

CHAPTER III

RESEARCH METHOD

3.1 Research Design

In creating the final product for this research, the author uses the Research and Development (R&D) method. R&D is a research method in which the final result is a specific product that is later tested for its effectiveness in achieving a particular goal (Sugiyono, 2017). This method will help the author understand the audience's needs and interests, design the documentary video, and measure the effectiveness of the design and production process to obtain the necessary feedback. Creating this documentary also requires relevant data and information to develop a concept that aligns with the objectives.

Sugiyono (2017), in his book, explains that there are ten stages used in the Research & Development (R&D) method. The ten stages are as follows: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, (7) product revision, (8) usage testing, (9) product revision, and (10) mass production.

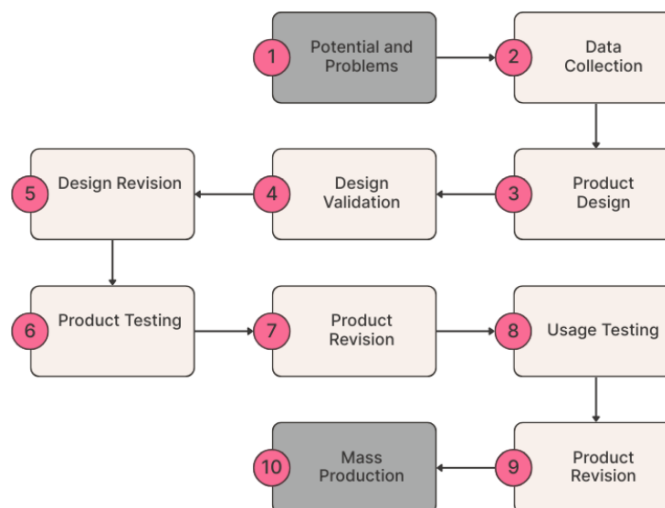


Figure 3.1 Sugiyono's Method

According to this method, R&D is a research method aimed at creating a new product or developing an existing product, testing its effectiveness, and ensuring that it can be used and further developed by subsequent researchers.

The Research and Development (R&D) model proposed by Sugiyono (2017) served as the methodological framework for this study. However, only eight of the ten stages were implemented to accommodate the scope and practical limitations of the research, as well as the nature of the documentary video being developed. Although several stages were omitted, the adaptation preserved the core principles of the R&D methodology to ensure that the product development process remained systematic and valid (Sugiyono, 2017).

3.2 Research Development Steps

3.2.1 Potential and Problems

The first stage involved identifying the potential and the problems. To accomplish this, the author employed document analysis as the primary method. According to Bowen (2009), document analysis was a systematic procedure for reviewing and evaluating both printed and electronic documents, including computer-based and internet-transmitted materials. This method required documents to be carefully examined and interpreted in order to obtain meaning, develop understanding, and generate empirical knowledge (Corbin & Strauss, 2008; Rapley, 2007). Furthermore, Bowen (2009) stated that information should be collected through multiple approaches so researchers can corroborate findings across different data sets, thereby reducing the potential impact of bias that might arise from relying on a single source of data.

The document analysis process was conducted using three different sources. First, the author reviewed various scientific journals, conference papers, and online articles to examine the development of research on native English-speaking diaspora communities in building social interactions with the local community in Semarang, in accordance with the focus of this

study. Second, the author searched YouTube to determine whether similar documentary videos already existed by examining their themes, content presentation, and visual concepts. Third, the author strengthened the supporting data by obtaining written records from the Class I Immigration Office with TPI Semarang regarding the number and distribution of foreign nationals residing in Semarang. These records served as supporting evidence to demonstrate the research potential.

3.2.2 Data Information Collection

In this stage, data and information were collected using two methods: observation and interviews. These methods were employed to complement the document analysis conducted in the previous stage, thereby establishing methodological triangulation, which refers to the combination of methods within the same study of the same phenomenon (Denzin, 1970). According to Bowen (2009), observation and interviews can be used to validate and strengthen data collected throughout the research process. Furthermore, Creswell and Creswell (2018) stated that these two methods enable researchers to gain a deeper understanding of the phenomenon under investigation.

The observation was primarily conducted through social media platforms. TikTok and Instagram were used as the main sources by exploring posts related to diaspora communities, social activities, tourist attractions, cafes, sports centers, and other activities involving diaspora communities in Semarang. Information obtained from these social media platforms was collected extensively to identify the presence of native English-speaking diaspora communities in the city.

The interview method employed in this study was the semi-structured interview. According to Magaldi and Berler (2020), a semi-structured interview served as an exploratory interview. They explained that this type of interview was based on an interview guide that typically focused on predetermined key topics, thereby providing a general framework for the

interview process. However, Magaldi and Berler (2020) also argued that although the interview followed a structured sequence of prepared topics, it still allowed researchers to explore emerging information in greater depth during the interview. This flexibility enabled the author to obtain comprehensive and in-depth insights into how diaspora members from native English-speaking countries interact with the local community in Semarang.

At this stage, the researcher conducted semi-structured interviews with two diaspora members from native English-speaking countries residing in Semarang, who served as preliminary informants. The interviews focused on their experiences of living in Semarang, particularly their daily lives, adaptation process, and social interactions with the local community. The information obtained from these interviews was used as the basis for identifying the main topics and developing a list of questions for the subsequent stage of data collection.

3.2.3 Product Design

The core of the product development process was carried out at this stage, where the product design was developed in a detailed and systematic manner to produce an optimal outcome. This stage also involved translating the initial ideas into conceptual planning, preliminary sketches, and specifications for the product to be developed (Sumarni, 2019). The final output of this stage was a 20-minute documentary video. At this stage, the author implemented three phases: pre-production, production, and post-production. In this study, the product design stage was realized through pre-production activities as the initial step in developing the documentary video. During this phase, the author prepared various production requirements, including scriptwriting, storyboard development, preparation of interview questions, scheduling of the filming process, preparation of production equipment, and the development of consent forms for the interviewees. These materials served as comprehensive guidelines throughout the

production and post-production processes, ensuring that the documentary video was developed in accordance with the objectives of the study.

3.2.4 Design Validation

The developed documentary video was validated to evaluate its feasibility before proceeding to the product revision stage. The validation was conducted by the researcher's academic supervisor, who acted as the expert validator due to their expertise in educational media and audiovisual production.

The validator assessed the documentary video using a validation instrument consisting of four aspects: Concept and Storyline, Audio-Visual and Cinematography, Linguistic and Subtitling, and Global Assessment and Feasibility. These aspects were further divided into 14 assessment indicators and evaluated using a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4).

VALIDATION INSTRUMENT LETTER MEDIA AND MATERIAL EXPERT		
I. Identification Section Name : () NPM : () Email : () Phone : () Standards for the documentary video are appropriate and suitable for use in learning, and can be used as a reference for the development of other learning materials. Standards for the documentary video are appropriate and suitable for use in learning, and can be used as a reference for the development of other learning materials. Name : () NPM : () Email : () Phone : () Standards for the documentary video are appropriate and suitable for use in learning, and can be used as a reference for the development of other learning materials. Name : () NPM : () Email : () Phone : ()		
II. Evaluation Section 1. The 'about' of the documentary video is clear, concise, and easy to understand. () 2. The 'about' of the documentary video is clear, concise, and easy to understand. () 3. The 'about' of the documentary video is clear, concise, and easy to understand. () 4. The 'about' of the documentary video is clear, concise, and easy to understand. () III. Evaluation Section 1. The 'about' of the documentary video is clear, concise, and easy to understand. () 2. The 'about' of the documentary video is clear, concise, and easy to understand. () 3. The 'about' of the documentary video is clear, concise, and easy to understand. () 4. The 'about' of the documentary video is clear, concise, and easy to understand. () IV. Evaluation Section 1. The 'about' of the documentary video is clear, concise, and easy to understand. () 2. The 'about' of the documentary video is clear, concise, and easy to understand. () 3. The 'about' of the documentary video is clear, concise, and easy to understand. () 4. The 'about' of the documentary video is clear, concise, and easy to understand. () V. Evaluation Section 1. The 'about' of the documentary video is clear, concise, and easy to understand. () 2. The 'about' of the documentary video is clear, concise, and easy to understand. () 3. The 'about' of the documentary video is clear, concise, and easy to understand. () 4. The 'about' of the documentary video is clear, concise, and easy to understand. ()		
Feedback & Suggestions: Other comments or suggestions: Signature: _____ Date: _____		

Figure 3.2 Design Validation

Following the evaluation, the validator provided option numbers, comments, and suggestions through the last section of the validation instrument. The results of the validation served as the basis for revising and improving the documentary video before it proceeded to the product testing stage.

3.2.5 Design Revisions

At this stage, the author revised the product based on the feedback and recommendations obtained from the design validation conducted by experts in the relevant field. The design revision stage was an essential part of the product development process, as it ensured that the product met the expected standards. Revisions were carried out comprehensively to address the deficiencies and weaknesses identified during the validation process, resulting in a more refined and effective product. After all revisions had been completed, the revised product was resubmitted to the supervisor for further validation. In this study, the supervisor served as the expert evaluator, assessing the feasibility of the product and ensuring that the documentary video met the required quality standards and the objectives of the research.

3.2.6 Product Testing

After the documentary video had been revised based on the recommendations from the previous stage, the product proceeded to the product testing phase. At this stage, the revised documentary was evaluated to determine its quality and feasibility as an educational audiovisual product before its final implementation. Product testing was conducted with 15 respondents, consisting of five non-English major students from Universitas Diponegoro, five local residents of Semarang, and five individuals working in the hospitality industry. These groups were purposively selected because they represented community members likely to interact with native English-speaking diasporas in their daily lives. Furthermore, all respondents resided or worked in Semarang, the city where the diasporas featured in this study lived and carried out their social activities. Consequently, they were considered capable of providing relevant and diverse perspectives regarding the documentary's content, authenticity, and educational value based on their familiarity with the local sociocultural context. The feedback obtained from the respondents was expected to provide comprehensive insights into

the documentary's effectiveness and identify aspects requiring further improvement (Branch, 2009).

Table 3.1 Product Testing

No.	Statement	Rating
		Scale 1 2 3 4
1.	The theme presented in the documentary video is easy to understand.	
2.	The information presented in the video captures your attention.	
3.	The documentary provides new insights for you.	
4.	The information presented in the documentary is comprehensive.	
5.	The content of the documentary is relevant to your needs or interests.	

The evaluation was conducted using a questionnaire consisting of three main assessment aspects. The first aspect focused on the documentary content, including the relevance, completeness, and accuracy of the information presented, as well as the representation of the interviewees' experiences. The second aspect assessed the audiovisual quality, covering image quality, audio clarity, background music, editing, and the effectiveness of the documentary narrative. The final aspect evaluated the language used throughout the documentary, emphasizing the appropriateness, clarity, readability, and effectiveness of the narration and subtitles in communicating information to the audience. In addition, the questionnaire also included a feedback and suggestions section at the end of the Google Form. This section allowed respondents to provide constructive comments, recommendations, and observations regarding the documentary, which were used as additional qualitative input to support the product evaluation and identify aspects that could be further improved.

The questionnaire responses were analyzed by calculating the mean score for each assessment criterion using the following formula (Sugiyono, 2017):

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$ = Mean score

$\sum X$ = Total score obtained from all respondents

N = Total number of respondents

The mean score was calculated by dividing the total score obtained from all respondents by the total number of respondents. The resulting mean score was then interpreted using the predetermined feasibility criteria.

A four-point Likert scale was employed to measure respondents' perceptions, requiring them to express either positive or negative opinions without selecting a neutral response. The exclusion of the neutral category was intended to encourage respondents to provide more decisive evaluations and to reduce ambiguous responses that might affect the accuracy of the findings (Boone & Boone, 2012).

The four-point Likert scale has been widely recognized as an effective instrument for evaluating educational media because it generates quantitative data that can be analyzed using average scores while reducing respondents' tendency to choose neutral responses (Joshi et al., 2015). Accordingly, this scale was considered appropriate for assessing the feasibility of the documentary video developed in this study. The average score obtained for each assessment aspect was subsequently interpreted using four feasibility categories: 1.00–1.75 (Strongly Disagree), 1.76–2.50 (Disagree), 2.51–3.25 (Agree), and 3.26–4.00 (Strongly Agree).

Table 3. 2 Interval and Criteria

Interval	Criteria
1,00 until 1,75	Strongly Disagree
1,75 until 2,50	Disagree
2,50 until 3,25	Agree
3,25 until 4,00	Strongly Agree

3.2.7 Product Revision

Based on the results of the product trial, the documentary video was revised and refined to address identified shortcomings and improve the overall quality of the product. The revision process was carried out by taking into account the feedback and recommendations provided by the subject matter expert, media expert, language expert, and respondents from the previous evaluation stage. The improvements included revisions to the design, content, features, and other supporting components to produce a documentary video that was more effective and better aligned with the objectives of the study. In addition, all visual elements, audio, and subtitles were comprehensively refined to enhance the overall quality of the presentation. After the revision process had been completed, the product was validated once again to ensure that the documentary had achieved its educational objectives, that its content met the expected academic standards, and that the overall quality of the video was appropriate for the intended target audience.

3.2.8 Mass Production

After the product revision stage has been completed, the research will proceed to its final phase, namely the dissemination of the documentary video to a wider audience. The documentary video will be made freely accessible through the Applied Foreign Language Study Program's YouTube channel under the title “The Documentary of Native English Speakers in Semarang”. This dissemination will aim to broaden public

access to information about the experiences of diaspora members from native English-speaking countries living in Semarang. Furthermore, the documentary is expected to serve as an educational resource for students, researchers, and the general public while enhancing understanding of intercultural communication, the process of social adaptation, and the use of audiovisual media as an effective learning tool.

3.3 Task Distribution

The documentary video was developed by two researchers, Faiza Latifa Khairunnisa and Silvana Adelia Maharani. According to Rabiger (2014), the development process of making a documentary film was divided into three phases: pre-production, production, and post-production. During the first phase, namely pre-production, both researchers collaborated closely in completing all preparatory activities. These activities included discussing the documentary concept and theme, developing the list of interview questions, establishing the project timeline, creating the storyline, writing the script, designing the storyboard, and completing all administrative requirements as well as obtaining the necessary permits. These preparations were undertaken to ensure that the production process proceeded smoothly and in accordance with the research objectives.

During the production phase, Silvana Adelia Maharani was fully responsible for all filming activities, including recording the interview sessions, capturing B-roll footage, and recording on-site audio on the day of production. Meanwhile, the post-production phase was carried out entirely by Faiza Latifa Khairunnisa. Her responsibilities included offline video editing, such as selecting the best B-roll footage, organizing the interview recordings, and incorporating other supporting clips.

In addition, she performed the online editing process, which included audio editing, such as noise reduction, volume adjustment, and the addition of background music and sound effects. The post-production process also

involved adding subtitles and applying color grading to enhance the overall visual quality of the documentary video.

A more detailed description of the roles and responsibilities of each researcher is presented in the table below.

Table 3.3 Task Distribution

Production Stages	Description	Name
Pra-production	1. Determining the concept and theme	Faiza Latifa
	2. Creating list of questions	Khairunnisa
	3. Developing the video concept	Silvana Adelia Maharani
	4. Creating concept form	
Production	1. Shooting	Silvana Adelia Maharani
	2. Sounds recording	
Post-production	1. Voice over	
	2. Footage selection	
	3. Video and sound editing	
	4. Video interview transcript	Faiza Latifa
	5. Subtitling	Khairunnisa
	6. Colour grading	

3.4 Product Creation Process

The documentary video development process was divided into three phases: pre-production, production, and post-production. The tasks completed during each phase are described as follows:

3.4.1 Pre-Production Stage

The initial phase began with determining the concept and theme of the documentary video through discussions based on a review of the literature, academic journals, scholarly articles, and reference videos accessed through online platforms such as YouTube and social media, including TikTok. Based on the results of these discussions and consultations with the academic supervisor, it was decided that the final product would be a documentary video portraying the lives of diaspora members from native English-speaking countries residing in Semarang. Subsequently, the author developed a set of semi-structured interview questions that were aligned with the objectives of the study. The questions focused on the interviewees' experiences of adapting to life in Semarang, their daily activities, and the ways in which they established social interactions with the local community.

During this phase, the author also developed the documentary concept by preparing the storyline, shot list, filming locations, and production schedule to ensure that the filming process was carried out according to plan. The author also ensured that all administrative requirements had been fulfilled, including obtaining the necessary official permits, such as demographic data on foreign diaspora members from the Class I Immigration Office with TPI Semarang, and securing written consent from the interviewees to participate in the interviews and documentary production. The author prepared informed consent forms as written agreements for the interviewees to voluntarily take part in the interview and recording process, as well as to grant permission for the use and publication of the documentary through media platforms such as YouTube.

3.4.2 Production

The production phase represented the implementation of the concepts developed during the pre-production stage into visual and audio materials. During this phase, the author conducted the filming process, which included recording interviews with the interviewees, capturing B-roll footage, and documenting other supporting activities. Throughout the filming process, the author carefully considered composition, shot types, camera angles, and lighting to ensure high-quality footage and to facilitate the editing process during post-production. Audio recording also constituted a crucial aspect of the production process, as the documentary primarily relied on interview-based content. Therefore, all interviews were recorded using a Hollyland Lark A1 wireless microphone to ensure clear audio quality with minimal background noise through its built-in noise-cancellation feature. This equipment enabled the interviewees' responses to be captured clearly, thereby enhancing the effectiveness of the documentary in conveying its intended message.

3.4.3 Post-Production Stage

The final phase was post-production, which involved refining all recorded materials into a cohesive documentary video. This process began with selecting the best footage based on its visual quality, audio quality, and alignment with the documentary's concept. The author then edited the footage according to the established storyline by trimming and combining video and audio clips, adding simple visual effects, incorporating background music, and enhancing the audio quality through sound editing. In addition, the author added subtitles containing translations of the narration and interview responses to ensure that the documentary could be understood by both local and international audiences. The final step involved applying color grading by adjusting the overall color balance and lighting throughout the video to create a consistent, harmonious, and visually appealing presentation.

3.5 Timeline and Location of The Research

3.5.1 Timeline of The Research

The author required five months to complete this research, from April to August 2026. A more detailed timeline of the research activities is presented in the table below.

Table 3.4 Timeline of The Research

Research Steps	2026				
	Apr	May	June	July	Aug
Potential and Problems					
Data and Information Collection					
Product Design					
Design Validation					
Design Revision					
Product Testing					
Product Revision					
Mass Production					

3.5.2 Location of The Research

The production of the documentary video was conducted entirely in Semarang, Central Java. Interviews with the four interviewees were carried out at different locations across the city. In addition, all B-roll footage depicting the atmosphere of Semarang was captured by the researchers at several iconic locations, including Lawang Sewu, Simpang Lima, Tugu Muda, Tri Lomba Juang, Taman Indonesia Kaya, Tawang Railway Station, as well as major roads such as Pandanaran Street and Sultan Agung Street. A detailed list of the interview locations is presented in the table below.

Table 3.5 Location of The Research

PT Graphic Packaging International Indonesia	Jl. Maju Jaya A-1, Bawen Industrial Estate, Bawen District, Semarang Regency
Casa roberto	Jl. Erlangga Barat VII No. 15, Pleburan, South Semarang District, Semarang City
Pujasera Hayam Wuruk	Jl. Kertanegara No. 6, Pleburan, South Semarang District, Semarang City
Kedai Pleburan	Jl. Pleburan Barat, Pleburan, South Semarang District, Semarang City
RumaSua	Jl. Moh. Yamin No. 110, Kuncen, West Ungaran District, Semarang Regency
Pujasera Ungaran Abadi	Jl. MT Haryono, West Ungaran District, Semarang Regency
Peacockoffie Gombel	Jl. Gombel Lama No. 11, Tinjomoyo, Banyumanik District, Semarang City
Istana Buah Sultan Agung	Jl. Sultan Agung No. 145, Karangrejo, Gajahmungkur District, Semarang City

3.6 Budget Breakdown

The Budget Plan (RAB) was prepared based on the requirements of the documentary video production process. The allocated expenses included recording and audio equipment, meals and refreshments during production, administrative requirements, and document management. The author also allocated a budget to provide tokens of appreciation to the interviewees in recognition of their willingness to take part in both the research and the documentary production. The budget plan was developed to ensure that all production requirements were carefully planned and that every expenditure was documented in a detailed and systematic manner.

Table 3.6 Budget Breakdown

Stage	Item	Cost
Pre-production	Printing and photocopying administrative and permit documents	Rp50.000
Production	Team and interviewees meals	Rp.300.000
	3 Gifts for informants.	Rp650.000
Post-production	2 Vendor	Rp1.500.000
Total		Rp2.500.000