positive engagement	6
10	Initial anxiety	4
11	Reduced anxiety over time	3
12	Increased motivation	10
13	Increased confidence	5
14	Difficulty decoding English sounds and text	4
15	Long/complex words	3
16	Prosodic confusion	4
17	Perceived Segmental gains	6
18	Suprasegmental awareness	2
19	Video makes learning easier	6
20	Visual clarity helps	2
21	Perceived value of video support	5

3. Searching for themes:

In the third phase, the researcher searched for potential themes by grouping related codes together. Codes that described similar aspects of students' experiences were organized into broader categories, such as learning process and strategies in video-based shadowing, emotional journey of learning with video shadowing, perceived challenges, and benefits in video-based shadowing for pronunciation learning. These preliminary clusters formed candidate themes that captured repeated patterns across participants.

Table 3. The Procedure of Searching for Themes

No	Initial Codes	Potential Themes
1	Visual observation of mouth movements	Visual-audio modeling in video-based shadowing
2	Shadowing practice	
3	Repetition in Shadowing practice	
4	Speed Adjustment	
5	Text support	
6	Self-monitoring	
7	Seeking feedback	
8	Continued practice	
9	Positive engagement	Emotional journey of learning with video shadowing
10	Initial anxiety	
11	Reduced anxiety over time	
12	Increased motivation	
13	Increased confidence	
14	Difficulty decoding English sounds and text	Perceived challenges in video-based shadowing for pronunciation
15	Long/complex words	
16	Prosodic confusion	

17	Perceived segmental gains	Perceived benefits of video-based shadowing for pronunciation learning
18	Suprasegmental awareness	
19	Video makes learning easier	
20	Visual clarity helps	
21	Perceived value of video support	

4. Reviewing themes

In the fourth phase, the researcher reviewed and refined the candidate themes. Each theme was checked against the coded extracts and the entire data set to ensure internal coherence and clear distinctions between themes. Some themes were collapsed, separated, or redefined in order to better represent the data. This process resulted in a coherent thematic map of students' experiences with video-based shadowing

5. Defining and naming themes:

In the fifth phase, the researcher defined and named the final themes. For each theme, the core meaning and scope were clarified, and sub-themes were identified where necessary. Four main themes were finally established: (1) Visual-audio modeling in video-based shadowing, (2) Emotional journey of learning with video shadowing, (3) Perceived challenges in video-based shadowing for pronunciation, and (4) Perceived benefits of video-based shadowing for pronunciation learning.

Table 4. Defining Themes

Themes	Definition
Visual-audio modeling in video-based shadowing	It refers to learners' use of visual and auditory input from video as a model for practicing English pronunciation. It includes watching the speaker's mouth movements, listening closely to how words are pronounced, and repeatedly imitating or following the speech. It also covers the steps and strategies they use while shadowing, such as replaying parts of the video, adjusting the speed, and focusing on difficult words or sounds.
Emotional journey of learning with video shadowing	It refers to learners' changing emotional experiences as they engage in video-based shadowing activities. It includes initial feelings of enjoyment mixed with fear, confusion, and embarrassment, and the gradual shift toward greater comfort, motivation, and confidence as they perceive changes in their pronunciation.
Perceived challenges in video-based shadowing for pronunciation	It refers to the difficulties learners report when practicing pronunciation through video-based shadowing. It includes problems with decoding English sounds and

	text, pronouncing long or complex words, keeping up with fast video speed, and dealing with physical tension in the mouth and tongue.
Perceived benefits of video-based shadowing for pronunciation learning	It refers to learners' perceptions of how video-based shadowing supports their English pronunciation learning. It includes perceived gains in segmental awareness, suprasegmental features such as stress and intonation, overall naturalness of speech, and a sense that video support makes pronunciation practice more accessible and meaningful.

6. Writing the report:

Finally, in the sixth phase, the researcher produced the report by selecting representative excerpts from each theme and integrating them into a thematic narrative in Chapter Four. The themes were interpreted in relation to previous studies on shadowing, pronunciation instruction, and affective factors in EFL learning.

E. Research Schedule

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

Table 5. Research Schedule

Description	Sept 2025	Nov 2025	Dec 2025	Jan 2026	Feb 2026	Apr 2026	June 2026
Research Proposal writing							
Research Proposal examination							
Data Collection							
Data Analysis							
Report							
Thesis Result Seminar							
Thesis Examination							