CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approaches used in this study by discussing the methodology and the context in which the study occurred. It begins with a discussion of the research design, elaborating on the mastery goal orientations in learning speaking from YouTube videos, justifying the participants' selection, restating the research questions, discussing data collection methods, and elaborating on data analysis related to the instruments used. This chapter ends with concluding remarks.

3.1 Research Design

This research used qualitative methods (Creswell, 2014, p.32). The researcher used a case study in this research design. It is used to identify the student's mastery goal orientations in learning by speaking from YouTube video. The reasoning behind the case study is to explore the participants' experiences and emotions to question the critical evaluation of how and why participants act in a series of critical incidents when learning a language (Gustafsson, 2017 & Yin, 2009). This case study also explores the related questions, such as why and how.

3. 2 Setting

This study was conducted on EFL students who have experience learning to speak from YouTube videos. They were majoring in the English Education Department at IAIN Kendari. The participants of this study have experience using

YouTube for learning English. The study aims to discover the challenges and opportunities English Education Department students encounter when using YouTube applications to learn English.

3.3 Participants

The total number of participants in this study is three EFL students. The recruitment is based on inclusion criteria (Lin & Lin, 2019), such as the participants should have experience in learning to speak from YouTube videos. Participants were selected beforehand by conducting interviews and filling out the Google form as a pre-observation regarding their experiences in learning English through YouTube videos. At this step, the researchers interviewed three students as participants about their experience using YouTube videos for learning English and to find out what kind of challenges and opportunities English Education Department Students' of IAIN Kendari have in using YouTube applications for learning to speak.

These participants have experience learning English, especially speaking through YouTube videos. Until now, they have been using YouTuber accounts, such as BBC Learning English, Divestudio, Oxford University and LC Language Center, and TEDx Talks, to improve their speaking skills. The content they watch is packaged as a podcast about K-pop and interesting things about Korea. However, the participants focused on improving their speaking skills through the vocabulary they learned from the podcast. The participants consist of two females and one male. The age range of participants is 19 years old. The participants agree to participate in this study.

The following is each participant's description, which provides some situations and conditions related to the experience of learning to speak from YouTube videos.

3.3.1 First Participant (P1)

P1 is a student of the English Education Department at an Islamic university in Kendari, Southeast Sulawesi. He began his studies in 2020 and is now in the fourth semester. He chose the YouTube platform to improve his speaking skills by watching video content that uses English conversation. He considers that there is a lot of vocabulary available in English conversation, and he needs phrases and idioms that can be applied in daily conversation.

In the video, a native speaker carries out the conversation by demonstrating body language to make his speaking skills more varied or cool. He watched the video 3 to 4 times a week.

3.3.2 Second Participant (P2)

P2 is a student of the English Education Department at an Islamic university in Kendari, Southeast Sulawesi. She began her studies in 2020 and is now in the fourth semester. She chose the YouTube platform to improve her speaking skills by watching YouTube videos. She chose TEDx Talks as a video to help improve her speaking skills. Moreover, she chose TEDx Talks because it was a recommendation from her lecturer that could help him improve all aspects of his abilities, especially those of improving speaking. She often watches it twice daily, spending about 2 hours watching it.

In the video content, many speakers explained issues related to the world in all fields. Incidentally, TEDx Talks feature speakers who discuss education, especially academics. Hence, she feels it can help improve his speaking skills, starting with explaining ideas, body language, etc.

3.3.3 Third Participant (P3)

P3 is a student of the English Education Department at an Islamic university in Kendari, Southeast Sulawesi. She began her studies in 2020 and is now in the fourth semester. She chose the YouTube platform to improve her speaking skills by watching YouTube videos. She often watched videos on Divestudio Podcast at least twice daily if she was not busy with college assignments. He watches both channels because the videos are related to her personality; anything related to her is easy to remember.

In the video content, she enjoys it because there is a lot of information that can be obtained, starting from people's life experiences that can be imitated, how to change irregular habits, how to change the worries she has experienced for a long time when talking to other people, how to improve learning skills in both speaking and listening. Apart from that, the podcast educates her in obtaining information that can be used as a reference in answering questions that her friends suddenly ask. She feels that she still lacks in having conversations with other people. Still, she tries to get out of problems because successful people who get out of problems must have experienced this, so she feels motivated when watching the video.

Table 3.1 Participants' Profile

Participants	Gender	Age	Semester	Content
P1	Male	19	4	English Conversation
P2	Female	19	4	TEDx Talks
P3	Female	19	4	Divestudio Podcast

3.4 Data Collection

Written reflection (Barkhuizen, Benso & Chik, 2013) was conducted using Google Forms. First, seven written reflections are spread through Google Forms and shared using WhatsApp. Then, the participants fill in and answer the questions. For the unclear data, the researcher used the semi-interview method (Adams, 2015) as the next step to obtain more detailed and accurate information. During the interview, the researcher used a recorder to record the answer to the interview. The recording is used to repeatedly listen to the interview results and make the interview transcript (Janesick, 2004). The researcher concluded the main points and noted some important information from the interview. After that, the researcher made it in narrative form. After all the data become clear, the further stage is the researcher coding the data (Saldana, 2021).

3.5 Instrumentation

In gathering the data, the researcher applied written reflection and semi-structured interviews as the instruments. Writing reflection integrates storytelling and research by using stories as survey data or storytelling to analyse data and

present results (Barkhuizen, Benson & Chik, 2013). Interviewing, which is strongly founded on 'the attitude that the participant's views are valuable and useful' (Marshall and Rossman 2006, 101), was adopted as the primary data collection method as it enabled us to interact with the participants closely to explore the issues of interest. Specifically, semi-structured interviews were conducted because this approach, with a flexible set of interview questions, could help delve into the issues of why these students watched YouTubers' English teaching videos and how watching these videos had benefited them on different dimensions in great depth. The researcher interviewed them on a one-on-one basis by asking a few questions about their experiences of watching YouTube videos, English-teaching videos on YouTube, their purposes for watching those videos, their attitudes toward those videos, and the perceived effects of this informal learning approach on their learning experiences and outlooks on life. The interviews were conducted with the students directly and using WhatsApp.

3. 6 Data Analysis

This study analysed the data on three levels to address this study's focus: self-regulated learning purposes, learners' response behaviours to YouTubers' English-teaching videos, and a comparison between learning English on YouTube and formal learning in the classroom. First, self-regulated learning purposes were analysed in three steps: identification, coding, and comparison. First, the researcher read through all of the participants' responses and worked independently to identify instances related to the students' self-regulated language

learning based on the classification of technology-enhanced self-regulation in Lai and Gu (2011).

Their classification is based on a review of different SRL models, focusing on six self-regulation aspects – goal commitment, resource, affection, culture learning, metacognition, and social connection. After identifying representative learner responses, the researcher again classified all instances based on the classification independently. The inter-rater agreement rates were 50 for the classification of self-regulated learning. Finally, the researcher compared and discussed the results of the analysis to reach a consensus and resolve all the disputes. Second, the researcher read through all of the students' responses again to identify their response behaviours, and a classification scheme that contained eight response behaviours was developed from scratch based on the data pool. After this scheme was constructed, the researcher analysed the data and explored what actions each student took after viewing English-teaching videos. Finally, the students' responses were analysed again to explore the similarities and differences between learning English on YouTube and in the classroom.

The most common similarities and differences reported by the students were highlighted and selected for discussion in this article. In the following, the researcher will present the results of this study to address the three research questions. After gathering the data from the interview, the data were analysed using thematic analysis. Braun and Clarke (2017) categorised how to use thematic analysis in data analysis. It can be used to identify, analyse, and report. Therefore, thematic analysis can be carried out in doing all kinds of things. The data coding

in Microsoft Excel and sort questions in code (Q1-Q7), answer from participants' code (P1-P3). The data was coded using seven colours. Red represents Exploring Different Types of YouTube Channels; Yellow represents that the YouTube Channel Has Been Considered a Source of Knowledge; Light Green represents Accessing the YouTube Channel at a Certain Time; Dark Green represents Attempting to Understand the Content; Light Blue represents Solving Problems while Watching, Dark Blue represents Affected by the Content and Purple represents Comparing Learning Outside and Inside the Classroom. The example of the data is as follows:
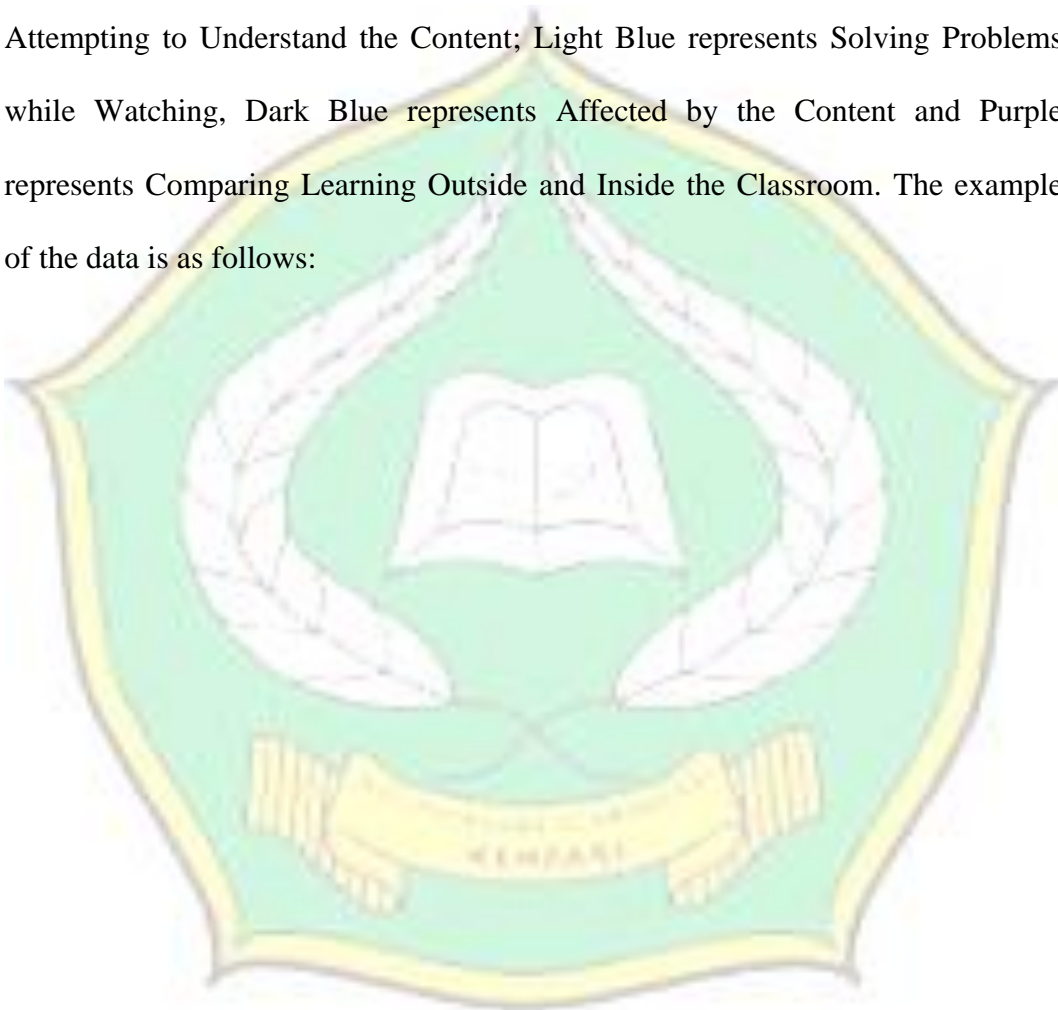
Table. 3.2 Example of Data Coding

Name	Raw Data	Coding	Categorisation	Theme & Interpretation
P3	Saya sering menonton video yg ada di divestudio podcast and Tedtalk setidaknya 2 kali sehari jika tidak disibukkan dengan tugas kuliah. Alasan saya menonton kedua chanel itu karena Video yang didalamnya related sama saya, apapun yang berhubungan dengan saya jadi saya gampang untuk mengingatnya.	Saya sering menonton video yg ada di divestudio podcast and Tedtalk setidaknya 2 kali sehari jika tidak disibukkan dengan tugas kuliah. Alasan saya menonton kedua chanel itu karena Video yang didalamnya related sama saya, apapun yang berhubungan dengan saya jadi saya gampang untuk mengingatnya.	**Frequently Watched Channels, Self-Related**	**Exploring Different Types of YouTube Channels: P3** Students watch content on the Divestuido Podcast video channel and TEDx Talk 2 times a day when they are not busy with lecture assignments. Its content provides something that can be related to oneself and makes it easier to understand and remember.
P1	Saya sangat menikmatinya, karena saya dapat mengikuti conversation dari native di Vidio tersebut. Yang mana saya maksudkan, walaupun itu Vidio dari native tetapi dapat saya ikuti dengan baik karena pengucapan sangat jelas dan tidak cepat. Dan juga yang saya senangi dalam saluran English Conversation tersebut banyak menampilkan conversation yang sering di gunakan dalam keseharian, sehingga saya sangat semangat dan menikmati vidionya. Nah untuk di channel English Conversation yang saya maksudkan kalau mereka sering menampilkan eh video-video conversation yang dilakukan yang sering di apa? Yang dilakukan dalam keseharian yang saya maksudkan di sini eh di situ di chanel English conversation itu sering menampilan video kayak melakukan conversation didalam rumah/boarding house yang mana mereka berbicara satu sama lain membahas mengenai keseharian mereka dan juga sering melakukan conversation di apa di market begitu kan? Di toko dan juga yang dilakukan di sekolah. kosakata yang sering eh digunakan dalam keseharian, gitu kak.	Saya sangat menikmatinya, karena saya dapat mengikuti conversation dari native di Vidio tersebut. Yang mana saya maksudkan, walaupun itu Vidio dari native tetapi dapat saya ikuti dengan baik karena pengucapan sangat jelas dan tidak cepat. Dan juga yang saya senangi dalam saluran English Conversation tersebut banyak menampilkan conversation yang sering di gunakan dalam keseharian, sehingga saya sangat semangat dan menikmati vidionya.	**Passion and Enjoy the English Video**	**YouTube Channel Has Been Considered as Source of Knowledge: P1** Student enjoy the content from their video channel because it is very easy to follow the conversation from a native who has very clear and not fast pronunciation so that it can be followed well. The content also displays a lot of conversations that are often used in everyday life, so it is enjoyable to watch them.

P2	Dalam sehari saya biasanya 2 kali mengakses chanel itu. Dengan menghabiskan waktu sekitar 2 jam untuk menontonya. Perasaan saya akses kenapa dalam dua hari dan itu tepatnya saya di jam-jam free kayak pagi atau sebelum masuk siang saya bisa nonton Mi. Yang pertama pasti saya nonton yang membuat fun. jadi, jadi tuh kak tidak ada akun media sosial yang ada di HPku jadi untuk menghibur dan tidak merasa saya bosan dalam Sometime saya ini free. Jadi saya menonton youtube mengapa ya? Karena kebiasaan menonton channel TEDx Talks di pagi hari atau di malam hari. Apalagi kalau ndak ada tugas gitu. intinya apa ya? Tidak teratur setiap hari jadi kayak setiap hari itu dua kali begitu. Tapi saya usahakan sekali satu hari itu harus ada yang bisa saya nonton karena actually semua yang saya nonton itu random topiknya.	Dalam sehari saya biasanya 2 kali mengakses chanel itu. Dengan menghabiskan waktu sekitar 2 jam untuk menontonya. Perasaan saya akses kenapa dalam dua hari dan itu tepatnya saya di jam-jam free kayak pagi atau sebelum masuk siang saya bisa nonton Mi. Yang pertama pasti saya nonton yang membuat fun..	**Student Accessing in YouTube Chanel**	**Accessing the YouTube Channel at a Certain Time: P2** Students access the channel two times a day by spending two hours watching it. Mornings and afternoons, especially before noon, are the best times to watch video channels with fun content.
P3	Iya, ketika saya menonton dari awal tapi saya tidak bisa praktik untuk berbicara, kemudian saya mencoba menyalin semua kata yang ada didalamnya kedalam word dan memprintnya menjadi hardcopy, setelah itu saya tandai kata perkata yang sulit dan memcoba memahami struktur kalimat,pola penggunaan tenses yg digunakan karena saya tidak hanya bisa mengandalkan background knowledge ku yang sangat minim, jadi saya berusaha setidaknya memahami isinya dan bisa setidaknya mempraktik itu dan merelatekan dengan hal sederhana yang saya alami.	Iya, ketika saya menonton dari awal tapi saya tidak bisa praktik untuk berbicara, kemudian saya mencoba menyalin semua kata yang ada didalamnya kedalam word dan memprintnya menjadi hardcopy, setelah itu saya tandai kata perkata yang sulit dan memcoba memahami struktur kalimat,pola penggunaan tenses yg digunakan karena saya tidak hanya bisa mengandalkan background knowledge ku yang sangat minim, jadi saya berusaha setidaknya memahami isinya dan bisa setidaknya mempraktik itu dan merelatekan dengan hal sederhana yang saya alami.	**Student Efforting to Understand the Content**	**Trying to Understand the Content: P3** Students have difficulty practising speaking while watching. So, he tried to copy all the words in the content, then transferred it to Word and made a hard copy, highlighting the difficult words and trying to understand the sentence structure and the pattern of using the tenses. At least he understood the content and could practice it by relating it to the simple things he experienced.

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P3	Ketika orang lain bisa menonton pakai tanpa subtitle, saya justru tidak bisa. Karena saya tidak bisa memahami apa yang sebenarnya ia bicarakan, saya takut akan ada banyak misunderstanding yang saya alami,dari spelling yg mereka ucapkan. Saya lebih memilih jadi realistis ketika menonton,saya merasa seperti *jangan pura pura bisa mengerti ketika sebenarnya tidak mengerti apa yang diucapkan,tapi berusahalah membaca sambil mendengarkan karena bisa melatih ingatan ketika mendapatkan kata itu dalam textbook* karena apa yang saya baca dan dengarkan bisa lebih lama tersimpan dalam memori ingatan.	Ketika orang lain bisa menonton pakai tanpa subtitle, saya justru tidak bisa. Karena saya tidak bisa memahami apa yang sebenarnya ia bicarakan, saya takut akan ada banyak misunderstanding yang saya alami,dari spelling yg mereka ucapkan. Berusahalah membaca sambil mendengarkan karena bisa melatih ingatan ketika mendapatkan kata itu dalam textbook* karena apa yang saya baca dan dengarkan bisa lebih lama tersimpan dalam memori ingatan.	**Student Need Available Subtitle**	**Solving Problems while Watching: P3** Students have difficulty watching without using subtitles because it is very difficult to understand what is being conveyed in the content. So, turning on the subtitles will make it easier to understand by reading while listening to the content so that what is obtained can be stored in memory.
P3	Pengaruhnya sangat besar karena semua proses belajarku dari semua proses yang saya alami selama kuliah justru lebih banyak saya dapatkan dari video yang ada dari dalam podcast itu, karena kadang saya merasa materi yang ada di perkuliahan tidak berterima dengan model pembelajaranku.	Pengaruhnya sangat besar karena semua proses belajarku dari semua proses yang saya alami selama kuliah justru lebih banyak saya dapatkan dari video yang ada dari dalam podcast itu, karena kadang saya merasa materi yang ada di perkuliahan tidak berterima dengan model pembelajaranku.	**Student Process in Learning English from the YouTube Channel**	**Affected by the Content: P3** Students feel that the influence is very big because of all the processes they experience during lectures. They get more from the videos from the podcast because sometimes they feel that the material in lectures is not acceptable with their preferred learning model.
P3	Perbedaannya adalah terkadang ada dosen yang cara mengajarnya sulit untuk saya pahami,mungkin saya yang tidak bisa memahaminya tapi bisa dipahami oleh temanku yang lain dan materinya membuat saya pusing, berbeda dengan yang ada di YouTube karena disini saya bisa memilih sendiri materi yang akan saya pelajari dan pastinya bisa memudahkan saya belajar untuk improve skill speakingku,karena tujuanku kuliah cuma agar bisa berbicara bahasa Inggris dengan lancar. Persamaannya adalah ketika belajar keduanya bisa memberikan banyak informasi yang mengedukasi.	Perbedaannya adalah terkadang ada dosen yang cara mengajarnya sulit untuk saya pahami,mungkin saya yang tidak bisa memahaminya tapi bisa dipahami oleh temanku yang lain dan materinya membuat saya pusing, berbeda dengan yang ada di YouTube karena disini saya bisa memilih sendiri materi yang akan saya pelajari dan pastinya bisa memudahkan saya belajar untuk improve skill	**Students More Understanding the English Content in the YouTube Channel**	**Comparing of Learning Outside and Inside the Classroom: P3** The student explained that sometimes there are lecturers whose teaching methods are difficult to understand. Maybe they can't understand it, but other friends can understand it. The material is confusing and different from what is on YouTube because you can choose the material you want to learn here. Of course, you can make learning and improving your speaking skills easier because studying is only about speaking English fluently. The similarity is that when studying

		speakingku,karena tujuanku kuliah cuma agar bisa berbicara bahasa Inggris dengan lancar. Persamaannya adalah ketika belajar keduanya bisa memberikan banyak informasi yang mengedukasi.		both can provide a lot of educational information.

Notes :

Red: Exploring Different Types of YouTube Channels

Yellow: YouTube Channel Has Been Considered a Source of Knowledge

Light Green: Accessing the YouTube Channel at a Certain Time

Dark Green: Attempting to Understand the Content

Light Blue: Solving Problems while Watching

Dark Blue: Affected by the Content

Purple: Comparing of Learning Outside and Inside the Classroom