

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

This research uses a qualitative approach. Which is characterized by key elements such as exploring a problem, gaining a comprehensive understanding of a phenomenon, collecting data based on words, analyzing data through text analysis, and interpreting the important meaning of the findings.<sup>1</sup> Qualitative researchers focus on understanding participants' perspectives, ideas, and perceptions. This research aims to find out how students and teachers perceive the use of the YouTube application in speaking learning classes.

Researchers obtained qualitative data collected through distributing questionnaires to English teachers and grade 11 students at high schools in Jepara, addressing their perceptions of using the YouTube application for learning speaking in class. To answer the second research question, researchers conducted interviews to examine and understand the importance of individual perspectives on problems that occur in the field. The results of questionnaires and interviews with participants will be presented descriptively to answer research questions.

#### B. Research Setting

The research environment is the context in which the researcher gathers information about the participants' encounters. It usually involves observing the behavior or actions of participants in a specific context.<sup>2</sup>

This research was conducted at a state high school in Jepara. This school was chosen based on considering the learning activities of teachers and high school students in using the YouTube application for learning speaking. Researchers will observe the perceptions of teachers and students in using the YouTube application in speaking learning classes.

#### C. Research Participants

Participants refer to individuals who are actively involved in research, offering their insights and perspectives on relevant

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<sup>1</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

<sup>2</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and MixedMethod Approaches*, Sage Publication, 4th ed. (SAGE Publications, 2014), 43.

topics.<sup>3</sup>This research participant was deliberately selected by the researcher according to the research objectives. Therefore, the identified participants include English subject teachers and grade 11 students. In qualitative research, sample determination occurs when the researcher enters the field and continues the research, which is known as sampling design. This method is called a sampling technique, where the researcher selects certain individuals who are deemed capable of providing the required data.<sup>4</sup> Furthermore, based on the data or information obtained from the initial sample, researchers can identify additional samples that are believed to be able to contribute more comprehensive data. The selection of these students was based on their specific responses to the English teacher's explanation during English teaching and learning activities.

#### **D. Instruments and Data Collection Technique**

##### **1. Instruments**

Research instruments refer to the tools researchers use to collect research data.<sup>5</sup> In qualitative research, the main research instrument is the researcher himself. As a human instrument, researchers are responsible for establishing research focus and selecting participants, collecting and reviewing data, ensuring data quality, and conducting data analysis. After analysis, the researcher displays the data and draws conclusions based on the research findings.<sup>6</sup> In this particular study, Researcher focused on the implementation of the YouTube application in speaking classes for grade 11 English in high school. Researchers employed a qualitative approach, utilizing observation guidelines and interview for data collection. This method strategy facilitated a thorough exploration of educators' and learners' perception. Additionally, documentation played a crucial role in providing supplementary information.

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<sup>3</sup>John W. Creswell, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, Sage Publication, 3rd ed (London: SAGE Publications, 2007), 47.

<sup>4</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

<sup>5</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

<sup>6</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013).

## 2. Data Collection

Data collection methods refer to the approach used to obtain data in research. The data collection techniques in this research are described as follows:

### a. Observation:

The researcher conducted non-participant observation, observing the English teaching and learning process in the classroom without direct involvement.<sup>7</sup> Throughout the observation phase, researchers paid close attention to various aspects, with a particular focus on how teachers implemented the YouTube application in their speaking class lessons. By taking a non-participant stance, the researcher attempts to maintain objectivity and minimize potential influence on the observed interactions.

### b. Interview:

Semi-structured interviews were used by the researcher. An interview guide with specific questions was developed, but these questions remained flexible, adapting to the interviewee's responses. Teachers and students were interviewed post-teaching and learning, aiming to gather their opinions about the overall experience.<sup>8</sup> The researcher designed an interview guide consisting of specific questions, ascertaining the experiences of the participants. Teachers and students were involved in interviews to obtain their perceptions about the overall experience of incorporating YouTube applications in speaking classes. This method facilitates a deep and personal understanding of the perceptions and reflections of those directly involved in the process.

### c. Documentation:

Documentation serves as a valuable tool for gaining insight into the subject's perspective.<sup>9</sup> Researchers took notes, recorded sound, and captured images to provide a comprehensive understanding of this research. This documentation strategy aims to capture the nuances of the

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<sup>7</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>8</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>9</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

research context, offering a source of data beyond direct interactions with participants.

## E. Research Data Validity

Data validity testing in qualitative research involves credibility, transferability, dependability, and confirmability.<sup>10</sup> To ensure credibility, researchers applied technical triangulation by comparing the results of observations and interview data. Sugiyono identified three triangulation methods for research, they are:

### 1. Source Triangulation

Source triangulation emphasizes validating the accuracy of data by cross-referencing information from multiple sources, thus ensuring greater stability when similar data comes from multiple sources.<sup>11</sup> In this research, data was collected from, among others, teachers and students. By comparing and contrasting input from these various sources, researchers can ensure greater stability and accuracy of findings. For example, similar observations regarding the effectiveness of YouTube in improving the English speaking skills of both teachers and students would strengthen the validity of the results.

### 2. Technique Triangulation

Technique triangulation involve validating data obtained from one source through the application of different methodologies. This approach increases credibility by using a variety of techniques to corroborate findings.<sup>12</sup> This research uses qualitative methods to collect data. Surveys, interviews, and observations were used to collect comprehensive data regarding the impact of YouTube on students' English speaking skills. By corroborating findings through these various techniques, the credibility of the research will increase significantly. Survey results showing improvements in speaking skills can be cross-verified with observation data from classroom activities and in-depth interviews with teachers.

### 3. Time Triangulation

Time triangulation focuses on collecting data at different points in time and under different conditions. These triangulation strategies collectively contribute to a comprehensive and reliable

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<sup>10</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>11</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>12</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

research framework.<sup>13</sup> In this research, data collection was carried out in several stages to observe changes over time. By examining how students' English speaking skills develop with continued use of YouTube, this research provides a deeper understanding of the effectiveness of this learning medium.

Meanwhile, to test transferability, analysis was carried out on data from interviews, field notes and documents, and concluded the research results so that they were easier to understand. The dependability verification process is guaranteed by creating complete documentation about the research process. In addition, to ensure confirmability, researchers determined the results of this study based on actual data.

## F. Data Analysis Technique

Data analysis involves methodical procedures for investigating, collecting, organizing, and combining data until it is ready to be formulated into conclusions.<sup>14</sup> In this research, researchers applied the data analysis method used by Miles and Huberman, which includes data reduction, data display, conclusions drawing and verification.<sup>15</sup>

### 1. Data Reduction

As the duration of the researcher's presence in the field increases, the volume of data also increases, causing complexity to increase. To overcome this, fast data analysis through data reduction is a must. Data reduction involves summarizing information, selecting key elements, emphasizing important aspects, identifying themes and patterns, and eliminating unimportant and relevant data. In this particular study, the researcher initially obtained a comprehensive picture of the research subject during initial observations.<sup>16</sup>

During the data reduction phase, the researcher organized and condensed the general data, focusing on important information relevant to the teaching and learning of English in grade 11 at a high school in Jepara. The focus is narrowed to exploring the use of the YouTube application for learning

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<sup>13</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>14</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>15</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>16</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).



speaking by involving the perceptions of teachers and students later.

## 2. Data Display

Analysis of all data was carried out through the use of Braun and Clarke's thematic analysis. Thematic analysis, characterized as an independent qualitative descriptive method, is principally defined as the process of recognizing, researching, and presenting patterns inherent in data.<sup>17</sup> Braun & Clarke also provide a sixphase guide which is a very useful framework for conducting this display of data, there are: Familiarizing with the Data, Generating initial codes, Searching for themes, Reviewing themes, Defining themes, Producing the report.<sup>18</sup>

After the data reduction process, the next step is to display the data. This includes presenting the collected information in the form of descriptions, tables, graphs, and other visual aids.<sup>19</sup> In this research, research data is presented through descriptive narratives, charts, and similar formats.

## 3. Conclusions Drawing and Verification

The final stage includes drawing conclusions and verification to answer the research problems that were formulated initially. The conclusions drawn have been verified, supported by valid and consistent data. In this research, the researcher's conclusions will be proven by the data collected.<sup>20</sup> This conclusion aims to provide insight into the application of the YouTube application used by English teachers in speaking classes, as well as involving teacher and student perceptions of this strategy.

## G. Research Ethical Considerations

The research adhered to certain principles, such as :

### 1. Obtain Participant Consent Before Research

The foundation of ethical research lies in obtaining clear and informed consent from participants before starting research. This process involves providing information about the research objectives, procedures, potential risks, and benefits. Researchers strive to create an environment where participants feel comfortable, respected, and fully aware of their rights. Interview

<sup>17</sup>Braun V., Clarke V. Reflecting on Reflexive Thematic Analysis. 2019

<sup>18</sup>Braun V., Clarke V. Reflecting on Reflexive Thematic Analysis. 2019

<sup>19</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

<sup>20</sup> Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013).

recordings and transcripts will be stored securely in password-protected files and computers. Recordings will be deleted after transcription, while other files will be kept for five years before being permanently deleted. A copy of interview transcript will be shredded, and access to the data will be limited.

2. Respect the decisions and opinions of each participant

Respecting each participant's decisions and opinions goes beyond obtaining initial agreement; this requires ongoing collaboration and mutual respect throughout the research process. By applying this, researchers can enrich the validity and applicability of the findings in the context of this research.

3. Maintain Teacher and Student Privacy

Respecting participants' privacy, especially in educational settings involving teachers and students, is essential. Contextualizing this principle requires a different understanding of the potential sensitivity around data, such as name, email, and address will not be revealed and published to people outside the project. Researchers implemented data protection measures while maintaining a balance between transparency and confidentiality to maintain participants' trust.

4. Ensure that all communications related to research are carried out with honesty and transparency

Honesty and transparency are the foundations of ethical research practice. Contextualizing this principle involves clear and open communication with participants, educational institutions, and the wider community. Researchers provide accurate information about research objectives, methodology, and research benefits. The researcher contributed to the credibility and ethical integrity of this research.