

CHAPTER III

METHODOLOGY

This chapter presents the research method and the details of the research design, participants, data collection, data analysis as well as the timeline of how the study will be conducted.

2.1 Research Design

This study adopted a qualitative design to find out the use of video lessons entitled “Bahasa Inggris Kelas 6 - *Grow with English Book 6 - Lesson 1 I Had a Great Holiday*” that are separated into four different parts based on the objective of each video. Qualitative approach according to Creswell (2014) refers to how the researcher draws an interpretation based on the selected data. According to the statement, this method suits the research that focused on the use of the selected video lessons on supporting students’ independent learning. To analyze the data, a case study method utilized to help the researcher doing an in-depth exploration towards a phenomenon. A case study, according to Elkatawneh (2016) refers to how an event, problem, process, or activity experienced by a limited number of individuals is studied within the boundary of the case. The researcher decided to use this design since it seeks to examine students’ verbal and non-verbal responses based on the element of learning autonomy represented in the selected video lessons. In accordance with the statement from Elkatawneh, this case has the boundaries in which this study would investigate the use of video lessons only during the first semester. The study took the first meeting until the fourth meeting of English class and the space of the study focused on one class of sixth-grade primary school students. Sixth-grade students are selected as the participants with the consideration that students at that age are more capable in managing technology devices independently and to prepare them to continue their study to secondary school.

2.2 Participants

To answer the research question, the participants were observed regarding their verbal and non-verbal responses toward the use of the selected video lessons.

The participants consisted of one class of sixth-grade students with a total of 30 students and one teacher of one primary school in Bogor. The participants were selected based on research needs, which were to find out students' responses towards video lessons and how it supports independent learning. Before the research was carried out, the teacher had implemented learning using video lessons, while the students only experienced it for the first time. In this study, the researcher took a role as the third party who observed and collected data from the participants.

2.3 Data Collection

The data in this research were conducted through observation and interview. Each technique will be described in the following sub-sections.

2.3.1 Classroom Observation

To answer the research question, a classroom observation was conducted to find out how the students and teacher utilize the video lesson in face-to-face classroom learning to support students' independent learning. Creswell (2012) defined observation as one of methods used in qualitative research to get a description regarding the settings, the behaviors, as well as interactions of the study which in line with the purpose of the study.

In this study, the researcher observed the learning process directly to get more data regarding students' responses to the use of video lessons. This study was also focused on learners' behavior and interaction with their surroundings while video lessons are used during the learning process. To reduce some degree of bias, field notes are also used to write important information based on the researcher's personal interpretation related to the study related to their independent learning. The participants were observed for a month in the total of four meetings.

The instrument for classroom observation was created based on the representation of learning autonomy in a learning material to foster independent learning proposed by Holec (1981), Oxford (1991), Wenden (1987, 1991), Little (1991), Dam (1994), Benson (2000), Nunan (1997,

2003) and White (2003). The aforementioned theories are combined into nine indicators that were used to observed students' independent learning covering the instruction, learning goal, learning awareness, verifying knowledge, learning strategies, evaluation, problem solving activity, peer working and outside learning based on video lessons.

2.3.3 Semi-structured Interview

To gain more exclusive data, the researcher used semi-structured interview in order to accomplish information that cannot be obtained through the observation. According to Ary (2010), an interview is used when the researcher seeks the participant's opinions, beliefs and feelings toward a particular situation or phenomenon. Interview involves two parties in which one party takes role in asking a question (interviewer) and the other one takes role in responding the questions (interviewee) in the constructed interaction in order to discuss a certain situation (Cohen, et al., 2007). In this present study, the interview was conducted by the researcher to the teacher. Therefore, semi-structured interview was applied to gather information from the subject. Seven questions were asked including the purpose of using this video lesson, the efficiency of using this video lesson, the deficiency of using this video lesson, the extent of this video lesson on helping students' independent learning, the strategy of using this video lesson, as well as the criteria of video lessons that is considered to support independent learning by the teacher. When the researcher asked these several guiding questions to the participant, new additional questions were asked to clarify the responses depending on the interviewee's responses during the interview process.

2.4 Data Analysis

After collecting the data that were taken from instruments that referred to independent learning and video lessons for primary school students through observation and interview, the data were analyzed based on its categorization through several steps. The steps were originally adopted from thematic analysis by

Braun & Clarke (2006) that was simplified due to the research's need. The analysis of the data intended to answer the research question, which is to find out how the selected video lessons support students' independent learning. The data analysis of classroom observation and interview was drawn in a triangulation that can be seen as follow:

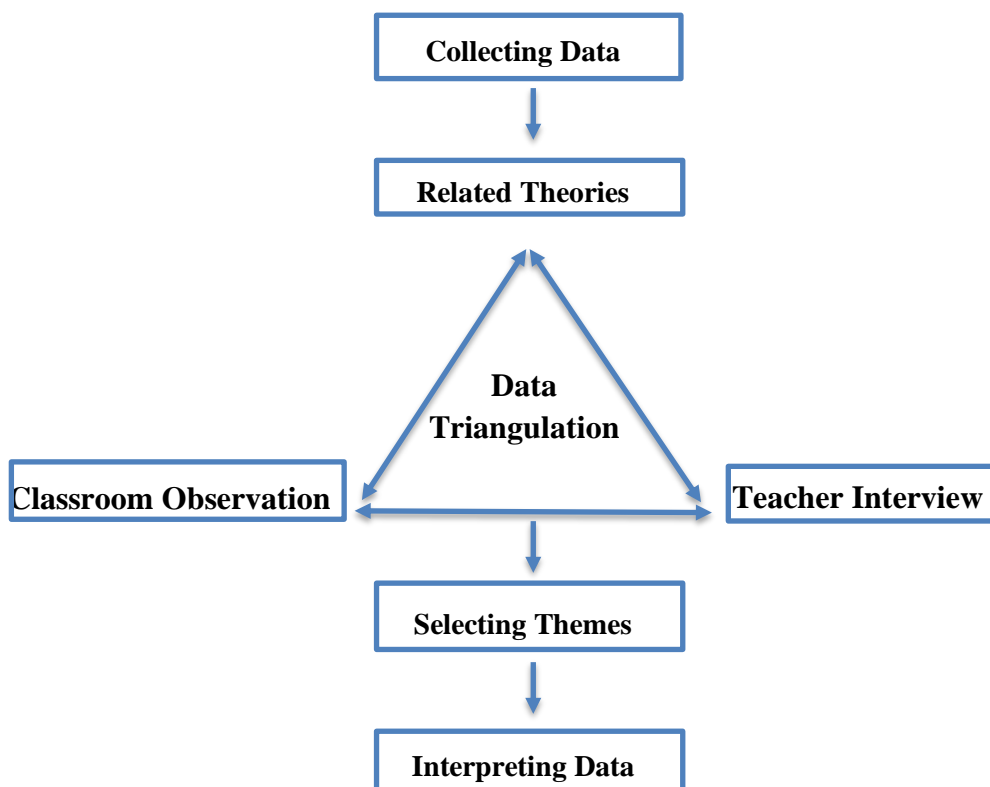


Figure 3.1 The steps of Data Analysis on the Participants

To see how the video lesson supports independent learning, a clear understanding of each data analysis steps will be explained as follow:

1. Collecting Data

The first phase was collecting the data, which involves classroom observation and teacher's interview. The researcher observed the use of the video lesson on fulfilling the framework of independent learning during the classroom process. Aside from the video lesson, the researcher also observed the students' performance, behavior and interactions in the class during the use of the video lesson to see how it helped them to learn independently. The

researcher focused on observing the detail between how the teacher uses the video lesson for learning and how the students respond to the use of the video lesson. Following this step, the interview tape recorded during the data collecting was transcribed into a written document. The transcript only consisted of important data intended to complete the information that cannot be obtained through observation. After that, the researcher checked the transcript as it will be annotated.

2. Data Triangulation

The following phase is the data triangulation where the principle theories of independent learning were used as the data instrument that later would be used to interpret the data collected from classroom observation and interview. The multiple methods then combined to create more comprehensive understanding towards the use of video lessons to support students' independent learning.

2.1 Classroom Observation

The data collected from the classroom observation were classified under nine indicators of independent learning. The similar indicators then simplified into one area to create more cohesive interpretation of the data. The final areas consist of five different elements of learning autonomy to foster independent learning based on the selected video lessons and the data were listed under each suitable criteria.

2.2 Semi-structured Interview

Following this step, the interview tape recorded during the data collecting was transcribed into a written document. The transcript only consisted of important data intended to complete the information that cannot be obtained through observation. After that, the researcher checked the transcript as it will be annotated following the data from the observation.

3. Selecting Themes

After all the forms of the data have been combined, the researcher created themes to classify them into several topics. The themes selected based on the research question, which to find out the use of video lessons to support students' independent learning. To get this information, teacher's strategy should be discovered followed by the indicators of independency in language learning. Therefore, the themes are designed as two main topics that are intended to discover: 1). Teacher's strategy on using the video lesson. 2). The use of video lessons to support students' independent learning. The second theme was further explained by five following sub-themes that were presented as follow:

- a. Video lessons make the instruction goals clear to the students,
- b. Video lessons raise the students' awareness about the learning content,
- c. Video lessons provide the students with answers to verify their knowledge about their own learning,
- d. Video lessons provide training in the use of learning strategies, and
- e. Video lessons encourage the students to use English outside the classroom.

4. Interpreting Data

The last phase was interpreting the data. After categorizing it into themes, the data then interpreted and analyzed. The result from observation as well as the excerpts from the interview were displayed alongside the interpretation and the explanation to draw meaning of the data in the finding section according to the case of this study.