

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodological framework that guides the present study, ensuring a rigorous approach to investigating the research problem. It systematically discusses several key components, including the research participants and the research site, selected to provide rich and contextually relevant data. Furthermore, the specific instruments employed for data collection are detailed to ensure measurement validity and reliability. To provide a comprehensive overview, the chapter elaborates on the techniques of data analysis alongside the ethical considerations that strictly underpin the entire research process to protect participant autonomy and integrity. Each of these segments is explained in detail in the following sections, ensuring clarity, transparency, and logical coherence in how the study was conducted (Williams, 2022)

This design was selected because the primary objective of this research is to gain an in-depth understanding of how YouTube-based pedagogical practices are implemented and how they contribute to vocabulary development among EFL learners. Studying this phenomenon within the specific context of an Islamic boarding school (*pesantren*) provides unique contextual dynamics, particularly due to institutional constraints such as limited gadget access and regulated media exposure (Rizki Muhammad et al., 2026) Therefore, a qualitative approach is exceptionally suitable for capturing these underlying challenges, as it allows for a nuanced exploration of participant experiences within their natural educational setting

In the era of globalization, utilizing online platforms for language learning has become increasingly prevalent. This study explores the use of the YouTube channel "English with Lucy" as a learning medium to enhance high school students' English speaking skills. The research aims to investigate the effectiveness of the "English with Lucy" YouTube channel in improving students' vocabulary, pronunciation, and grammar usage. Employing a qualitative descriptive approach, this study conducted observations and in-depth interviews with 26 high school students who actively engaged with the channel's content over a period of six weeks (Simbolon & Ismahani, 2024).

3.1 Case Study

This study employs a qualitative case study approach to examine the phenomenon under investigation. A case study design is particularly well-suited for this research as it facilitates an in-depth, "up-close" exploration of a complex issue within its real-world context (Sholeha & Wahyudi Karimullah, n.d.). Rather than focusing on generalized statistical patterns, this design allows the researcher to conduct a nuanced examination of the unique environment of an Islamic boarding school (*pesantren*), where learners' engagement with digital tools such as YouTube is shaped by distinct institutional rules and context-specific dynamics.

3.2 Research Participants

The participants in this study consisted of English teachers and first-grade high school EFL students at the selected Islamic boarding school. Teachers were involved due to their central role in designing lesson plans, selecting YouTube-based learning materials, and facilitating classroom activities. Their participation

was essential to gain pedagogical insights into how video media is integrated into vocabulary instruction. Meanwhile, students were selected as the primary participants because they directly experienced the learning process, allowing them to provide detailed accounts regarding their engagement, learning difficulties, and progress in vocabulary acquisition through YouTube-based activities (Williams, 2022)

To select the participants, the researcher employs a purposive sampling technique. The participants for this study are selected through purposive sampling. According to (Islam & Sayeed Akhter, 2022), this technique allows the researcher to intentionally choose individuals who can provide rich information to help understand the central phenomenon and effectively answer the research questions. The researcher does not interview all of the students, but selects 5 representative students based on specific criteria derived from the classroom observations result.

Overall, this research participant group offered a meaningful context for exploring the implementation of YouTube-based pedagogy in vocabulary instruction and for identifying factors that support or hinder effective vocabulary learning among EFL students in Islamic boarding school settings.

3.3 Research Site

The present study will be conducted at Al-Jaohar Islamic Boarding School located in Panjalu, Ciamis. This site was intentionally selected through a purposive sampling method, as it represents a unique educational environment that integrates modern English Foreign Language (EFL) instruction with traditional Islamic values.

This study was conducted at an Islamic boarding school in Indonesia, selected due to its distinctive educational environment that integrates religious instruction with general academic subjects according to Subaketi et al, (2022). English is taught as a compulsory subject, making it an appropriate site for investigating YouTube-based pedagogy for vocabulary development (Ardianti & Chabibah, 2025). The structured and residential nature of the boarding school provides a controlled environment, allowing for close observation of instructional practices (Gemilang et al., 2025).

Within this research site, classroom learning activities involved the use of YouTube videos as learning media. As suggested by (Anisa, 2025), the use of audiovisual media facilitates better engagement. During sessions, students completed tasks such as writing summaries and identifying difficult words, an approach that aligns with (Fathi & Rahimi, 2022) findings on vocabulary task integration. Furthermore, focusing on challenging pronunciation through YouTube content is an effective strategy for EFL learners (Simbolon & Ismahani, 2024).

Overall, this research site offered a meaningful context for exploring the implementation of YouTube-based pedagogy in vocabulary instruction and for identifying factors that support or hinder effective vocabulary learning among EFL students in Islamic boarding school settings.

3.4 Data Collection Techniques

The data collection techniques used in this study included observation, interviews, and document analysis, with the complete research instruments

enclosed in the appendices. Observation was conducted to directly examine YouTube-based pedagogical practices in teaching English vocabulary at the Islamic boarding school, focusing on students' activities while watching videos, noting vocabulary items, and participating in classroom discussions. Furthermore, semi-structured interviews were carried out with teachers and students to obtain in-depth insights into their experiences, perceptions, and responses toward integrating YouTube videos into vocabulary development. In addition, document analysis was conducted on instructional materials, lesson plans, and the YouTube videos used during teaching to triangulate and validate the findings obtained from observations and interviews. (Williams, 2022)

3.5 Data Analysis Techniques

This study employed a qualitative data analysis technique following the interactive model of data reduction, data display, and conclusion drawing and verification. This analytical framework was selected because it allows the researcher to systematically interpret complex qualitative data and to gain an in-depth understanding of the implementation of YouTube-based pedagogy for vocabulary development among EFL learners in an Islamic boarding school context. This model is widely used in qualitative case studies as it emphasizes continuous interaction between data collection and analysis (Mihas, 2022)

The first stage, data reduction, involved selecting, focusing, clarifying, and transforming the raw data obtained from classroom observations, semi-structured interviews with teachers and students, students' written tasks, and instructional documents. During this phase, the researcher systematically identified key data

directly relevant to the implementation of YouTube-based pedagogy, specifically focusing on video integration techniques in vocabulary instruction, student engagement during media interaction, and overall responses to audiovisual materials. Additionally, students' written summaries and vocabulary logs were analyzed to capture concrete evidence of vocabulary recognition, contextual word comprehension, and pronunciation awareness. Irrelevant or redundant data were systematically excluded to maintain analytical clarity and focus throughout the study(Williams, 2022)

The second stage, data display, was conducted by organizing the reduced data into descriptive narratives, thematic categorizations, tables, and selected excerpts from interview transcripts and students' written work. This step enabled the researcher to identify patterns, relationships, and emerging themes related to how YouTube-based learning activities were implemented and how they influenced students' engagement and vocabulary learning. Presenting data in an organized and systematic manner helped facilitate deeper interpretation and supported the identification of meaningful connections across data sources (Suriandjo, 2024).

The final stage, conclusion drawing and verification, involved interpreting the displayed data to generate findings related to the effectiveness and challenges of implementing YouTube-based pedagogy in vocabulary instruction. Conclusions were not drawn instantly but were continuously refined and verified throughout the analysis process. To enhance the credibility of the findings, this study applied data triangulation by comparing information obtained from classroom observations, interviews, students' learning tasks, and documentation. This cross-checking

process ensured that interpretations were supported by multiple sources of evidence and strengthened the trustworthiness of the study (Marks, 2025).

Through these systematic stages of qualitative data analysis, the researcher was able to obtain a comprehensive understanding of how YouTube-based pedagogical practices were implemented and how they contributed to EFL learners' vocabulary development within the Islamic boarding school setting.

3.6 Trustworthiness Data

To ensure the trustworthiness of the data, this study applied four criteria of qualitative research trustworthiness: credibility, transferability, dependability, and confirmability. These criteria were used to enhance the rigor and validity of the findings related to YouTube-based pedagogical practices for vocabulary development among EFL learners at an Islamic boarding school.

Credibility was established through prolonged engagement and persistent observation during the teaching and learning process. The researcher conducted classroom observations and interviews to gain a deep understanding of how YouTube videos were integrated into vocabulary instruction. Triangulation of data sources, including observations, interviews, and documentation, was also employed to ensure that the findings accurately reflected the participants' experiences and perspectives. (Williams, 2022)

Transferability was addressed by providing rich and detailed descriptions of the research context, participants, and instructional practices. By clearly describing the implementation of YouTube-based pedagogy in the Islamic boarding school

setting, this study allows readers and other researchers to determine the extent to which the findings may be applicable to similar EFL learning contexts.

Dependability was ensured by maintaining consistency in the research procedures and clearly documenting each stage of the data collection and analysis processes. The use of observation sheets, interview guides, and systematic data analysis procedures enabled the research process to be transparent and replicable, thereby enhancing the reliability of the findings. Confirmability was achieved by ensuring that the findings were derived from the data rather than the researcher's personal assumptions or biases. This was accomplished through careful documentation, data triangulation, and the use of direct evidence such as observation notes, interview excerpts, and learning documents. These strategies helped ensure that the conclusions were grounded in the collected data.

3.7 Concluding Remarks

Chapter III has outlined the methodological framework adopted in this study, including the qualitative case study design, the criteria for selecting research participants and site, and the procedures used for data collection through observation, interviews, and document analysis. The chapter has also explained the interactive model of data analysis comprising data reduction, data display, and conclusion drawing and verification, as well as the strategies employed to ensure the trustworthiness of the data through credibility, transferability, dependability, and confirmability. With this methodological foundation in place, the next chapter presents the results obtained from the field and discusses these findings in relation to the theoretical framework established in Chapter II