

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative research approach with a phenomenological design. The phenomenological design was chosen because the study aims to explore and understand the lived experiences and perceptions of English Study Program students regarding their habit of watching English movies in developing their English speaking skills. Through in-depth interviews, the researcher seeks to identify the meanings, experiences, and common themes shared by participants concerning the role of English movies in improving their speaking ability. The qualitative approach was chosen because the study aims to understand the experiences, perceptions, and meanings constructed by participants in a natural context, rather than to measure statistical relationships between variables. Qualitative research allows researchers to obtain in-depth, contextual, and interpretive data through direct exploration of social phenomena. According to John W. Creswell, qualitative research is an approach used to explore and understand meanings perceived to stem from social or human issues, in which researchers collect data in the form of words and analyze them inductively. This aligns with research indicating that the qualitative approach is used to deeply understand individuals' experiences, behaviors, and perceptions within an educational context.

Phenomenology was chosen as the research design because it focuses on understanding the essence of participants' lived experiences regarding a particular phenomenon. In this study, the phenomenon under investigation is the habit of watching English movies and its

perceived contribution to the development of students' speaking skills. Phenomenological research aims to reveal how individuals experience a phenomenon, how they interpret it, and what meanings they attach to that experience. (Nasir et al., 2023) According to recent studies on qualitative phenomenology, the phenomenological approach is used to explore human consciousness, experiences, perceptions, and meanings that emerge from individuals' interactions with specific phenomena in their lives. (Muhammad Zulfikar¹, Asih Sukasih², Yuliza Dwi Andini³, 2023) Through this approach, researchers can understand a phenomenon from the participants' perspectives rather than from external assumptions.

Furthermore, the phenomenological design is considered appropriate because this research emphasizes students' personal experiences in engaging with English movies and how these experiences influence their speaking ability development. The focus is not merely on the outcomes of learning but also on the process through which students experience, interpret, and internalize language exposure obtained from English movies. Through in-depth interviews and reflective exploration, researchers can identify common themes that represent the essence of students' experiences in improving their speaking skills through movie-watching habits.

In qualitative phenomenological research, participants are selected based on their direct experience with the phenomenon being studied. Therefore, the participants of this study are fourth-semester students who regularly watch English movies and have experiences related to the development of their English speaking skills. Their experiences are expected to provide comprehensive insights into how movie-watching habits contribute to language learning, particularly

speaking development. Phenomenological studies are particularly suitable for answering questions related to “what” and “how” individuals experience a phenomenon and for uncovering meanings that may not be visible through quantitative methods. (Rifiyanti & Dewi, 2022)

The research design is also descriptive in nature because it seeks to systematically describe participants’ experiences and perceptions based on data collected in the field. The descriptive qualitative approach allows researchers to present detailed accounts of participants’ perspectives while maintaining the authenticity of their experiences. Through this design, the researcher aims to capture the complexity of students’ experiences and provide a comprehensive understanding of the relationship between watching English movies and speaking skill development.

The selection of a qualitative phenomenological design is based on several methodological considerations. First, students’ perceptions and experiences are subjective and cannot be adequately measured through numerical data. Second, the phenomenon under investigation involves personal interpretations and meanings that require in-depth exploration. Third, phenomenology enables researchers to uncover the essence of participants’ experiences and understand how those experiences shape their perceptions of language learning. Therefore, a qualitative phenomenological approach is considered the most appropriate design for this study because it facilitates a deeper understanding of how students experience the habit of watching English movies and how these experiences contribute to the development of their English speaking skills within authentic language learning contexts.

B. Researcher Present

In qualitative research, the researcher serves as the key instrument, playing a direct role in the processes of data collection, management, and analysis. Therefore, the researcher's presence in the field is an absolute and inseparable element of the entire research process. This aligns with the view of Creswell and Poth (2023), who state that in qualitative research, the researcher functions as the primary data collector because only humans are capable of capturing meaning, understanding context, and interpreting participants' experiences in depth. (Sofiana et al., 2025) In this study, the researcher acts as both an instrument and a data collector, actively involved in the research process from the planning stage, through data collection, to analysis and drawing conclusions. The researcher directly conducted interviews, observations, and collected relevant documents to explore students' perceptions and experiences regarding the habit of watching English movies and its contribution to speaking skills.

Although this study utilized supporting instruments such as interview guidelines, observation sheets, voice recorders, field notes, and documentation, these instruments served only as aids. The primary role remained with the researcher as the key instrument who determined the focus of data collection, interpreted the meaning of informants' responses, and adapted the data collection process to the dynamics in the field. This aligns with Miles, Huberman, and Saldaña (2022), who emphasize that non-human instruments in qualitative research are merely supplementary and cannot replace the researcher's role in understanding phenomena contextually. (Nyangfah Nisa Septiana, Zulfatul Khoiriyah, 2024)

In conducting this study, the researcher acted as a participant observer. This means that the researcher is not fully involved as part of the students' academic activities but maintains limited and appropriate interaction with the research subjects to obtain authentic data. The researcher is present within the research context to observe, interview, and interact with students without altering or manipulating the existing learning situation. According to Yin (2022), the role of the participant observer in qualitative case studies offers advantages because the researcher can understand phenomena within their social context without having to be a full participant in the research subjects' activities. (Supriandi et al., 2025)

The researcher's status as a researcher is clearly known to the research subjects or informants. Before data collection begins, the researcher explains the research objectives, data collection procedures, and the researcher's role to the informants. This is done to uphold the ethical principles of qualitative research, particularly regarding transparency, informed consent, and the informants' comfort throughout the research process.

With researchers present directly in the field as the primary instrument, this study is expected to yield in-depth, meaningful, and contextual data, thereby providing a comprehensive empirical picture of students' perceptions of the habit of watching English-language films and its impact on their speaking skills.

C. Research Location

This study was conducted at the English Study Program, Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University (UINFAS) Bengkulu, with the research subjects being fourth-semester students in the 2025–2026 academic year. This location was selected

through purposive sampling, taking into account the suitability of the academic context, student characteristics, and its relevance to the research focus on students' perceptions of the habit of watching English-language films and its impact on speaking proficiency.

Geographically, UIN Fatmawati Sukarno Bengkulu is located in Bengkulu City, Bengkulu Province, specifically on Jl. Raden Fatah, Pagar Dewa Village, Selebar District, which is one of the centers of higher education in the western coastal region of Sumatra Island. The campus has adequate educational facilities, including lecture halls, discussion rooms, and language learning support facilities such as multimedia rooms and access to digital learning resources. The relatively conducive campus environment supports academic processes and student interaction in both formal and informal learning activities.

D. Data Source

In this study, the data sources are classified into primary data and secondary data, which are used to obtain a holistic understanding of students' perceptions of watching English movies in enhancing speaking skills.

1. Primary Data

Primary data are the main data obtained directly from the participants who experience the phenomenon being studied. In qualitative research, primary data play a central role because they provide first-hand, in-depth, and contextual information. According to Palinkas et al. (2023), primary data in qualitative studies are collected from selected participants who have direct experience with the research topic, allowing researchers to explore meanings, perceptions, and lived experiences. In this research, the primary data are obtained from fourth-semester students of the English Study

Program at UIN Fatmawati Sukarno Bengkulu, students who have the habit of watching English movies and students with good speaking skills,

The selection of participants uses purposive sampling, which is considered appropriate in qualitative research. According to Campbell et al. (2022), purposive sampling is widely used in qualitative studies to select participants who are information-rich and relevant to the research objectives. The number of participants was adjusted to data needs until saturation was reached. The primary data in this study are collected through In-depth interviews to explore students' perceptions, experiences, and opinions

2. Secondary Data

Secondary data are supporting data obtained from documents chceelist and other relevant sources to complement primary data. Secondary data are important in qualitative research to enhance data credibility and triangulation. According to Aspers & Corte (2023), secondary data in qualitative research include documents, records, and written materials that help researchers understand the context and validate primary findings. In this study, secondary data include interview transcripts, documentation (photos, recordings, etc)

Additionally, Tracy (2022) states that documents serve as valuable data sources because they provide stable, detailed, and context-rich information that can support interpretation.

E. Data Collection Techniques

The data collection techniques used in this study include in-depth interviews, and documentation to obtain comprehensive data on students' perceptions of their habits regarding watching English movies :

1. In-depth interview

In-depth interviews were used as the primary method for gathering detailed insights into students' perceptions. The interviews were conducted in a semi-structured format using the following approach:

- a. Developing interview guidelines based on the research question
- b. Selecting participants and conducting face-to-face interviews
- c. Recording the interviews
- d. Transcribing the data and verifying the interview results.

In-depth interviews allow researchers to obtain comprehensive information regarding participants' experiences, opinions, and perceptions. Recent studies indicate that qualitative interviews are the most commonly used method because they yield in-depth data on participants' feelings, opinions, and experiences. (Sciences et al., 2022)

The interview procedure includes:

- a. Scheduling interviews with selected informants, either in person or online as needed.
- b. Using an audio recorder to clearly record the conversation (high fidelity)
- c. Transcribing the conversation verbatim to ensure that all information disclosed by the informant is accurately and comprehensively recorded, so that it can be analyzed thematically.

In this study, interviews were conducted with 16 participants to investigate students' perceptions of watching English movies as a habit in developing English speaking skills at the English Study Program of Fatmawati Sukarno State Islamic University of Bengkulu

2. Documentations

Documentation was used as a supporting technique to corroborate the interview data. The documentation collected included the participants' history of watching English-language films, study results cards, photographs of the interview sessions, interview recordings, and other documents relevant to the research. The documentation process involves identifying relevant documents, collecting written or visual data and classifying documents and integrating them with interview results.

In qualitative research, documentation serves as supplementary data that aids in data triangulation, thereby enhancing the credibility of research findings. Recent methodological research indicates that the combination of interviews and documents is a primary technique in qualitative data collection for achieving a comprehensive understanding. (Kittur & Tuti, 2024) (Kittur & Tuti, 2024)

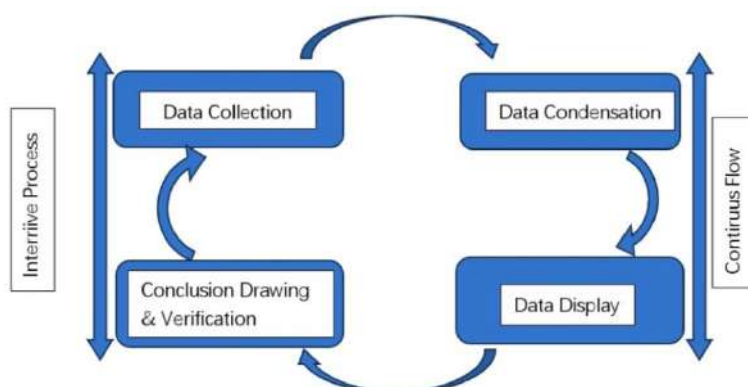
F. Data Analysis Techniques

The data analysis technique used in this study is the interactive qualitative data analysis model developed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, which comprises four main stages: data collection, data condensation (data reduction), data display, and conclusion drawing and verification. This technique was chosen because it is appropriate for research focused on students' perceptions

of the habit of watching English movie in developing speaking skills. (Goldfeld et al., 2022). During the data reduction phase, the researcher selected, focused, simplified, and organized the data obtained from interviews and documentation. The data collected in the field were transcribed and then coded based on themes such as movie-watching habits, benefits for speaking skills, difficulties, and student strategies. (Serrano, 2023). The next stage is data presentation, in which the researcher organizes the data into descriptive narratives, categorical tables, or thematic matrices so that patterns of relationships among the data can be clearly identified. The final stage is drawing conclusions and verification, which involves interpreting the meaning of the data and ensuring the consistency of findings through data re-examination, triangulation, and discussion with the supervisor.

The selection of the interactive data analysis model is based on the dynamic nature of qualitative research, which unfolds continuously throughout the research process. This model allows researchers to conduct analysis from the very start of data collection until the research is completed, enabling the data to be explored in depth on an ongoing basis. Additionally, this technique is effective for analyzing in-depth interview data and documentations because it produces systematic and credible findings. Recent research indicates that the interactive data analysis model provides a clear analytical structure and enhances the validity of qualitative research findings through the iterative processes of data reduction, display, and verification. This technique also enables researchers to identify key themes inductively in alignment with the research focus.

Miles, Huberman & Saldana's Interactive Model for Qualitative Data Analysis Applied to "Students' Perceptions of English Movies Habit"



1. Data Collection

Data collection is the initial stage, which involves gathering all information from the field at the research site, namely the the fourth-semester of English Study Program, Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu. The activities carried out included interviews and documentation as sources of triangulated data.

2. Data Condensation

At this stage, the researcher begins the process of selecting, focusing, simplifying, and discarding irrelevant data, as well as transforming the raw data collected in the field. During this phase, the researcher repeatedly reads all interview transcripts to gain a comprehensive understanding of the data.

The data condensation process is performed by:

- a. Identify informants' statements relevant to the research focus, such as students' perceptions of watching English-language films, their learning experiences through films, and their views on the impact of these films on their speaking skills.

- b. Assigning codes to data segments with similar meanings, such as codes related to learning motivation, vocabulary expansion, speaking confidence, pronunciation, and speaking fluency.
- c. Grouping these codes into temporary categories or themes that reflect patterns of meaning within the data.

Data condensation aims to ensure that the analyzed data is truly relevant to the research objectives, without losing the essence of the meaning conveyed by the informants.

3. Data Display

After the data has been reduced, the next step is data presentation. Data presentation is carried out to organize the reduced information so that it is easy to understand and analyze further. In this study, data presentation was conducted in the form of descriptive narratives.

The data, which has been grouped based on main themes, is presented systematically to demonstrate the perceptions of students with good English speaking skills regarding the habit of watching English movie, students' experience with using English movie as a tool for developing their speaking skills and which aspects of speaking skills are perceived to develop through the habit of watching English movies

4. Drawing Conclusions and Verification

The final stage of data analysis involves drawing conclusions and verification. At this stage, the researcher begins to interpret the meaning of the data, formulate key findings, and conclude how students' perceptions of watching English movies are believed to impact their speaking skills.

Conclusions are not drawn hastily but through a repeated verification process by comparing the interview results obtained from each informant (source triangulation), reviewing raw data to ensure the consistency of findings, linking empirical findings to relevant theories and previous research results. This verification process is conducted to maintain the credibility and validity of the findings, ensuring that the resulting conclusions truly reflect the reality experienced by the research subjects.

Characteristics of Data Analysis in This Study

In line with the principles of qualitative research, the data analysis in this study is:

- e. Inductive, meaning that findings and concepts are developed from field data, rather than tested against pre-determined hypotheses.
- f. Interpretive, as the researcher seeks to understand the meaning of students' experiences from their own perspectives.
- g. Contextual, taking into account the social, cultural, and academic context in which the research was conducted.

Thus, through this systematic and continuous data analysis process, the study is expected to yield in-depth, meaningful, and relevant findings in explaining students' perceptions of the use of English-language films and their impact on their speaking skills.

G. Data Validity Check

In qualitative research, data validity (trustworthiness) is a crucial aspect for ensuring that the findings and interpretations produced are truly reliable and accurately represent the phenomena under study. Unlike quantitative research, which uses traditional concepts of validity

and reliability, qualitative research employs four main criteria to ensure data validity: credibility, transferability, dependability, and confirmability. These concepts are widely used in qualitative research as standards for assessing the quality and reliability of research findings. (Fikri et al., 2025)

1. Credibility

Credibility refers to the extent to which research findings reflect reality from the perspective of the research participants, such that the findings can be trusted as an accurate representation of their experiences. To enhance the credibility of the data in this study, the researcher employed a number of strategies, including:

- a. Prolonged engagement, which refers to a sufficiently long and intensive engagement process that allows researchers to gain a deep understanding of the social and academic context and minimize distortions in understanding. (Rahmayati & Prasetyo, 2022)
- b. Source triangulation, which involves comparing data obtained through interviews to assess consistency and minimize bias (Fikri et al., 2025)
- c. Member checking, in which portions of the transcript or interpretation of findings are presented back to the informants to ensure that the interpreted meaning aligns with what they intended. (Putri & Murhayati, 2025)
- d. Peer debriefing, which involves discussing the research with fellow researchers or an advisor to gain an external perspective and refine the interpretation of the data. (Firdausi et al., 2025)

By implementing these strategies, the researcher seeks to capture students' meanings and experiences authentically and

minimize the likelihood of subjective bias arising from the researcher's involvement in data collection and analysis.

2. Transferability

Transferability refers to the extent to which research findings can be applied or transferred to other similar contexts. Because qualitative research is contextual in nature, the researcher does not attempt to make statistical generalizations but provides a rich and detailed description of the research setting, the informants' profiles, and the sociocultural context of UIN Fatmawati Sukarno Bengkulu so that readers or other researchers can assess whether these findings are relevant to other contexts. (Fikri et al., 2025)

Clear documentation of the research setting, student characteristics, and learning context is part of the effort to enhance generalizability. The researchers provide a detailed description of the research conditions so that readers can assess the applicability of these findings to phenomena in similar contexts.

3. Dependability

Dependability relates to the consistency of the research process over time and whether the process can be logically traced. To achieve dependability, researchers compile an audit trail report that includes methodological notes, research decisions, and reflective documentation throughout the data collection and analysis process.

Recording research steps, including interview procedures and thematic analysis, allows researchers to account for the stages carried out. The researcher's reflective notes are also kept as part of the documentation to demonstrate how interpretations evolved based on the collected data. (Fikri et al., 2025)

4. Confirmability

Confirmability relates to the objectivity of data and research interpretation. Although qualitative data is subjective, the use of triangulation techniques and systematic documentation helps ensure that research findings are not merely the result of the researcher's perspective, but are truly grounded in field evidence. Confirmability is maintained by preserving all interview transcripts and other artifacts as part of the data archive and engaging in critical reflection to identify potential researcher bias. (Fikri et al., 2025)

This study also employs several supporting strategies recommended in the qualitative methodology literature, such as:

Negative case analysis, which involves examining data that appears to differ from or contradict general patterns in order to enrich our understanding of the phenomenon. (Fikri et al., 2025) An audit trail is a complete documentation of the data collection and analysis process, enabling readers or other researchers to verify the accuracy of the steps taken.

Efforts to verify the validity of the data in this study were carried out by applying four criteria of trustworthiness: credibility, transferability, dependability, and confirmability. By implementing strategies such as extended fieldwork, triangulation of methods and data sources, member checking, comprehensive documentation, and an audit trail, the researcher sought to ensure that the research findings truly reflect the reality and experiences of the students studied.

H. Stages of the Research

This study was conducted through several interrelated stages that were systematically organized to align with the processes of data collection and analysis. The stages of the research are described as follows:

1. Preparation Stage

At the preparation stage, the researcher prepared the research design and developed research instruments related to students' perceptions of watching English movies and their influence on English speaking skills. The researcher designed interview guidelines and documentation checklists based on the indicators of students' perceptions, including motivation, learning engagement, confidence, speaking practice, vocabulary improvement, pronunciation development, and fluency. In addition, the researchers selected the study participants, namely fourth-semester students in the English Study Program at Fatmawati Sukarno State Islamic University in Bengkulu who are accustomed to watching English movie and possess good English speaking skills.

The researcher also coordinated with the lecturer and obtained permission to conduct the research. The schedule for data collection was arranged to ensure that the research activities were conducted systematically and in accordance with the academic calendar.

2. Data Collection Stage

At this stage, the researcher collected data using qualitative data collection techniques. The primary data were obtained through semi-structured interviews with selected students to explore their perceptions of watching English movies and its role in enhancing their English speaking skills. The interviews focused on students' experiences, habits, opinions, and perceived benefits of watching English movies. In addition, the researcher conducted observations to identify students' speaking behavior and engagement during classroom activities. Documentation such as students' speaking assignments, learning activities, and supporting evidence related to students' movie-watching habits were also

collected to strengthen the research findings. These data sources were used to obtain comprehensive and in-depth information.

3. Data Analysis Stage

After the data were collected, the researcher analyzed the data using the Miles, Huberman, and Saldana interactive model. The first step was data reduction, in which the researcher selected, focused, and simplified the raw data obtained from interviews and documentation. The second step was data display, where the researcher organized the data in the form of descriptive narratives, tables, and categorized themes related to students' perceptions and speaking skill improvement. The final step was drawing conclusions and verification. At this stage, the researcher interpreted the findings to identify patterns of students' perceptions of watching English movies and how these habits contributed to improving their English speaking skills, including aspects of fluency, vocabulary, pronunciation, confidence, and speaking practice.

4. Interpretation and Reporting Stage

The final stage of the research was interpreting and reporting the findings. The analyzed data were interpreted by relating them to the theories of students' perception, movie-based learning, and speaking skills development. The researcher described the students' perceptions and explained how watching English movies influenced their English speaking abilities. The research findings were presented in the form of descriptive explanations, categorized themes, and excerpts from students' interview responses. These findings were discussed in detail in Chapter IV. Based on the findings, conclusions were drawn, and recommendations for students, lecturers, and future researchers were presented in Chapter V.