

CHAPTER 3

RESEARCH PROCEDURE

3.1 Research procedures

3.1.1 Method of the Research

This research used the qualitative method. Qualitative research was used in the study to explore participants' experiences in detail. Furthermore, qualitative research allows the researcher to examine issues from the participants' point of view and conceptions of the meaning and interpretations they give to behavior, events, or objects (Hennink et al., 2020).

The research design of the research is a descriptive case study design used to investigate a real-life situation, such as comprehending related important conditions and situations because of the relevancy to the study (Yin, 2009). Therefore, the case study has a variety of variations applied in research. One of them is to describe interference and life phenomenon raised or named as a descriptive case study (Yin, 2009). As the study focuses on exploring the contributions of YouTube to academic listening and speaking skills, a descriptive case study was used as the research design to explore the participants' experiences in detailed related to the use of YouTube in the ALS course contributing to academic listening and speaking skills, the findings would be described as points of contributions in themes.

3.2 Focus of the Research

The focus of the research is the use of YouTube in academic listening and speaking course. It is to find out the contributions of YouTube to academic listening and speaking skill.

3.3 Setting and Participants

The study was conducted at one of the universities in Tasikmalaya, West Java, Indonesia. This research aims to investigate the contributions of YouTube to academic listening and speaking skills during the 4th semester of

the 2022 academic year. Academic Listening and Speaking course is an integrated listening and speaking skills oriented to the academic context. It is designed to provide students with spoken text in an academic context that is used to expand students' knowledge, specifically in teaching practices and academic presentations. The course is available in the 4th semester of the English Education Department, Faculty of Educational Sciences and Teachers' Training designed for 16 meetings with several activities and tasks such as listening to students' interest topics, taking notes, academic presentations, and discussions. At the end of the course, the students do an online mini-conference in the group in which each student will be a speaker in a conference with students' chosen topic based on interest.

The participants who participated in the study three college students enrolled in Academic Listening and Speaking course in their 4th semester experienced using YouTube as the learning medium in the course. The researcher chose the three participants based on a short interview that was conducted between the researcher and the participants. All participants are female chosen based on several characteristics; participants joined the classroom activity and used YouTube well in the learning process. All the participants were diligent students with several different characteristics among the three participants. The first participant was an active student has a good engagement in the learning process especially in using YouTube. The second participant was an active student who has a good engagement in the learning process and was chosen as one of the best speakers in the ALS webinar. The third participant was a student who followed the classroom activity well and has a good engagement but not as active as the previous participants. Also, all the participants enjoyed using YouTube as a learning medium was considered an important characteristic to get detailed and depth information regarding the study. Besides, the selected participants were able to fulfill the information required in this study to answer the research question.

3.4 Technique of Collecting the Data

The researcher used a semi-structured interview as the exploration technique of the issue with the interview guidance prepared. The interview guidance includes a set of questions and prompts that are intended to keep the interview focused while being flexible and conversational based consists of several questions regarding the students' utilization of YouTube in the Academic Listening and Speaking Course to find out its' contributions to the students' academic listening and speaking skills. The interview was conducted for about 30 minutes with each participant via Zoom. It was recorded as the data documentation of the research. Later, the interview video was transcribed as a further step to analyze the data. According to Adams (2015), there are several steps in conducting semi-structured interviews.

1. Selecting respondents and arranging interviews

The first step was selecting the participants and setting the schedule for the interview. The study involved three participants enrolled in an Academic Listening and Speaking course with several characteristics considered. The schedule of the interview was determined by the agreement between the researcher and the participants. Communication through Zoom was carried as the interview media.

2. Drafting questions and the interview guide

The interview questions were adapted from Aizawa et al., (2020) and Dashtestani (2020) as the framework of the topic of the study related to academic listening and speaking skill and YouTube to understand the aspects of academic listening and speaking skill related to the learning medium.

3. Starting the interview

The interview session was conducted through Zoom, where each participant was interviewed on a different schedule. The time of the interview for each participant was around 30 minutes with the interview guidelines carried out to start the interview and also to obtain the data needed for the study.

3.5 Technique of Analysing the Data

The interview was analyzed using thematic analysis as the data analysis procedure. It is developed by Braun and Clarke (2006) explained that thematic analysis is a qualitative data analysis process to analyze, organize, describe, and classify the result into themes in a data set by decoding into themes as the goal of thematic analysis is to identify themes, classify the data that are important and interesting, and pattern it into themes to describe the point of information that the researcher proposed on the study. The use of thematic analysis is simply summarizing the data obtained (Clarke & Braun, 2013).

The study adopted six steps of thematic analysis: (1) familiarizing with the data, the researcher has to familiarize the data obtained (2) generating initial codes, the researcher analyzed the data by dividing it into abstract points (3) searching for themes, classifying the data has been coded into themes (4) reviewing themes, reviewing the data classified to the reliability and the suitability to the research questions (5) defining and naming themes, developing the themes (6) producing the report, presented the analyzed data to the study (Braun & Clarke, 2006).

1. Familiarizing with the data

After obtaining the data needed for the interview, the data was transcript to document the data. The researcher read the transcription of each participant means to familiarize the data.

2. Generating initial codes

Table 3.1 *Generating Initial Codes*

Codes	Utterances	Source
Pronunciation skill	I also learned how to pronounce the word by listening to the native speaker. For example. I repeat the word, is it already correct or not.	Participant 1
	It helps pronunciation skill, as I said	Participant 2

	<p>before when watching YouTube we listened to varieties of accents, then listen to how to pronounce a word correctly. Because we used YouTube not only once or twice in the ALS course. So as often listening as I listen, it becomes more familiar. With the accents and pronunciation.</p>	
	<p>In my opinion, it improves my pronunciation and vocabulary. Why pronunciation, because we watched a lot of native speakers.</p>	Participant 3
Vocabulary skill	<p>It helps mainly in vocabulary. Because when we listened to YouTube, the native speaker sometimes used formal language, in which there are some unfamiliar words.</p>	Participant 1
	<p>Improving vocabulary of course, especially in the academic field there are so many vocabulary that had not familiar yet, the vocabulary is related to the academic. So, it improves my vocabulary.</p>	Participant 2
	<p>When I was listening to the native speaker, there are some unfamiliar words and also the pronunciation. So, at that time I learned how to pronounce a particular word, and it includes the addition of new vocabulary</p>	Participant 3

Visual of the slide presentation	Right, YouTube video helps me in the comprehension process because the visualization shows the slide of the PowerPoint including the graphic. Therefore it provides the key points of the material. Next, it is a detailed explanation of the video. So there are two, the visualization and the explanation.	Participant 1
The explanation	The video that make me comprehend the material as explained before, was the visualization. Sometimes the speakers show the slide of the presentation, so I become easier to comprehend the material because the point of information is written on the slide of the presentation. Furthermore, it is also supported by a detailed explanation. Thus, there are two aspects; the visualization and the explanation.	
The length video duration	The video with clear audio, and a duration of about 20 minutes like a webinar including the discussion session, the language is easy to understand even in an academic context, and the speech speed is not too fast. That's what makes me understand when listening to YouTube.	Participant 2
	Alhamdulillah, I can understand all the videos. But maybe, a few of the videos	Participant 3

	<p>with long duration was making me not fully understand. But overall, Alhamdulillah it was easy to understand.</p>	
English Subtitle Tool	<p>When I listened to the video for the second time subtitles was help me. Since the first time of listening to the beginning until the end of the videos, then there is some information skipped, like what it was. Then, I turned on the subtitle, and I got clearer information that was not heard before. It was helpful.</p>	Participant 2
	<p>Visualization and subtitle facilitated me well. Moreover, my listening skill is still lacking. Sometimes, when we watched we used subtitles for comparing what we heard is the same as the information or words written in the subtitle. However, sometimes subtitle also is not proper with what was being spoken.</p>	Participant 3
Note-taking activity	<p>Of course, it helps First, the lecturer told us five ways of note-taking. I chose online and Cornell note-taking. In outline note-taking, I wrote the material from the video per point.</p>	Participant 1
	<p>It's easier to use YouTube in taking notes of information Compared to the book, we have to read many words, while on YouTube, because I am an audio learner so it is more comprehended to get the point of the information from the speaker to note.</p>	Participant 2

	In my opinion, it was helping. I wrote the notes aided by interpreting the information provided in the lecturer's slide	Participant 3
Familiar accents	Based on my experience in the vocabulary topic, I never found unfamiliar accents. The majority of accents found were British and American. But, for example, if I watched the videos spoken with unfamiliar accents, such as Indian or Mandarin I will think twice or move to the videos with American accents because it would be hard for me to listen to the words spoken by the speakers.	Participant 1
	The majority of speakers were British and American, but an Indian accent was found as well. I used to listen to the video at first for some minutes, then if I still don't understand, I looked for other videos with accents easy to understand	Participant 2
speaking confidence	It motivates me to be confident because I understood the materials learned before through YouTube. So, at the moment of the presentation, I didn't feel so nervous.	Participant 3
speaking willingness	When I performed the presentation, I realized that I can do it. So it makes me want to try to speak more and challenge my self.	Participant 3
Technique of presentation	The contribution was helpful, mainly in speaking for discussion in group presentations. Because from YouTube,	participant 1

	we can learn how to speak or explain the material well	
Participation in a discussion	For sharing opinions, giving answers, or adding answers from the group discussion. Furthermore, we can be more confident, and more comprehending the materials. Because YouTube videos provide detail material that is easier to understand, so we can be more confidence to do the presentation	Participant 1
	The activity of listening to YouTube facilitates me in a discussion. We discussed through WhatsApp groups or personal chat the material listened to through YouTube related to vocabulary. Because the vocabulary material on YouTube is more general. Then, there is some techniques and vocabulary topic. sometimes, we did share related to the topic listened to before.	Participant 2
	The discussion used to be conducted via WhatsApp too. I used to ask my friends “did you watch this video”, later we discuss it together.	Participant 3

Table 3.2 Initial Codes and the Frequency

No.	Initial Codes	Total
1.	Pronunciation skill	15
2.	vocabulary skill	8

3.	Visual of the slide presentation	18
4.	Explanation	5
5.	Note-taking process	8
6.	English subtitle	19
7.	The length video duration	11
8.	Familiar accents	10
9.	speaking confidence	12
10.	speaking willingness	3
11.	Technique of presentation	6
12.	Discussion participation	4

3. Searching for themes

In this step, the researcher examined the codes and identified potential themes from the data that have been highlighted in the second step.

Table 3.3 Searching for Themes

Initial codes	Sub-themes
Pronunciation skill Vocabulary skill	Pronunciation and vocabulary skills
Listening comprehension Note-taking process Materials English subtitle The length duration video Familiar accents	Able to comprehend the materials
Speaking confidence Speaking willingness Technique of presentation	Speaking performance
Open a discussion	Discussion participation

4. Reviewing themes

During this step, the researcher reviewed the themes that have been examined in the third step to find out whether they formed a coherent pattern or not.

5. Defining and naming themes

At this step, the researcher started to name the theme that is determined as answers to the research questions.

Table 3.4 Defining and naming themes

Sub-themes	Themes
Pronunciation and vocabulary skills	Improving students' pronunciation and vocabulary skills
Able to comprehend the materials	Facilitating the listening comprehension process
Speaking performance	Encouraging students' speaking performance
Open a discussion	Encouraging students' participation in a discussion

6. Producing the report

In the final step, the researcher reported the study findings regarding the contributions of YouTube to academic listening and speaking skill.

3.6 Steps of the Research

Table 3.5 Steps of the Research

No	Steps	Jan- June	July	Aug- Sept	Oct	Nov -Dec	Jan- May	June	July
		2022					2023		
1.	Research proposal writing								
2.	Research Proposal examination								
3.	A research proposal revision								
4.	Data collection								
5.	Data analysis								
6.	Report								
7.	Comprehensive examination								
8.	Final thesis examination								

3.7 Time and Place of the Research

This research was conducted starting in July 2022. It took place at one of the universities in Tasikmalaya, West Java, Indonesia in the Faculty of Educational Sciences, English Education Department.