

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a qualitative approach. Researchers that employ a qualitative approach, produce comprehensive reports by compiling data from official documents, memoranda, personal papers, field notes, video recordings, and interview transcripts (Moeloeng, 2014). Understanding social action from the perspective of the community is the primary objective of qualitative research.

The method used by the researcher to find understanding in line with the specified emphasis and aims is known as the approach. This study employed a case study methodology in conjunction with a qualitative method.

A case study is a qualitative research method that delves into a complex issue in its real-life setting, allowing for a detailed understanding of critical events, interventions, policy developments, and program-based service reforms, particularly useful for in-depth appreciation. Following is a description of the steps:

1. Establish the broad case to investigate

Film analysis is one of the strategies applied to support students' critical thinking skills. researchers try to find cases that are in accordance with the application of films to analyze.

2. Establish the research questions

This study will address three research questions: How do elements of film supporting students' critical thinking through English film analysis in movie time program at Al-falah for girls? And, what are the students' difficulties in analyzing elements of film in movie time program at Al-falah for girls? This study will explore these two research questions.

1. Select the precise cases to be used

This research will take place at the English Program Dormitory of Al-falah Islamic Boarding School for Girls and focuses on how English film analysis in the Movie Time program supports students' critical thinking skills.

2. Determine data gathering and analysis techniques

In this study, researcher uses qualitative methods. Researchers will collect data through observing learning activities at school and conducting interviews with several students.

3. Prepare to collect the data

The researcher will prepare data on paper and with a pen to make it simpler to save and reuse data from the research.

4. Collect the data

Researcher collects evidence systematically. The data have to be clear on how data gathered from various sources to contribute overall study goals. Researcher collect data by conducting interviews, and observing how film analysis can be support students' critical thinking skills.

5. Analysis the data

Case study data is often, but not always, qualitative. Analysis is conducted both within and between instances in a multi-case study. Analysis leads to themes and conclusions regarding all cases, or their core. In order to obtain reliable and useful and usable results from the data, it is also important to ask the correct data analysis questions. Through this task should be supervised to allow for students with varying levels of language proficiency when using the movie analysis method applied to students' critical thinking skills. Students should receive feedback as they work through the task to help them become better at better use of language.

6. Prepare the report

The researcher reports the research results in the form of stories, quotations, and interview transcripts.

B. Research Setting

This research was conducted at Al-Falah Islamic Boarding School for Girls, Banjarbaru, specifically in the English Program Dormitory. The dormitory serves as a learning environment where students participate in structured English activities, including Movie Time sessions used to support English learning. The participants of this study were female students who were actively involved in the English program. The data for this research were collected during the Movie Time activity from September to October 2025.

C. Population and Sample/Participants

The participants of this research were members of the English Language Program Dormitory in the academic year 2024/2025. One dormitory consisted of approximately 40 students who actively participated in the Movie Time program. In addition, the program was supervised by two dormitory instructors who were involved in guiding the activities. The data of this research were generated from students' activities during the Movie Time sessions in the English dormitory. To obtain more in-depth information, six students were selected as interview participants to explore their perspectives and experiences in analyzing the film.

D. Data

Data is divided into two categories based on where it was obtained. Primary data and secondary data are examples of these categories. Primary data is information derived from the first resource, whereas secondary data is information derived from the second, third, and so on. As a result, primary data, not secondary data, has the highest level of legitimacy.

In this analysis, the primary data is the implementation of the learning process using "movie time" in supporting students' critical thinking while the secondary data is students' challenges in learning English using movie analysis.

E. Technique of Data Collection

This research used a qualitative approach. Researchers that employ a qualitative approach, produce comprehensive reports by compiling data from official documents, memoranda, personal papers, field notes, video recordings, and interview transcripts (Moeloeng, 2014). Understanding social action from the perspective of the community is the primary objective of qualitative research.

One particular approach to field research is the case study method. Field studies are examinations of events while they happen, with little to no intervention from the researchers. The case study seeks to get a thorough

understanding of the event being studied as well as to develop more general theoretical assertions on regularities in the observed events.

Measuring students' ability to apply critical thinking skills through film analysis, investigating efficient film analysis techniques, and determining the connection between students' language proficiency and critical thinking abilities are the main objectives of research on students' critical thinking abilities through film analysis in language learning. Furthermore, this study aims to assess the effectiveness of film-based language learning, provide a framework or manual for movie-based learning, and explore the role of film analysis in comprehensive learning that encompasses linguistic, social, and emotional domains. The advantages and disadvantages of using film analysis as a technique to help pupils hone their critical thinking abilities will also be examined by researcher.

The researcher will create targeted interview questions in order to assess students' critical thinking abilities through movie analysis in language acquisition. The researcher will first inquire about the students' preliminary comprehension of critical thinking abilities and how they relate to film analysis. The questions that follow will examine students' experiences with cinema analysis, as well as the aspects of movies that are thought to stimulate critical thinking abilities and their influence on language comprehension. Interviews can shed information on how students'

critical thinking abilities have changed as well as how watching movies has affected their enthusiasm and involvement in language acquisition. Using this method, the researcher was able to gather important information about how movie analysis affects students' critical thinking abilities when they are learning a language.

Researcher perform observations or make observations, in addition to conducting interviews as part of the data collection process. According to I. Gunawan (2022), the observation approach entails watching the behavior, actions, or occurrences of the individual or group of persons being studied, then recording the findings to determine what actually transpired.

F. Research Instrument

1. Interview

The researcher performed both organized and unstructured interviews in order to collect data. The purpose of using interviews was to obtain in-depth information about students' experiences, understanding, and difficulties in analyzing the story elements of the film during the Movie Time program. Through interviews, the researcher was able to explore students' perspectives, thinking processes, and interpretations that could not be fully observed through classroom activities alone.

Unstructured interviews were used to allow candid conversations and to clarify students' responses in a more flexible manner. The interview questions were verified by specialists to ensure their relevance to the research objectives. An unstructured interview might make gathering information considerably simpler for the interviewer, depending on the situation. Additionally, when gathering information, unstructured interviews preserve in-depth knowledge and provide richer data related to students' analytical abilities.

2. Observation

The researcher's capacity to understand motivations, beliefs, attention, unconscious behavior, habits, and other aspects is enhanced by observation (moeloeng, 2014). The act of closely and intently observing something or someone with the goal of comprehending it is or their essence, behavior, patterns, or subtleties is known as "deep observation." It entails being acutely aware of details and paying close attention to details. It also frequently calls for patience and the desire to observe for extended periods of time. Observation also allows the observer to live in the research subject's time period and capture the significance of cultural life in terms of the subjects' beliefs and points of view.

The purpose of using observation in this research was to obtain direct data related to students' activities, responses, and interactions

during the Movie Time program. Through observation, the researcher was able to identify how students analyzed the story elements of the film, how they participated in discussions, and how they demonstrated their analytical thinking in real learning situations. Observation also helped the researcher to support and validate the interview data by providing real-time evidence of students' behavior and engagement during the learning process.

G. Data Analysis

The process of giving the vast amount of gathered data order, organization, and interpretation is known as data analysis. The researcher will employ qualitative data analysis in this study. Analyzing qualitative data does not need the use of numbers. We obtain qualitative information from data sources such as observation notes, interviews, journal/diary entries, and recordings of student and/or teacher interactions in the classroom.

Data analysis involves a few steps. The first is capturing their speech to see whether or not there are any inaccuracies. On the field, data analysis was carried out both during and after data collection. The tasks related to the qualitative data were carried out in an interactive manner and were finished as needed. Three steps comprise data analysis: data reduction, data display, and drawing/verifying conclusions (Miles et al., 2014).

These are clear explanations about the data analysis process of this

research:

1. Data Reduction

The first stage in every data analysis process is data reduction.

Reduction is bringing the facts back to life, selecting the key elements, concentrating on what matters, and searching for the essential idea.

Reduced data will thus result in a clearer picture and make it simpler for the researcher to gather further data (Miles et al., 2014).

The following stages of these operations include choosing, narrowing down, and simplifying the raw data that was entered into the field note and record, as well as abstracting and converting it.

2. Data Display

The data must then be displayed once it has been reduced.

Presenting the data is gathering facts in an organized manner that allows one to draw conclusions and take action. The data will be sorted and ordered by being shown. It will therefore become more understandable. Data from the qualitative study can be displayed using flowcharts, draughts, brief descriptions, etc.

Some activities of display the data on this research are:

- a. Present the finished interview material that has been arranged into a written composition.
- b. Display the data from the observation about students' critical

thinking skills through film analysis in language learning at English Program Dormitory of Al Falah Islamic Boarding School Banjarbaru.

Researchers can draw conclusions from the data presented to address all of the research questions in this study.

3. Conclusion Drawing/Verification

After the data is shown, conclusion drawing and verification come next. Verification pertains to the methods that address research issues and objectives. The first judgment is provisional and subject to modification in the event that substantial evidence is lacking to warrant the following round of data collection. However, the conclusion is believable if it is backed up by reliable evidence and consistent with the researcher's subsequent fieldwork (Miles et al., 2014).

In this study, the comparison of observational and interview data is used to get the conclusion. Interview data will bolster observational data. Thus, the researcher will get conclusion about students' critical thinking through English film analysis in movie time at English Program Dormitory of Al Falah Islamic Boarding School Banjarbaru.