

CHAPTER III

RESEARCH METHOD

A. Research Design

Two research design categories exist: qualitative and quantitative. Creswell (2009) characterizes qualitative research as a contextual endeavor grounded in a naturalistic, interpretative worldview. Researchers employing qualitative methods delve into phenomena within their natural contexts to grasp and interpret them based on the meaning individuals attribute to them.

In support of this study, the researcher employs narrative inquiry as a research approach. Creswell, J. W., & Poth (2007) characterizes narrative research as the exploration of an individual's life events, involving the collection and analysis of firsthand stories. As highlighted from Clandinin & Connelly (2000), narrative research is an inquiry method wherein the researcher observes individuals' lives and encourages them to share their stories. The researcher often reconstructs this material into a narrative timeline. Ultimately, collaborative narrative involves blending perspectives from both the participant's and the researcher's life.

The research utilizes narrative inquiry to explore teachers' viewpoints regarding the integration of YouTube videos in English language learning. The approach is inspired by Creswell (2009) and is meticulously implemented for a

comprehensive narrative analysis within the study's framework. The operationalization of this method within the study involves the following procedures:

1. Define the Phenomenon

This step focuses on exploring student's perceptions on utilize YouTube video as learning English language media at SMP Hidayatullah Martapura. Identifying the issue serves as the study's goal, enabling the investigation of individual or social experiences. The aim of this research to explore on what aspect on student psychological aspect in utilize YouTube video as learning English language media and what are the challenges in utilize YouTube video for English learning as learning media in the classroom. To identify the phenomenon, the researcher gives the interview.

2. Participants Selection

Criteria for students with expertise in utilizing YouTube video in English language learning guide participant selection for this study. Participant were selected use purposive sampling, a technique that allows researchers to selected individuals with specific criteria relevant to the research focus. In this case, participants were eight grade students from SMP Hidayatullah Martapura who learn English language subject use YouTube video provided by the teacher in the classroom.

3. Gather Participant Stories

Participants share their experiences in a narrative framework, supplemented by other field texts obtained through interviews. In this step, the participants' stories and experiences about the what are psychological aspects and challenges they had while learn English language use YouTube video provided by the teacher in the classroom are gathered.

4. Re-story or retell the participants' story

Retelling or re-storying the participants' experiences in a cogent and significant way comes next, following the collection of stories. This entails arranging the gathered narratives into an orderly layout that encapsulates challenges encountered by students.

5. Collaborate with Participants

The researcher interacts with participants during data collection, ensuring data accuracy and validating the portrayal of their experiences. Inquiring about the participants' opinions, addressing any misunderstandings, and making sure the stories they are telling match their initial experiences are all part of this process.

6. Craft a Narrative of Participants' Experiences

In reporting, the researcher conducts a thematic analysis of the findings, categorizing subsections based on emerging themes. Theme analysis aids in comparing narratives, identifying common themes, and emphasizing individual

differences. A detailed report on the psychological aspects of students learning English using YouTube videos facilitated by their teachers in class and the challenges they face should be published with narratives collected and collaborated on with participants. These narratives specifically highlight the psychological aspects of students and the challenges they face in learning English language utilize YouTube videos in class.

7. Validate the Report's Accuracy

Throughout the process, the researcher collaborates with participants to collect, narrate, and report their stories. Validation techniques, such as member checking, triangulation, assessing data sources, and seeking disconfirming evidence, are employed before finalizing the findings report.

To ensure that students' experiences with the psychological aspects of learning English using YouTube videos in classrooms facilitated by their teachers and the challenges faced by students in learning are taken into account, these stages provide a structured and organized way to analyze and record the psychological aspects and challenges faced by students.

B. Research Setting

The researcher conducted at SMP Hidayatullah Martapura. The school is located in Jl. Irigasi Teluk Sanggar, Komplek Taman Hudaaya No.01 Desa Bincau Kec. Martapura. It carried out in 2025 for 2 months, the research started from April 27 to June 20, 2025. The reason behind the selection of this research location

is that teachers at this school have been using YouTube video-based learning media for English language learning, which meets the requirements for this research. The main focus of this research is to identify the psychological aspects that students experience when learning English utilize YouTube videos provided by their teachers in class, as well as the challenges that students face in utilizing YouTube videos as a learning media for English language learning in class. The researcher also obtained official permission to conduct the research at this school in accordance with the regulations and terms agreed upon by the school and the researcher. Participants in this research comprise the student of SMP Hidayatullah Martapura, specifically student of junior high school. The researcher gathers the data on the student's perspective on how YouTube video gives psychological impact on student in utilize YouTube video as English language learning media facilitated by their English teacher and what are the challenges faced by the students when learning toward English with YouTube video provided by their teacher in the classroom. There are 10 students who involved in this research, students selected in the form of 8th grade.

C. Participants

The researcher participants provided the source for study. The data was collected through interviews from the students of 8th grade of SMP Hidayatullah Martapura Junior High School, who become the participants in this research. The researcher selected 10 students to participate in this study, including 5 males and 5

females. The researcher chose 10 students because the participants met the criteria for contribute to this study. The participants gained learning experiences at school by using YouTube videos as a learning media provided by their teachers in class. In this study, English language was the main focus. The 10 selected participants agreed to further participate in this study with their identities and information anonymized and kept confidential. The researcher used an open-ended interview technique to extensively investigate the students' psychological aspects and obstacles in utilizing YouTube videos as English learning medium offered by teachers in the classroom. This strategy allows participants to openly share their ideas and anecdotes, resulting in rich and genuine data. Researchers found out what psychological aspects students developed while learning English using YouTube videos in classrooms facilitated by their teachers, and what challenges students faced in utilizing YouTube videos as a medium for learning English in the classroom.

D. Data

In this study, data was collected through open-ended interviews with 8th grade students at Hidayatullah Martapura Junior High School who studied English using YouTube video-based learning media in the classroom provided by their teachers. The primary objective of this study is to identify the psychological aspects of students that emerge during English language learning using YouTube videos in the classroom facilitated by their teachers, as well as the challenges they face.

Through the open-ended interview technique, participants can freely share their experiences and stories in alignment with the research questions and focus, resulting in relevant and reliable data.

E. Technique of Data Collection

Data collection is a crucial process to gaining the necessary information to clarify the success of the research. In carrying out Narrative Inquiry in this research, the researcher use interview to collect the data.

In conducting Narrative Inquiry for this research, the researcher opts for interviews to gather data.

The research employs a narrative interview approach to investigate how junior highschool students at SMP Hidayatullah Martapura have utilize YouTube videos as English language learning media. Kvale emphasized (1996: 174) as explained in Alshenqeeti (2014), an interview is “a conversation aimed at gathering descriptions of the [interviewee’s] life-world” to interpret the meanings of the “described phenomena.” Similarly, Schostak (2006: 54) adds that an interview is an extended discourse aiming to obtain ‘in-depth knowledge’ about a specific topic. Data is directly collected face-to-face with participants to ensure credible and researcher-accountable results. Audio-based interviews are conducted to facilitate processing and analysis, minimizing misunderstandings. The focus of data collection aligns with the study objectives, concentrating on teachers’ experiences and the

advantages of incorporating YouTube videos in English instruction to align with research goals.

F. Data Analysis

Narrative analysis bears a resemblance to the process of re-storying, as it involves the researcher utilizing interviews to gather descriptions of experiences, which are subsequently synthesized into coherent stories or narratives. The resultant narrative serves as the culmination of this form of narrative inquiry, elucidating the researcher's endeavor to interpret the mechanisms and rationale behind a particular outcome. This process entails the construction of a narrative that emphasizes specific insights regarding the causative factors of an event, rather than merely compiling a collection of tales and seeking overarching themes to facilitate a fundamental understanding of the narrative corpus. This study used all four theories of story analysis. Interactional analysis, in particular, focuses on the narrative interaction between the researcher and the participant. In this situation, the researcher and the storyteller have a joint conversation. The interactional method views storytelling as a collaborative undertaking in which both the storyteller and the listener co-create meaning to maintain interest. During the debriefing phase, the storyteller may offer personal narratives based on their lived experiences:

1. Telling

Interview questions in research must be meticulously designed to elicit information pertinent to the objectives of the study. As articulated by Maxwell (2013), "You should evaluate your interview questions based on whether they yield information that will help answer these questions." When formulated appropriately, interviews can serve as a valuable tool for extracting detailed and significant insights.

In addition to collecting personal anecdotes, the researcher also facilitated the integration of these experiences into narratives that align with the study's objectives. This approach enables the researcher to identify what are the psychological aspects of students learning English using YouTube videos in class and what are the challenges they face in utilizing YouTube videos as English language learning media in classroom.

2. Transcript

As defined by Maxwell, linking strategies use a variety of techniques to determine the relationships between the various components of a text, with the goal of comprehending the data, which may include, but is not limited to, an interview transcript or other textual materials within their contextual framework. "Connecting strategies" seek to comprehend the content by examining the links between textual parts, such as an interview transcript, within a larger context.

By employing this methodology, the researcher can identify relationships and patterns within the data that may otherwise remain obscured, thereby facilitating a more comprehensive analysis. This process for the researcher commences with an initial transcription of the narrative, followed by the distillation of the most salient elements. Subsequently, the researcher rephrases the transcript to enable a more in-depth examination, placing particular emphasis on the beginning and conclusion of the narrative.

3. Analyze

The act of rearranging interview materials helps us comprehend the fundamental nature of the conversation. To do this, it is critical to test, clarify, and extract meaning from the debates. Through diligent reading and attentive listening to the transcript on numerous occasions, we can gain ideas about how to effectively express the narrative in writing form.

This process transcends mere analysis for scholars. Researcher assume a pivotal role in selecting appropriate word choices, determining which details to emphasize, and structuring the narrative to effectively convey the intended message. Prior to arranging the information into a coherent narrative, researcher distill the content of the interview into its essential component