

CHAPTER 3

RESEARCH PROCEDURES

A. Method of the Research

This research employed a descriptive case study design to investigate elementary school students' views on audio-visual media and its impact on their motivation to learn English in the context of an Indonesian school. The case study methodology was considered appropriate for this research as it enabled a thorough exploration of a particular phenomenon within its natural setting, concentrating on the lived experiences and viewpoints of the participants (Yin, 2018). Given the purpose of this study to explore elementary school students' perceptions of the use of audio-visual media in motivating them to learn English, a case study design was deemed appropriate as it allowed for an in-depth exploration of participants' experiences, opinions, and responses within a specific, real-life educational context. Since this study focused on understanding how young students perceived the use of audio-visual media in a single elementary school setting, the case study design allowed the researcher to obtain rich and contextual data regarding students' views, learning experiences, and perceived motivation during English learning activities.

Additionally, a case study approach allowed for the exploration of contextual factors that affected student motivation in an actual educational setting. As the goal was to grasp the subtle aspects of student engagement and perception regarding English language learning through media, a qualitative case study provided the flexibility to employ open-ended interviews and thematic analysis. This approach was particularly suitable for examining intricate educational phenomena that quantitative methods might not adequately capture (Stake, 1995).

In conclusion, a descriptive case study design was thought to be the best approach for this study since it allowed the researcher to fully comprehend how elementary school pupils perceived the use of audio-visual materials to encourage them to learn English in an actual classroom. This method supported the goal of addressing the research question and comprehending the phenomena from the viewpoints of the students by concentrating on a particular example and thoroughly examining the experiences of the participants.

B. Setting and Participants

This research was conducted at an elementary school in Tasikmalaya, Indonesia, where English instruction for sixth-grade students incorporates audio-visual media as part of classroom learning activities. This school was purposefully selected because the researcher, who also served as an English teacher during the teaching program, implemented audio-visual media in English lessons. The researcher's dual role as teacher and researcher enabled direct observation of students' classroom experiences and facilitated an in-depth exploration of students' perceptions regarding the use of audio-visual media in English language learning.

The English language teaching program integrated audio-visual media into regular classroom instruction to support student engagement and comprehension. During the teaching process, the researcher used various forms of audio-visual media, including videos, animated clips, songs, images, PowerPoint presentations, and projector-based learning materials, to introduce simple English vocabulary, pronunciation, and expressions. These media were integrated into classroom activities such as listening practice, vocabulary learning, singing English songs, pronunciation practice, and guided discussions to create a more interactive and enjoyable learning environment for young students.

The integration of audio-visual media in English language learning was implemented to support interactive and meaningful classroom experiences for elementary school students. In the Indonesian educational context, the use of technology-supported learning media is encouraged to increase student participation and engagement during classroom learning. Therefore, the implementation of audio-visual media in this study was deemed relevant to the learning needs of early childhood students in English classes.

The participants of this study consisted of three sixth-grade students from the selected elementary school in Tasikmalaya, Indonesia. They were approximately 11–12 years old and regularly attended English classes taught by the researcher using audio-visual media. Throughout the teaching program, the participants experienced learning through various forms of audio-visual media, including videos, animated clips, songs, images, and PowerPoint presentations.

This age group was selected because students at this developmental stage are generally able to express their learning experiences, opinions, and perceptions more clearly during interviews, making them suitable participants for this qualitative study.

The participants were selected using purposive sampling because they had experienced learning English through audio-visual media and were considered capable of providing rich and detailed information regarding their learning experiences and perceptions (Creswell & Poth, 2018). To ensure the richness of the data, the selected students consistently participated in English lessons, actively engaged in classroom learning activities, demonstrated satisfactory English achievement, and possessed sufficient English proficiency to express their opinions and experiences clearly during the interview sessions. These characteristics were considered appropriate for answering the research question, which focused on exploring elementary school students' perceptions of using audio-visual media in motivating them to learn English. No specific exclusion criteria were applied; however, demographic information, such as the students' age and classroom participation, was documented to provide contextual understanding during the data analysis.

C. Data Collection

The primary data collection method in this study was semi-structured interviews with sixth-grade elementary school students. This method was chosen because it allowed the researcher to explore students' perceptions of the use of audio-visual media in motivating them to learn English in greater depth. Semi-structured interviews provided the researcher with the flexibility to ask follow-up questions, seek clarification, and obtain richer information regarding students' experiences, feelings, and opinions about learning English through audio-visual media. Interview questions focused on students' perceptions of audio-visual media, their interest and engagement during English lessons, and their views on how the media influenced their motivation to learn English.

Each interview session lasted approximately 10–15 minutes and was conducted in the school environment to create a familiar and comfortable atmosphere for the participants. Because the participants were young learners, interviews were conducted in Indonesian to help students express their thoughts and experiences more comfortably and clearly. Each participant participated in three interview sessions. The first interview aimed to gather initial responses, the second interview was conducted to obtain more in-depth information, and the third interview was intended to confirm the consistency of the participant's responses and increase the credibility of the data. The duration of each interview varied depending on the richness of the information shared by the participant. All interviews were audio-recorded with the participant's consent.

In addition to interviews, classroom observations were conducted to verify the implementation of audio-visual media in English teaching and learning activities. Because the researcher also served as an English teacher during the teaching program, observations were conducted throughout the classroom to document how audio-visual media was integrated into English lessons. Observations focused on the use of media such as videos, songs, animated clips, PowerPoint presentations, images, and projector-based materials, as well as student participation, attention, and responses during English learning activities. Observation notes were used to provide contextual understanding and support the interpretation of student interview responses.

Furthermore, documentation was used as supporting data to strengthen the credibility of the findings. This documentation included lesson plans, teaching materials, PowerPoint slides, screenshots or photographs of classroom activities, and notes about the audio-visual media used during English instruction. These documents were collected to ensure that audio-visual media were consistently integrated into the teaching program.

To increase the trustworthiness of the study, method triangulation was applied by combining data from semi-structured interviews, classroom observations, and documentation. The triangulation process allowed the researcher to compare student perceptions expressed during interviews with actual classroom

practices and documented evidence of audio-visual media implementation. This approach helps ensure the credibility and consistency of the findings within a specific classroom context.

To comply with ethical standards, informed consent was obtained from parents or guardians, while students provided assent before participating in the study. Participants were assured of the confidentiality of their responses, and pseudonyms were used to protect their identities in reporting the findings.

According to Adams (2015), conducting semi-structured interviews involves three steps:

1. Selecting participants and scheduling interviews

In this step, the researcher identified suitable participants for the study and scheduled the interviews at a convenient time and location.

2. Preparing interview questions and guides

In this step, the researcher prepared interview questions and guides to ensure that all relevant themes regarding students' perceptions of audiovisual media and motivation to learn English were consistently addressed.

3. Beginning the interview

In this step, the researcher introduced the purpose of the interview, created a comfortable atmosphere, and guided participants through the interview process. Establishing a positive first impression is important to help participants feel comfortable sharing their experiences and opinions.

D. Data Analysis

The qualitative data gathered from interviews were analyzed using thematic analysis. This method was found to be effective for identifying, organizing, and interpreting patterns and themes within qualitative data, which allowed the researcher to gain insights into students' motivational reactions to audio-visual media (Braun & Clarke, 2006). The analysis followed a structured sequence: becoming familiar with the data, coding significant phrases or ideas, creating initial themes, reviewing and refining those themes, and ultimately defining and naming the themes. Thematic analysis was selected because it helped the researcher

interpret the data in a manner that uncovered both commonalities and differences in participants' perceptions.

The qualitative data obtained from the semi-structured interviews were analyzed using thematic analysis proposed by Braun and Clarke (2006). Thematic analysis was selected because it provides a systematic procedure for identifying, organizing, and interpreting patterns of meaning within qualitative data. Through this approach, the researcher was able to explore elementary school students' perceptions of using audio-visual media in motivating them to learn English.

While Braun and Clarke's (2006) thematic analysis provided the procedural framework for data analysis, the interpretation of the findings was guided by the theoretical framework presented in Chapter 2. Specifically, the analysis was informed by Motivation Theory (Ryan & Deci, 2000; Dörnyei, 2001), Teaching English to Young Learners (TEYL) (Islahuddin, 2023; Pratama, 2025), Characteristics of Young Learners (Pinter, 2017), Multimedia Learning Theory (Mayer, 2001, 2021), and theories of Audio-Visual Media in language learning (Almurashi, 2016). These theories served as analytical lenses for understanding how students perceived the use of audio-visual media in motivating them to learn English.

Throughout the analysis, strict measures were taken to uphold confidentiality and privacy. All recordings and transcripts were securely stored, and participant identities were anonymized during both the analysis and reporting stages. To ensure consistency and credibility in the findings, triangulation was implemented by cross-referencing student interview data with teacher observations and pertinent classroom documentation. To further bolster the reliability of the findings, techniques such as member checking, in which participants reviewed a summary of the findings for accuracy, were utilized. Additionally, peer debriefing sessions with colleagues were conducted to validate the themes and interpretations.

1. Familiarizing the data

During this phase, the researcher became acquainted with the data by carefully reviewing the interview transcripts multiple times. In this step, the researcher familiarized herself with the data by reading it several times.

Before that, the data was presented as audio recordings of interviews, so the researcher had to listen to them, then transcribe them and read the transcript results.

2. Generating Initial Codes

During this phase, the researcher initiated the organization of the data by assigning symbols or markers that aligned with the objectives of the study. The researcher utilized a coloring technique to distinguish various aspects identified by the participants, which resulted in the creation of initial codes.

In this step, the researcher began to arrange the data by assigning codes to the data related to how audio-visual media play a role in elementary students' motivation in learning English. The researcher used the colouring method to differentiate each aspect indicated by participants, which generated the initial codes. Furthermore, the researcher related the data based on the aim of the research and then categorized it using initial codes.

Table 1 Generating Initial Codes

Interview Data	Codes
I: Apakah kamu suka belajar Bahasa Inggris? Kenapa? P1: Iya aku suka banget, Bu. Soalnya kalau belajar Bahasa Inggris itu aku bisa kenal kata-kata baru yang belum pernah aku tahu. Menambah ilmu baru, jadi aku senang. Kadang kalau ada kata yang aku inget terus aku coba ngomong sendiri di rumah.	Gain new vocabulary Gain new knowledge Self-practice
I: Apa yang membuat kamu semangat atau bosan di kelas? P2: Saya semangat kalau belajarnya pakai video, soalnya ada contoh gambarnya, ada gerakannya juga. Tapi saya kurang suka kalau harus hafalan, karena rasanya susah.	Use audio-visual media Memorizing
I: Apa yang paling kamu sukai dari belajar pakai media audio-visual? P3: Aku suka kalau ada gambar, misalnya belajar hewan-hewan. Jadi aku bisa lihat gambarnya, terus dengar cara pengucapannya juga.	Easier learning with audio-visual media

The researcher identified 12 initial codes, each representing different aspects highlighted in the participants' interview transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a

comprehensive framework for further analysis and interpretation of the participants' experiences and insights.

Table 2 List of Initial Codes and Their Frequency

No	Initial Codes	Frequency
1	Gain new vocabulary	1
2	Gain new knowledge	3
3	Self-practice	1
4	The use audio-visual media	3
5	Easier in memorizing material	2
6	Write in notebook	2
7	Easier learning with audio-visual media	8
8	Use more audio-visual media	2
9	Improve speaking skill	1
10	Memorizing	1
11	Increase learning enthusiasm	2
12	More speaking practice	1

3. Searching for Themes

In this step, the researcher selects the transcript of the interview data and identifies any notable or engaging aspects of the data from the 10 interview questions. In this step, the researcher analyses and coordinates the data, then codes all related data for each theme into relevant categories.

Table 3 Searching for Themes

Initial Codes	Potential Themes
Improve speaking skills	Instrumental Motivation
Gain new vocabulary	Intrinsic Motivation
Gain new knowledge	
Self-practice	
Increase learning enthusiasm	
The use of audio-visual media	Task Motivation
Easier in memorizing material	
Easier learning with audio-visual media	
Use more audio-visual media	Classroom-Specific Motivation
More speaking practice	
Write in notebook	
The use of audio-visual media	

4. Reviewing Themes

In this step, the researcher reads all the data for each theme to ensure that the theme has been grouped into to appropriate category. In reviewing themes, the researcher refers to three types of motivation by Dornyei (2001), namely: (1) Intrinsic motivation, (2) Task motivation, and (3) Classroom-Specific motivation.

Table 4 Reviewing Themes

Initial Codes	Themes
Gain new vocabulary Gain new knowledge Self-practice Increase learning enthusiasm	Boosting Students' Intrinsic Motivation through Enjoyable Learning
The use of audio-visual media Easier in memorizing material Easier learning with audio-visual media	Enhancing Students' Task Motivation through Interactive Audio-Visual Activities
Use more audio-visual media More speaking practice	Shaping Students' Motivation in the Classroom with a Particular Teaching Method

5. Defining and Naming Themes

The researcher defined and named the theme based on the data obtained to answer the research question.

Table 5 Defining and Naming Themes

Themes	Definitions
Boosting Students' Intrinsic Motivation through Enjoyable Learning	It refers to how students describe their feelings, such as feeling proud, happy, and motivated when practicing English independently or remembering new words.
Enhancing Students' Task Motivation through Interactive Audio-Visual Activities	It refers to how the use of videos, songs, and animations to make learning English more fun, easier to understand, and less monotonous compared to other activities.
Shaping Students' Motivation in the Classroom with a Particular Teaching Method	It refers to how students perceive the use of audio-visual media by teachers, compared to traditional methods, and how this influences their excitement or boredom in learning English.

6. Producing Report

The researcher then generates a report based on the research's findings regarding elementary students' perception of the use of audio-visual media into their English learning motivation.

E. Time and Place of the Research

This research conducted at an elementary school in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research conducted in the period from September 2024 - October 2025.

Table 6 Research Timeline

Activities	Month							
	Sep	Oct	Nov	Des	Jun	Jul	Feb	July
	2024				2025		2026	
Research Proposal Writing								
Research Proposal Examination								
Data Collection								
Data Analysis								
<i>Seminar Hasil</i>								
Examination								
Final Thesis Examination								