

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the theory of research approach, this study uses qualitative research approach. Creswell (2009) defines qualitative research as a type of research, especially in the field of education, that relies on the views and experiences of participants. In qualitative research, researcher conducted in-depth interviews with informants and used general questions to collect data, most of which was textual data. The data is then analyzed and categorized into specific themes. This analysis process is interpretive so that it allows the emergence of the researcher's subjectivity and can raise follow-up questions during the research process.

Sugiyono (2013) claimed, qualitative research is a methodology employed to study natural phenomena, focusing on real-life conditions rather than controlled experiments. In this approach, the researcher plays a crucial role as the primary instrument, employing triangulation to collect data through various techniques. The analysis of data is conducted inductively, and the emphasis in qualitative research lies more on understanding meaning rather than generalizing findings. In this context, researchers use case studies as a research method, Bogdan and Biklen (1998) mentioned, case studies are detailed testing against one setting or one subject person or one document

repository or one certain events. Poltak and Widjaja (2024) explained that the case study approach allows researchers to understand phenomena in depth by focusing the study on one case or a limited number of cases to answer the question of how and why a phenomenon occurs. Yin (2003) emphasizes case studies as a research strategy with clear methodological characteristics, especially in terms of deepening analysis and the linkage between the phenomenon being studied and the real-life context.

This study uses a case study methodology. to explore students' experiences in completing video project assignments in English language learning to improve students' critical thinking skills through writing activities. The research strategy as claimed by Poltak and Widjaja (2024) case study is research in which the researcher explores a specific phenomenon (case) at a specific time and activity (program, event, process, organization, or individual) and collects detailed and in-depth information using various data collection procedures over a certain period of time. The strategy is a clear and comprehensive stage in conducting this investigation.

In the implementation of this study, the video project completed by the students not only serves as a learning task, but also as part of the case context and the source of the research data. As a form of authentic learning within the framework of Project-Based Learning, the videos that have been produced by students are uploaded to the Instagram social media platform in Instagram Reels format. This upload is treated as a learning product that supports data

collection, especially in analyzing students' learning experiences in integrating writing skills, critical thinking, and the use of digital media as well as authentic evidence of the implementation of the project in this study as well as as documentation of students' work that strengthens the validity and transparency of the research process. Thus, Instagram Reels is positioned as a context for data implementation and documentation in the design of case study research. Based on the design, the research steps are described as follows:

Step1. Identification of Research problems

At this stage researcher focused the study on students' learning experiences in English language learning through video project assignments and their influence on the development of students' critical thinking skills at MTs Sabial Muhtadin Muara Teweh. Phenomena were identified to understand the problems, challenges, and learning experiences of students in the context of such learning. To support the determination of the research focus, the researcher conducted preliminary interviews with students.

Step2. Literature review

The researcher conducted a literature review of concepts and theories relevant to English language learning, project-based learning, critical thinking skills, and student learning experiences. This literature review was used as a conceptual basis for understanding the phenomenon under study and as a reference in the process of analyzing the research findings.

Step3. Data Collection

Data collection was conducted by involving students who had experience in completing video projects. All students in the class participated in the project, so that each student could provide valuable perspectives on their learning experiences. Data was collected through interviews to explore students' experiences, observations to observe the learning process and student engagement, as well as documentation in the form of video results, student written texts, and other supporting documents.

Step4. Data Analysis

The data obtained from interviews, observations, and documentation were analyzed qualitatively using thematic analysis. The analysis process was carried out by organizing the data, identifying patterns, and grouping the data into main themes that reflected students' learning experiences and the development of critical thinking skills through video projects.

Step5. Interpretation of Findings

The researcher interprets the findings based on themes generated from the data analysis process. The interpretation was conducted to understand the meaning of students' learning experiences and how the video project contributed to the development of students' critical thinking skills in English language learning.

Step6. Preparation of Research Report

The researcher writes research reports that cover all stages of the research that has been conducted. The report focuses on explaining the research

methodology, presenting the findings, and discussing the implications of the research results. Research reports are written in a systematic and structured manner, covering the introduction, research methods, research results, discussion, and conclusions.

Step7. Validation of Findings

The validity and reliability of research findings are maintained through data validation processes, such as triangulation of sources and techniques, as well as member checking, to ensure that the data and research findings reflect actual conditions.

B. Research Setting

1. Research Time

This research was carried out for three months, from October 7 to December 7, 2025. The time span covers the entire series of research activities, starting from the learning planning stage, the implementation of project-based learning, the process of writing a video script, writing revision, video production, to the reflection and evaluation stage of learning.

The timing of this study was adjusted to the English learning schedule in schools as well as the need to observe students' learning experiences on an ongoing basis during the process of completing the video project. With a relatively long research time, researchers can obtain

more in-depth and comprehensive data on student engagement and the development of their writing and critical thinking skills.

2. Research Place

This research was carried out at MTs Sabilal Muhtadin Muara Teweh, which is located in North Barito Regency, Central Kalimantan. This school was chosen as the research location because it has applied the Project-Based Learning (PJBL) approaching English language learning, especially through project activities involving writing skills and the use of digital media.

In addition, students at MTs Sabilal Muhtadin Muara Teweh have early experience in the use of simple technology, including video creation, thus allowing this research to be conducted in an authentic learning context. A school environment that supports collaborative and active learning is also a key consideration in the selection of a research site, as it is in accordance with the characteristics of project-based learning that emphasizes student engagement and learning experience.

3. Research Situation

The situation of this research takes place in the context of English learning in classrooms that implement project-based learning. The teacher assigns students the task of completing an English video project published through Instagram Reels as the final product of learning. In the process, students work in groups and go through several stages, namely determining

the topic, writing a video script, revising the writing based on the feedback of teachers and peers, taking videos, and editing videos.

During the learning process, students focus not only on the final result in the form of videos, but also on the writing process which is the main basis for video production. Learning activities take place collaboratively and reflectively, where students discuss, exchange ideas, and solve problems that arise during the script writing and production process. This learning situation allows researchers to observe firsthand students' engagement, their learning experiences, as well as how critical thinking skills emerge through writing activities in the completion of video projects.

C. Participants

The participants of this study were ninth-grade students at Mts Sabilal Muhtadin Muara Teweh, North Barito Regency, Central Kalimantan. The researcher involved all 16 students in the class as research participants. They were selected because they had been involved in project-based learning, specifically completing video projects as part of their writing activities. By involving all students, researcher can obtain comprehensive data on the learning experiences they have.

Researcher focused on exploring students' authentic experiences, including the problems and challenges they faced during the video project

completion process. Participant selection used a purposive sampling technique, with the criteria that students had directly participated in the video project activities. This technique is considered suitable for obtaining rich and relevant data related to improving students' critical thinking skills thru writing activities.

D. Data

In this study, data was obtained through observation, interviews, and document analysis involving English students at Mts Sabilal Muhtadin in completing a video project. In this study, observation is used to collect data on how students engaged in the project, collaborated, and demonstrated their critical thinking skills during the writing and production process of the video. The extent to which students' learning experiences in completing the video project through writing were revealed based on the results of interviews with the English students. Document analysis focused on students' written work, such as written scripts and written outlines. These texts were reviewed to identify written expressions of critical thinking, including logical reasoning, idea development, information evaluation, and conclusion drawing. This study focuses on exploring students' learning experiences and the writing challenges they faced while completing the video project to enhance their critical thinking skills through the completion of the video project.

E. Technique of Data Collection

Data collection techniques are very important in a study because they facilitate researchers in obtaining the data needed to answer the research

problem. In this study, the researcher used a case study approach, so the researcher conducted observations and interviews to collect data. Additionally, documentation was also used as an additional technique to support and validate the findings obtained from observations and interviews. This combination of techniques allows researchers to gain a more authentic understanding of students' experiences, including their behavior, interactions, and reflections during the video project. By triangulating these data sources, the research findings are expected to be more reliable and provide a comprehensive understanding of students' learning experiences.

1. Observation

Observation is a study that involves systematically recording phenomena or behaviors that can be observed in the natural environment (Gorman et al., 2005). In this study, the researcher directly participated in the daily activities of the observed subjects, carefully documenting and recording all the actions performed by the data source. Bhattacharjee (2012) explained that observation in scientific research is part of the empirical method that must be carried out in a replicable, precise, free from the researcher's subjectivity.

2. Interview

In research, an interview or question and answer session is one of the best ways to learn or to seek in-depth information from someone. In simpler terms, an interview can be described as a direct communication

process or event where the interviewer interacts with the source of information or the person being interviewed (Yusuf, 2014). Interviews are conducted with Researcher engage in question-and-answer interviews with participants to gather information about their experiences, including any difficulties or obstacles they encountered.

3. Document of Writing Script

Sugiyono (2013) stated that documentation is a record of events that have passed. Documentation can be in the form of writings, picture, monumental works of a person. Documentation study is a data collection technique by studying documents to obtain data or information related to the problem being researched. In this study, the documentation method was used to collect data from manuscript writing documents in the completion of video projects by students. The documentation in this study also includes the results of videos uploaded by students to Instagram Reels as a learning learning promotion product and authentic evidence of project implementation

F. Research Instrument

To ensure the validity of the data in this research, the researcher used three instruments to collect the necessary data, namely an observation sheet, an interview guide, and a writing script analysis rubric. Each instrument was

designed in accordance with the research objectives and the nature of the case study.

1. Interview Guide

Researcher used semi-structured interview guides as a research tool to explore students' learning experiences while completing English video projects. The interview guides consisted of open-ended questions designed to encourage students to describe their experiences, perceptions, and challenges, especially during the writing process involved in completing the video projects. This type of interview allowed researcher to obtain rich and in-depth data on how students' learning experiences through writing contributed to the development of their critical thinking skills. The interview participants were ninth-grade students at MTs Sabilal Muhtadin Muara Teweh who were directly involved in the English video project.

2. Observation Sheet

Researcher used observation sheets to directly observe students' learning experiences during the English video project completion process. The observations focused on how students engaged in writing activities as part of the learning experience aimed at developing critical thinking skills. Through these observations, researchers were able to observe student behavior, interactions, learning strategies, and responses throughout the video project completion process.

3. Writing Script Analysis Rubric

Researcher used a script writing analysis rubric as a research instrument to analyze students' script writing results in completing English video projects. This rubric was used to identify students' writing difficulties and analyze the critical thinking skills demonstrated in the script writing process. This script writing rubric was adapted from Douglas Brown and compiled in the form of an analytical rubric. The assessment was based on several aspects, namely grammar, vocabulary, content, spelling, punctuation, and mechanics. The results of the rubric assessment were then classified into the categories of excellent, good, adequate, fair, and poor to make it easier for researcher to group the quality of students' script writing and identify the writing difficulties experienced by students.

G. Data Analysis

Qualitative data analysis is a way to understand information gathered from various sources, including participant interviews, real-time classroom observations, and various documents such as records, photos, and videos. The main purpose of qualitative analysis is to present findings accurately, which forms the core essence of this analytical approach, as claimed Patton (2002), Analysis ultimately clarifies what is most important to learn, if only we knew beforehand," the process from raw data to what the data reveals is often difficult.

As stated by Miles dan Huberman (1994). For several reasons, qualitative data analysis is the most challenging step in case study research design. Each step and process in qualitative research occurs simultaneously, unlike quantitative research, which has a structured process that includes steps such as data collection, data selection, data analysis, and conclusion formulation. The data analysis model used by researcherv is an interactive model and in data analysis Miles, Huberman dan Saldaña (2014) as follows:

1. Data condensation

Data condensation involves the selection, focus, simplification, abstraction, and transformation of data from interview transcripts, written field records, documents, and empirical materials. The conclusion is, this process occurs after the researcher conducts interviews and collects written data in the field. The interview transcripts are then organized and utilized as references.

2. Data Presentation (data display)

The organization, unification and inference of information is called data presentation. In this context, conducting a more in-depth analysis helps to understand the research context.

3. Conclusion Drawing

Here, researcher draw conclusions from the data they collect, including looking for patterns of understanding, noting explanatory

regularities and causal flows. In the end, they summarize all the data they collected. Based on the explanation above, it is possible to draw the conclusion that qualitative research findings are new; in other words, these findings are still vague or unclear. To clarify this, researcher use theories that have been tested and analyze these new findings using components of data analysis such as data condensation, data display, and conclusion drawing.

4. Analysis of the Quality of Writing

Here, the researcher measures the level of students' writing skills by using an assessment rubric. The use of assessment rubrics in this study is not intended to conduct quantitative measurements or statistical comparisons, but rather as a document analysis tool to interpret the quality of student writing descriptively in the context of qualitative research. The aspects assessed include:

a. Grammar

The selection of grammar in the writing is appropriate, if the grammar used is appropriate then the points given are 20, if the grammar is less and not appropriate then the points given are 0.

b. Vocabulary

Whether the vocabulary written in the writing is accurate, if the vocabulary is accurate then the points given are 20, if the vocabulary is less

accurate then the points given are 10, and if the vocabulary is not accurate then the points given are 1.

c. Content

Whether the content writing is in accordance with the theme and title of the advertisement video, if the content is accordance then the points given are 25, if the content is less accordance then the points given are 10, and if the content is not accordance then the points given are 1.

d. Spelling

Whether the spelling in the writing is appropriate, if the spelling is appropriate then a point is given 15, if the spelling is less appropriate then a point is given 0.

e. Punctuation

Whether the use of punctuation in the writing is precise, if the use of punctuation is precise then a point is given 15, if the use of punctuation is less precise then a point is given 5, and if the use of punctuation is not precise then a point is given 1.

f. Mechanics

The mechanics in the writing are proper or there are no errors in capitalization or in the preparation of paragraphs, if the mechanics are proper then a point is given 5, if the mechanics are less proper then a point is given 4, and if the mechanics are not proper then a point is given 1.

Based on these aspects and criteria, a student writing analysis rubric

was developed to assist the researcher in systematically analyzing student writing. This rubric is presented in tabular form as a reference for analyzing student writing. The results of the analysis of student writing based on the rubric are then grouped into writing quality indicators, namely excellent (80–100), good (70–79), adequate (60–69), fair (50–59), and poor (40–49). These indicators are used not only to understand the overall quality of student writing but also to identify the writing difficulties faced by students during the writing process.