CHAPHTER III
RESEARCH METHOD

A. Research Method & Design

This research uses a qualitative approach with a phenomenological design. Qualitative research is to understand social phenomena based on the participants' point of view. In addition, according to Creswell (2016) that qualitative research is research that explores and understands the meaning of several individuals or groups of people who come from social problems. Qualitative research is a method used to explore and understand human behavior in a social context. This research often involves qualitative analysis of the data obtained (Saldana 2021).

Denzin and Lincoln (2021) define qualitative research as an approach that focuses on understanding and interpreting social phenomena from an individual's point of view. They emphasize that qualitative research involves data collection that is narrative and descriptive. This research uses a variety of data collection techniques, including observation, document analysis, and interviews. According to Sugiyono (2019), qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions (natural settings). Therefore, the characteristics of qualitative research primarily rely on descriptive aspects of data obtained from the field (Kaharrudin, 2021).

The researcher chose to use a qualitative approach that is suitable for this study. The researcher aims to find out students' perceptions of TED Talks as a medium in learning to speak. The researcher investigated the situation or phenomenon of realistic perspectives on learning through media. Phenomenological design was used in this study. Phenomenology is a qualitative research method that focuses on extracting meaning from the lived experiences of a number of people about a particular phenomenon or concept, with the aim of understanding the basic meaning (essence) of the experience from the perspective of the participants who experience it (Creswell, 2016).

B. Time and Place of Research

This study was conducted at Fatmawati Sukarno State Islamic University of Bengkulu, which is located at Jl. Raden Fatah, Kel. Pagar Dewa, Bengkulu city 38211. The use of TED Talks as a medium for learning to speak in Bengkulu's academic environment, especially at UINFAS, is still very limited. This provides an opportunity for researchers to present original findings and contribute to the development of learning methods at the institution. For the reason, the researcher has finished collecting data from 23 May to 23 June 2025 and has completed three instruments, observation, interview, and documentation.

C. Data Sources

According to Moleong (2005) the main data sources in qualitative research are words, and actions, the rest are additional data such as documents and others. The data sources that will be used in this study include:

1. Primary data, which is data collected directly by researchers from the original source for specific research purposes. This is new data that has never been published before. One of the primary data collection methods in this study is the interviews. The Interviews are a data collection technique that analyzes questions that have been systematically formulated in advance. Respondents are asked to answer several research questions related to students' perceptions of TED Talks in improving speaking skills.

2. Secondary data, which is an indirect source of data but can provide additional data that supports primary data. Secondary data sources can come from print and electronic media such as books and the internet to support the discussion and from other research results. Researchers can refer to articles that discuss the use of TED Talks in language learning to understand the context and previous findings. According to Braun & Clarke (2021), it is very important to conduct previous research to identify research findings and develop strong

arguments.

D. Research Subjects and Objects

1. Research Subjects

Research subjects are individuals or groups who are the source of data or who are subjected to research variables (Arikunto, 2010). In qualitative research, research subjects are usually referred to as "respondents", namely people who provide responses to research instruments. In this study, researchers used interviews and observation using purposive sampling techniques based on certain considerations relevant to the research objectives. The researcher's goal in this study is to collect detailed information from each participant.

The research subjects in this study are individuals who are selected based on certain criteria, namely 2nd semester students of the English study program, Faculty of Tarbiyah and Tadris, UINFAS Bengkulu. The study involved 51 participants consisting of students from four different classes. Second semester students of the English Department of UINFAS Bengkulu were considered appropriate for this study as they are in the early stages of their academic journey, where speaking skills are still being intensively developed. Their diverse

regional backgrounds make them a unique group to explore, as their perceptions of learning media may reveal how technology-based resources influence the early formation of speaking competence.

2. Research Objects

The object of research is something that is the focus of attention in a study. The object of research is an attribute or trait or value of people, objects or activities that have certain variables that will be studied by researchers to draw conclusions (Sugiyono, 2017). The object of research in this study is students' perceptions of the use of TED Talks in learning speaking skills.

E. **Data Collection Techniques**

In qualitative research, the researcher is the key instrument. Therefore, researchers must be validated by themselves about their ability to collect data. According to Marshall and Rossman in Sugiyono (2017), direct observation, interviews, documentation, and participation are the basic techniques used by qualitative researchers to collect data. Researchers will use observation and questionnaires in this study.

1. Observation

One of the data collection methods is observation, which is observing ongoing activities (Hardani et al., 2020). Observation is a data collection technique that

involves directly observing the phenomenon being studied (Rizky Fadilla & Ayu Wulandari, 2023). According to Sugiyono (2016), observation allows researchers to gain insights into behaviors and the meanings behind them. In this study, observation allows researchers to observe in detail how students use TED Talks in learning to speak. This helps in understanding the context, such as how the TED Talks content is presented to the students, how they interact with the media, and how the learning process takes place.

2. Interviews

The most important data collection technique used by qualitative researchers is interviews. Interviews can provide information that cannot be obtained through observation or can be used to validate observations. Interviews can be used to validate observation data based on research objectives (Ary et al., 2010). Stainback in Sugiyono states, "Interviews provide researchers with a way to gain a deeper understanding of how participants interpret a situation or phenomenon that cannot be obtained through observation alone". At this stage, interviews will aim to ask participants and obtain certain data that allows to answer research questions. This interview contains questions related to student engagement when

communicating using English. These questions were designed to identify students' constraints when speaking English.

Table 1. Research Indicators (Interviews)

No.	Aspect	Indicator	Questions
1.	Students' understanding of TED Talks	• An understanding of what TED Talks are and knowledge of the core characteristics of TED Talks	1. What do you know about TED Talks are according to your knowledge and understanding? 2. Did you know TED Talks before?
2.	Learning motivation of using TED Talks	• Increase intrinsic motivation and interest in learning speaking in university students. • Increase students' enthusiasm for learning to improve speaking skills.	3. Does watching TED Talks make you more motivated to learn speaking? 4. How did you feel after watching the video?
3.	Advantages of using TED Talks	• Ease of access and flexibility of use. • Variety of topics	5. What do you think are the advantages of using TED

		and inspiration from professional speakers.	Talks to improve speaking? 6. Do you think TED Talks help expand your vocabulary and global horizons?
4.	Challenges of using TED Talks	• Technical barriers and comprehension limitations. • Differences in accent or speed of speech of the speaker. • Reliance on subtitles or translation.	7. Do you ever find it difficult to watch the videos? 8. How do you overcome obstacles such as internet nerwork or subtitle dependency when watching TED Talks?
5.	Impact of using TED Talks	• Changes in students' speaking ability after using TED Talks. • Increase students' understanding and confidence	9. After watching the videos, did the TED Talks help you improve your pronunciation or confidence? 10. What do you think if TED Talks are applied in speaking

			class?

1. Questionnaires

Questionnaires, also known as questionnaires, are a data collection technique that analyzes systematically pre-formulated questions. Respondents are asked to provide any response that can be obtained through pre-defined answer options or by analyzing blank data. In quantitative research, questionnaires, sometimes known as questionnaires, are used to collect data from large samples (Creswell, 2014). Questionnaires are a method of data collection that involves providing respondents with written responses or detailed questions for review (Dillman, Smyth, & Christian, 2014; Oppenheim, 2000). Based on the form of the question, questionnaires can be categorized into two types, namely open-ended questionnaires and close-ended questionnaires. In this study, the researcher chose a close-ended questionnaire. A open-ended questionnaire is a questionnaire that has provided answer options to be selected by the object of research. The questionnaire (close-ended) was filled in by the respondents by describing the answers to the questions

regarding the respondents' views on students' perceptions of the use of TED Talks in speaking skills. To collect data, the author distributed questionnaires to participants and made observations.
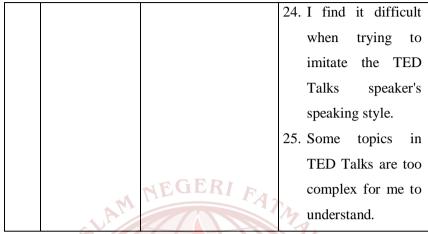
Table 2. Research Indicators (Questionnaires)

No.	Aspect	Indicator	Questions
1.	Purpose of using TED Talks	• Supports the purpose of using TED Talks in speaking lessons. • Understanding the use of TED Talks as a learning medium (1-10)	1. I use TED Talks to improve my English speaking skills. 2. The content in TED Talks helps me understand relevant global topics. 3. I use TED Talks as a reference in preparing a speech or presentation. 4. I use TED Talks as a source of inspiration for public speaking. 5. TED Talks help me practice my pronunciation in

			speaking English.
2.	Learning motivation of using TED Talks	• Increase learning interest and enthusiasm. • Increase students' enthusiasm for learning to improve speaking skills. (11-20)	6. I feel more motivated to learn speaking after watching TED Talks. 7. TED Talks make learning speaking more fun. 8. I feel challenged to speak in English after watching TED Talks. 9. TED Talks speakers inspire me to improve my public speaking skills. 10. I am motivated to imitate the speaking style of TED Talks speakers.
3.	Impact of using TED Talks	• Changes in students' speaking ability after using TED Talks.	11. After using TED Talks, my speaking skills have improved.

		• Increase students' understanding and confidence. (21-30)	12. I became more confident when speaking in English after watching TED Talks.
			13. I feel that my pronunciation has improved because of watching TED Talks.
			14. I can understand the structure of a speech or presentation thanks to TED Talks.
			15. TED Talks help me convey ideas more clearly in English.
4.	Advantages of using TED Talks	• Ease of access and flexibility of use.	16. I find TED Talks easy to access anytime and anywhere.
		• Relevance of material to real life and learning.	17. TED Talks videos can be repeated according to my
		• Benefits in improving	

		speaking skills. (31-40)	learning needs.
			18. The material presented in TED Talks is relevant to real life.
			19. TED Talks have varied and interesting topics.
			20. TED Talks speakers deliver the material in an inspiring way.
5.	Disadvantages of using TED Talks	• Technical barriers and comprehension limitations. • Accent differences or speaker's speaking speed. • Limitations on interaction in learning. • Reliance on subtitles or translation. (41-50)	21. I have trouble understanding because TED Talks speakers speak too fast.
			22. I sometimes have trouble understanding the speakers because they have different accents.
			23. Not all TED Talks material is appropriate for my level of English.

| | | | 24. I find it difficult when trying to imitate the TED Talks speaker's speaking style. |
| | | | 25. Some topics in TED Talks are too complex for me to understand. |

Sources: The indicators in this study were prepared based on adaptations of the findings from previous studies, with reference to Patty et.al (2023), Fitriyani et al. (2024), Tilwaniet al. (2024), and Syafrizal & Syamsun (2023)

Likert scale was used in this questionnaire. According to Sugiyono (2019) this scale is used to measure the opinions, attitudes, perceptions of a person or individual about social phenomena. There are 4 scales, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Respondents' answers to the assessment will be scored from 1 to 4, as described in the following table:

Table 3. Likert Scale

Score	Category
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Source: (Sugiyono, 2019)

F. Data Analysis

Data analysis is the process of systematically finding and organizing interview transcripts, field notes, and other materials that the researcher has collected to improve the researcher's own understanding of these materials and to enable the presentation of what the researcher has found to others. As indicated by the researcher, the findings of this study are presented in narrative form. Case study qualitative analysis methodology was used in this research. As a result, the analysis technique consists of three steps, none of which require calculations or statistical methods. Miles and Huberman in Sugiyono (2019) stated that the three processes of data analysis in qualitative research are data reduction, data display, and data verification.

The researcher used the triangulation method to ensure the validity of the data. Triangulation is defined as checking data from different sources, techniques, and time collected to ensure its validity (Nurfajriani et al., 2024). Since this study will use

various data collection methods, including documentation, interviews, and observation, triangulation of techniques will be used. The aim of this research is to obtain mutually validating data to answer the research questions.

1. Data Reduction

    Data reduction is the process of reviewing data and distinguishing relevant data from irrelevant data. In addition, data reduction is also used to select and transform data from written form through data segmentation and summary. In this study, after the data is obtained through a open-ended questionnaire, the researcher will review and simplify the results of the questionnaire by selecting the respondents' answers. The researcher will focus the analysis on respondents who give negative perceptions towards the use of TED Talks in speaking learning, especially respondents who feel unhelpful in improving their speaking ability. The questionnaire results will be processed to identify the main obstacles faced by the respondents, such as internal or external factors that might affect the effectiveness of TED Talks in supporting their learning.

2. Data Display

    Data display is the second component of qualitative data analysis. After reducing the data, researchers will organise the data into a concise form with the aim that

researchers and readers are easier to read. Then, after displaying the data of each result from observation, interviews and documentation, the researcher will present in the form of narrative text and tables that will show how the processes that occur including the analysis of students' speaking skills in daily activities.

3. Data Verification

Data verification is the last step which consists of summarizing the data that has been collected by the researcher. In this process, the researcher interprets the results of the display data analysis so that the results of this interpretation can be used to determine certain findings from the data that the researcher has obtained from the respondents. After collecting all the data, the researcher turned it into descriptive so that it was easier to understand. Then, the researcher re-examined the results of the interview, and the results were presented in paragraph form. The interview results are considered the final stage of data analysis. After that, the researcher can summarize all the data in the form of qualitative descriptions.