

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Type**

In this research, the author employs a mixed-methods design as described by Baron (2006), which integrates both qualitative and quantitative approaches within a single study to gain a comprehensive understanding of the phenomenon. According to Baron, mixed-methods research combines the depth of qualitative inquiry such as interviews and open-ended questionnaires that capture participants' experiences in their natural setting with the rigor of quantitative measurement, allowing for triangulation of findings and increased validity. In this study, qualitative data were collected through semi-structured interviews and open-ended questionnaires to explore students' perceptions of using YouTube as a learning medium in English-speaking classes at the junior high school level. Complementing these data, quantitative evidence was obtained through structured survey items using Likert-type scales to measure the frequency of YouTube use and students' attitudes toward the platform. This concurrent use of qualitative and quantitative methods follows Baron's recommendation that integrating both strands provides a richer, more reliable understanding of students' views than either approach alone.

The data taken from the school study consisted of public utilities that focused on students' perceptions in understanding English learning focused on listening skills, with YouTube video media. Through Questioner and interviews, researchers collected data related to students' perceptions of learning activities and also students'

understanding at SMPN 5 Padang.

### **B. The location & Time of The Research**

Populations are not used in qualitative research since the methodology departs from specific cases in specific social contexts, and conclusions are not applied to populations; instead, they are transformed in other contexts with social situations that are comparable to those in the cases investigated. In qualitative research, the term "sample" refers to a resource, participant, informant, friend, or teacher in the study rather than the respondents themselves. Since the goal of qualitative research is to develop a theory, the sample in this type of study is frequently referred to as a theoretical sample rather than a statistical sample.

Because the reason in qualitative research does not use the term "social situation" or a social situation of three elements: the place, the offender and the synergistic activity. Such a social situation may be at home as a family, activity or people on street corners chatting, or at work, in a city, a village, or a region of a country.

This research was continued at the SMPN 5 Padang, West Sumatra. This research was aimed at Students Perception in the process of Teaching English Listening to class VIII Students at SMPN 5 Padang.

### **C. Instrument of the Research**

There are two Instrument of this research, using questionnaires and interviews, here are some of those instruments

**a. Instrument of Questionnaire**

*Table 3.1*

***Questionnaire Sheet***

| No. | Statement                                                                                                         | Alternative Answer |    |   |    |
|-----|-------------------------------------------------------------------------------------------------------------------|--------------------|----|---|----|
|     |                                                                                                                   | STS                | TS | S | SS |
| 1.  | Saya percaya bahwa YouTube adalah media yang efektif untuk meningkatkan kemampuan mendengarkan bahasa Inggris     |                    |    |   |    |
| 2.  | Saya merasa bahwa konten di YouTube membantu saya memahami berbagai aksen dan gaya berbicara dalam bahasa Inggris |                    |    |   |    |
| 3.  | Saya merasa bahwa konten di YouTube membantu saya memahami berbagai aksen dan gaya berbicara dalam bahasa Inggris |                    |    |   |    |
| 4.  | Video pembelajaran di YouTube memberikan penjelasan yang jelas tentang konsep-konsep listening                    |                    |    |   |    |
| 5.  | Materi listening di YouTube sesuai dengan tingkat pengetahuan dan kebutuhan belajar saya                          |                    |    |   |    |
| 6.  | Saya dapat mengingat kosakata baru lebih mudah melalui video YouTube dibandingkan metode belajar tradisional      |                    |    |   |    |
| 7.  | Penjelasan dalam video YouTube membantu saya memecahkan masalah saat kesulitan memahami audio bahasa Inggris      |                    |    |   |    |

|     |                                                                                                                                   |  |  |  |  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 8.  | Saya merasa antusias saat menggunakan YouTube sebagai sumber belajar untuk meningkatkan kemampuan mendengarkan bahasa Inggris     |  |  |  |  |
| 9.  | Saya menikmati proses belajar mendengarkan melalui video di YouTube                                                               |  |  |  |  |
| 10. | Saya merasa lebih termotivasi untuk belajar mendengarkan ketika menggunakan YouTube sebagai media pembelajaran                    |  |  |  |  |
| 11. | Saya percaya bahwa YouTube dapat membuat pembelajaran listening menjadi lebih menarik                                             |  |  |  |  |
| 12. | Saya merasa puas dengan pengalaman belajar mendengarkan yang saya dapatkan dari video di YouTube                                  |  |  |  |  |
| 13. | Saya merasa waktu yang saya habiskan di YouTube untuk belajar mendengarkan sangat berharga                                        |  |  |  |  |
| 14. | Saya percaya bahwa menonton video di YouTube untuk belajar mendengarkan tidak membuang-buang waktu                                |  |  |  |  |
| 15. | Saya sering merasa bahwa waktu yang saya habiskan di YouTube untuk belajar mendengarkan sebanding dengan hasil yang saya dapatkan |  |  |  |  |

**b. Intrument of Interview**

*Table 3.2*

**Interview Question List**

| <b>No.</b> | <b>Komponen</b>                      | <b>Pertanyaan</b>                                                                                                                                                                              |
|------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.         | Pengalaman Menggunakan Video YouTube | Bagaimana pengalaman kamu dalam menggunakan video YouTube untuk belajar listening skills dalam bahasa Inggris ?                                                                                |
| 2.         | Kelebihan Video YouTube              | Menurutmu, apa kelebihan menggunakan video YouTube dibandingkan dengan cara belajar lainnya ?, dan bagaimana video YouTube membantu kamu memahami pelajaran bahasa Inggris dengan lebih baik ? |
| 3.         | Tantangan dalam Pembelajaran         | Apa saja tantangan atau kesulitan yang kamu hadapi saat menggunakan video YouTube untuk belajar listening skills, dan bagaimana cara kamu mengatasinya ?                                       |
| 4.         | Interaksi dan Keterlibatan           | Apakah kamu merasa lebih terlibat dan tertarik saat belajar dengan video YouTube dan setelah menontonnya apakah kamu lebih suka belajar sendiri atau berdiskusi dengan teman, mengapa ?        |
| 5.         | Saran Untuk Pembelajaran             | Menurutmu apa saran untuk guru tentang cara menggunakan video YouTube dalam pembelajaran listening skills dan konten seperti apa yang perlu ditambahkan agar pembelajaran lebih efektif ?      |
| 6.         | Perbandingan dengan Metode Lain      | Bagaimana pengalamanmu belajar listening skills dengan video YouTube dibandingkan dengan metode lain, dan apakah kamu merasa lebih mudah belajar dengan video ? Kenapa ?                       |

#### **D. Techniques of Collecting Data**

In this study, the data was gathered using two instruments, namely a questionnaire and an interview. The type of questionnaire used is closed-ended. This type of questionnaire is intended to inquire students' perception when using YouTube in listening class. The students were asked to read each statement that was already available, which they answered based on their personal experiences. Referring to the point, the design of the questions of the questionnaire used is Likert Scaling technique. As stated by Joshi et al., (2015, p. 397), the Likert scale was created to measure attitudes, perceptions, and ideas about objects or beliefs in a way that is acceptable to research.

The Likert scale provided a valid and trustworthy way to measure subjective attitudes that may be impacted by social interactions. The criteria of scale items used are 'Strongly Agree (SA)', 'Agree (A)', 'Disagree (D)', and 'Strongly Disagree (SD)'. It is used to measure each point of view that comes from students. Each statement was provided in both Indonesian and English to avoid participant confusion.

The interview was the second tool used to gather the data. To find out more about the viewpoints and experiences of the participants, Turner III and Hagstrom-Schmidt (2022) suggest conducting an interview. As stated differently, conducting interviews enables researchers to gain additional insights into a given subject. Furthermore, it confirms, endorses, and supports the earlier data collection technique. Due to their ability to supply additional details regarding the subjects the

researcher wished to study in relation to the viewpoints of the students, the researcher was conducted interviews.

### 1. Questionnaire

First, a questionnaire was distributed by the researcher to gather the data. The questionnaire was used in the form of a Paper and categorized using the Likert scale. The questionnaire has 21 points to examine about the students' perceptions of using YouTube video as a learning tool in listening class. The type of questionnaire used is closed-ended; the following items were adapted and modified from Alawiyah and Santosa's (2022, p. 106) research.

*Table 3.3*

*Indicator of Students' Questionnaire of Students' Perception on Using YouTube Video as a Learning Media in English-Listening class (adapted and modified from Alawiyah and Santosa's (2022) research)*

#### Blueprint of Questionnaire

| Variable                                                          | Aspect               | Sub Aspects | Indicator                                                                                       | Test Item | Total Item |
|-------------------------------------------------------------------|----------------------|-------------|-------------------------------------------------------------------------------------------------|-----------|------------|
| Students' Perception of the Use of YouTube as a Learning Media in | Students' Perception | Cognitive   | <ul style="list-style-type: none"> <li>Students' Ways of Thinking Towards YouTube as</li> </ul> | 1, 2      | 7          |
| English-Listening                                                 |                      |             | <ul style="list-style-type: none"> <li>Listening Learning</li> </ul>                            | 3, 4, 5,  |            |

|                 |  |           |                                                                                 |                  |   |
|-----------------|--|-----------|---------------------------------------------------------------------------------|------------------|---|
|                 |  |           | Media<br>• Students' Knowledge Based on YouTube as Listening Learning Materials | 6, 7             |   |
|                 |  | Affective | • Students' Attitude Towards YouTube as Listening Learning Resources            | 8, 9, 10, 11, 12 | 5 |
|                 |  | Connative | • Time Consuming on YouTube                                                     | 13, 14, 15       | 3 |
| <b>Total 15</b> |  |           |                                                                                 |                  |   |

## 2. Interview

When students have finished answering the questionnaire, the information that has already been gathered from the Paper will be examined to determine which individuals would be appropriate candidates for conducting the interviews. The researcher conducted a semi-structured interview as it facilitates the collection of additional information from the participants as the questions were pre-formulated by the researcher. Several statements from the questionnaire were modified into questions for the interview by the researcher,

which included “why” and “how” questions.

According to Adams (2015, p. 495), here are the steps for conducting a semi-structured interview.

- a. The process of choosing interview subjects and scheduling a time

The researcher selected participants for an interview after analyzing the questionnaire results. After grouping the participants, the researcher asked them to choose a time and day for the interview. Every participant will be interviewed one- on-one by the researcher.

- b. Create a list of interview questions.

Guidelines for interviews with students created by the researcher. For the purpose of ensuring participant understanding, the interviews in Indonesian are conducted using open-ended questions. The researcher adapted and modified from Alawiyah and Santosa (2022) research questions for this study.

- c. Conducting the interview

The selected participants will be the subject of in-person interviews conducted by the researcher. By phone, the researcher got permission to record the interview before it started. Also, the researcher suggested the participant engage in the discussion more actively.

- d. Analyze the results of the semi-structured interview

The researcher will begin analyzing the data as soon as the interview is over. The data will be translated from Indonesian to English and descriptively transcribed before being analyzed.

### **E. Techniques of Analysis Data**

After the data have been collected, the researcher turns to the task of analyzing them. The Qualitative analysis method proposed by Miles and Huberman (1992) as cited in Sugiyono (2019) was applied in this research. Three features characterize this interactive model of data analysis: data reduction, data presentation, and conclusion and verification. Three analytical components data presentation, data reduction, and drawing conclusion must always be addressed by the researcher in this analysis.

A description of the steps in the component interactive analysis is provided below:

#### **a. Data Collection**

Data collection involves adopting established methods to gather, measure, and analyze many kinds of information. The primary goal of data collection is to gather as much accurate information and data as possible, which subsequently enables one to analyze the outcomes and respond to pertinent inquiries. Researcher will used interviews and questionnaires to obtain data for this research. The collected data were first analyzed in order to obtain the required information.

#### **b. Data Reduction**

Data reduction refers to a process selecting, focusing, simplifying, abstracting, etc transform data that appears in writing field notes or transcription. Data reduction occurs continuously throughout anyone's life qualitatively oriented projects. Data the reduction/transformation process continues thereafter field work, until the final report is completed.

Data reduction is a form of analysis that sharpens, sorting, focusing, discarding, and organizing data in such a way the way in which final conclusions can be drawn and verified.

c. Data Display

Data display was a stage an organized, compressed assembly of information that permits conclusion drawing and action. The display includes many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analysis can see what is happening and either draw justified conclusions or move on to the next step of analysis the display suggests may be useful.

d. Conclusion Drawing/ Verification

Conclusions are verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mid during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set.