

CHAPTER III

RESEARCH METHOD

A. Research Type

In this study, the researcher used a qualitative descriptive design because the study aimed to identify and describe students' perceptions of the use of videos in learning narrative texts at MTsN 5 Padang Pariaman. This design was chosen because the researcher wanted to gain a deeper understanding of students' feelings and experiences while learning using videos.

A qualitative approach is appropriate for this study because the researcher seeks to understand the nature and nature of students' opinions, feelings, and experiences while learning with videos in the classroom. Data will be collected through observation and interviews. Observations will be conducted during classroom lessons, during which the researcher will use an observation sheet to observe how students learn using videos in the classroom. Additionally, the researcher will interview students to determine their opinions after learning with videos in the classroom. Through these two methods, students can share their opinions and experiences regarding the use of videos in learning narrative texts.

This study focuses on what students think, how they feel, and how videos help them follow lessons and understand narrative texts. The results are then explained based on students' responses and behaviors during the learning process. This study does not aim to test hypotheses or produce

findings that apply to all students, but rather to provide an overview of students' perceptions regarding the use of videos in narrative text instruction.

The use of video in this setting is expected to reveal how students construct meaning and develop understanding when interacting with visual-based learning materials. In short, this research design focuses on describing and interpreting the students' perceptions as they experience video-based learning, providing valuable insights into how media can shape the quality and depth of English learning in today's classroom context.

B. Respondents of the Research

The respondents in this study were students at MTsN 5 Padang Pariaman who had participated in English language instruction using animated videos in the classroom, specifically in the study of narrative texts. This group was selected because they had already been introduced to narrative texts and had participated in learning activities that used videos as a teaching medium. The number of respondents in this study was approximately 105 students, consisting of both male and female students with varying levels of English proficiency. Subsequently, 10 percent of the total number of students were selected as respondents to be interviewed.

The selection of respondents in this study aligns with the concept of purposive sampling as described by Creswell (2014) and Sugiyono (2023). According to Creswell (2014), purposive sampling is a non-probability sampling technique commonly used in qualitative research, in which the researcher intentionally selects participants who can provide the most

relevant information for understanding the main phenomenon under study. The purposive selection of respondents was based on the following criteria: (1) having participated in narrative text learning through animated videos, (2) having direct experience in the learning process, (3) being willing to participate in the study, and (4) being able to clearly express their opinions and experiences. This technique was chosen because it aims to obtain in-depth information regarding students' perceptions, rather than to generalize the research findings to the entire population. Thus, the data obtained are expected to be rich, authentic, and relevant to the research focus.

C. Research Instruments

The data collection methods used in this study were observation and interviews. Observation was used to assess students' attention, interest, and participation during the classroom learning process using an observation table. Meanwhile, interviews were used to determine students' opinions and feelings regarding the learning of narrative texts through videos. The interviews were semi-structured and focused on students' experiences, the parts of the video that helped them understand the story, and the difficulties they encountered during the learning process. The instrumen used in this study are as follows :

a. Observation

Observations are conducted during classroom activities to examine students' behavioral engagement when video is used in learning narrative texts. The observation table was developed based on Barron's

Student Engagement Theory (2003) which comprises three dimensions: emotional engagement, behavioral engagement, and cognitive engagement. The eight indicators in the observation table were derived from these three dimensions as follows:

1. Emotional Engagement: Student's Enjoyment and Motivation to Learn
2. Behavioral Engagement: Learning Engagement
3. Cognitive Engagement: Story Comprehension, Narrative Text Structure Understanding, Multimodal learning experience, Student-Centered Learning, Meaningful Learning Experience

This instrument enables the researcher to directly observe how students respond to video-based learning in real classroom situations.

b. Interviews

Interviews are used to explore students' personal opinions, feelings, and experiences regarding the use of video in learning narrative texts. This study employs semi-structured interviews to allow students to express their thoughts freely while remaining focused on the research topic. The interview questions address students' emotional and cognitive engagement, such as their feelings when learning through video, the aspects of the video that help them understand the story, and the challenges they face during the learning process. Through interviews, the researcher collects in-depth verbal data that reflect students' true perceptions. The semi-structured interview questions were developed based on Barron's three dimensions of student engagement: emotional,

behavioral, and cognitive engagement. These dimensions were operationalized into eight interview themes emotional engagement (Students' Enjoyment and Motivation to Learn), behavioral engagement (Learning Engagement), cognitive engagement (Story Comprehension, Narrative Text Structure Understanding, Multimodal learning experience, Student-Centered Learning, and Meaningful Learning Experience).

Each interview question was designed to explore students' perceptions across these three engagement dimensions, ensuring comprehensive coverage of students' emotional, behavioral, and cognitive responses to animated video-based learning.

D. Techniques Data Collection

This study employed two main data collection techniques, namely observation and interviews. The observations were conducted in the classroom when videos were used as a teaching medium, focusing on students' attention, engagement, interaction, and enthusiasm. The observation data were recorded using a structured observation checklist to ensure a systematic data collection process. Furthermore, individual interviews were conducted after the learning process had been completed. The interviews were conducted face-to-face with some students, while interviews with other students were conducted online through WhatsApp calls because the data collection process coincided with the examination period, resulting in a school holiday. Each interview session lasted approximately 2-3 minutes and was designed to explore students' subjective

experiences and responses to the use of videos in learning. With the students' consent, the conversations were recorded to ensure the completeness of the data.

Overall, these two techniques complemented each other in the analysis and provided a more in-depth picture of students' perceptions of the use of videos in learning narrative texts.

a. Observation

Data collection was conducted through classroom observations during lessons in which videos were used as a teaching medium for narrative texts. The observations focused on students' responses, participation, and engagement throughout the learning process. To ensure a systematic approach to data recording, the researcher used an observation table developed independently based on Barron's theory of student engagement, which encompasses emotional, behavioral, and cognitive aspects. The indicators observed included students' level of attention to the video, their contributions to discussions, and their efforts to understand the material. This instrument was designed specifically for the needs of this study and was not adapted from any previous instrument.

b. Interview

The researcher used semi-structured interviews to gain a deeper understanding of students' perceptions of the use of videos in learning narrative texts. This approach was chosen because it allowed students to

openly express their ideas and experiences while remaining focused on the research objectives. The questions were formulated based on Barron's theory, which encompasses emotional, behavioral, and cognitive engagement.

E. Techniques of Data Analysis

Data analysis in this study utilized the Miles and Huberman (1994) model, which consists of three stages: data reduction, data presentation, and drawing conclusions. During the data reduction stage, the researcher selected and focused on relevant data from the interviews and observations, then grouped them into categories such as student motivation, engagement, and understanding. The data presentation stage was conducted through descriptive narratives, tables, and excerpts from interview transcripts to identify patterns and relationships among the findings. The final stage involved drawing conclusions in a continuous process, with the researcher continually examining and comparing the data to ensure the validity of the findings. This process is cyclical, not linear, allowing the researcher to return to previous stages if new insights emerge. Final conclusions are supported by direct evidence, such as quotes or observation notes. Through this process, the researcher seeks to authentically depict students' perceptions of video use in learning narrative texts under the Merdeka Curriculum, with the results expected to provide insights for teachers in improving video-based English teaching strategies.