

CHAPTER 3

METHOD OF RESEARCH

3.1 Research Design

This study used descriptive case study. The research looked at how the Students' perceptions on the use of video in EFL Classroom. Descriptive case study aims at presenting a detailed and contextual picture of a particular phenomenon (Yin, 2003). This is relevant to this research, because it presents a contextual picture of students' perceptions about the use of video in EFL Classes.

3.2 Research Setting and Participants

This research was conduct by the researcher at one of Junior High School in Tasikmalaya, West Java, Indonesia. There are three students and they were interviewed about their opinions on the benefits of using video in English classroom. Participants are seventh grade students ranging in the ages between 12 to 13 years old. They communicate in Sundanese as the first language (L1), Bahasa Indonesia as a second language (L2), and English as a foreign language (FL). They have experienced to learn English using videos at least two to three times a month for one semester (six months). Several considerations of selecting it as a research setting and recruiting them as the participants because they have learned English as one of the compulsory subjects in that school.

3.3 Data Collection

The interview data was collected through semi-structured interview. Interviews provide researchers with more detailed qualitative data to understand how they describe their experiences and the meaning they make from their experience (Rubin & Rubin, 2012 as cited in Castillo-Montoya, 2016). The interviews were conducted after students state their willingness to be participants. The Interview following the Protocol interview framework by Castillo-Montoya, (2016) :

1. Ensuring interview questions align with research questions
2. Constructing an inquiry-based conversation
3. Receiving feedback on interview protocols
4. Piloting the interview protocol.

Topic of the interview asked about Students' responses toward English language videos as instructional media, and Students' obstacles during learning English using videos. The data is collected through interview when participants have free time. The interview mixed with small talk to avoid rigidity and reduce participants' tension so that the participants can enjoy the interview.

3.4 Data Analysis

The data were analyzed with Thematic Analysis (TA). Braun & Clarke (2006) point out that "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data" (p. 6). The reason to choose thematic analysis because it is flexible (Braun & Clarke, 2006). The flexibility inherent in

Thematic features enables researchers to explore deeply about what actually happens in an event or incident. The researcher transcribes the interview and then analyzes the results of the transcribed data. The data were analyzed following the framework by Braun & Clarke (2006) :

1. Familiarizing the data

The researcher collects data by interviewing participants and using a mobile recorder to record the interviews. Then, the researcher transcribes oral data into text. Oral data transcripts in text form. Re-reading them can be a way to get to familiarize the data.

Table 3.1. *Familiarizing the data*

Profile	Data item
Y	"Assalamualaikum wr.wb, may I have your time for an interview?"
Z	"Walaikumsalam wr.wb, Yes, Sir"
Y	"In the past, when we studied English we often used videos."
Z	"Yes,Sir"
Y	"So what did you feel while learning English using videos?"

2. Generating initial codes

Researchers coding interesting data and often appears on the transcript of the interview results through highlights in different colors then makes notes under each question in the interview.

Table 3.2. *Generating Initial Codes*

Profile	Data item	Initial Codes
Z	It's better and more fun. Usually the video uses an animated image, so we are also like the one that's	Fun

	more exciting and we can quickly understand that it's also good to use video. If someone doesn't understand, you can ask the teacher directly. It's good, if you use video, the material is also easy to remember.	Understandable
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3. Searching for themes

In this phase, the writer begins to sort and arrange the different codes into themes.

Table 3.3. *Searching for Themes*

Theme 1 : Enjoyable English language learning through videos
Fun Comfortable Enjoyable More exciting
Theme 2 : Understandable English language teaching material delivery
Effective Easy to understand Clearly Easy to remember
Theme 3 : Facilitate instructional media to learn English pronunciation
Pronunciation

4. Reviewing Themes

The researcher reviews the themes that have been made. Then the data is made more specific. If there are themes that are considered inappropriate, then the theme can be reduced or eliminated.

Table 3.4. *Reviewing Themes*

Reviewing Themes
<ol style="list-style-type: none"> 1. Enjoyable English language learning through videos 2. Understandable English language teaching material delivery 3. Facilitate instructional media to learn English pronunciation

5. Defining and naming themes

The researcher give a name for each theme and explain the main points of the data that have been themed.

Table 3.5. *Defining and Naming Themes*

Defining and Naming Themes
<ol style="list-style-type: none"> 1. Creating fun learning English activities 2. Helping Students to Understand English language teaching materials 3. Improving Student' English Pronunciation

6. Producing the report

The researcher writes a report on the results of the thematic analysis of interview transcript and reports what have been gained from this study.

3.5. Research Schedule

This research was carried out from January 2020 until August 2020

Description	Timeline							
	2020							
	Jan	Feb	Mar	Apr	May	June	July	Aug
Research approval								
Writing the Introduction								
Writing the Literature Review								
Deciding the Methodology								
Research Proposal Examination								
Collecting the Data								
Analyzing the Data								
Writing the Conclusion and Report								

Table 1. Research timeline