

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the research method. It consists of research design, population and sample, research variable, research instrument, data collection method and data analysis.

A. Research Design

This study used a survey research design to explore how students in Indonesia perceive the impact of English content on TikTok on their English language skills. A survey is especially useful when collecting information from a large group of people, as it helps researchers understand common trends, opinions, and behaviors. As noted by Ary et al.⁴⁸ and Creswell, surveys are effective tools for identifying patterns in people's thoughts and experiences.⁴⁹ They also make it possible to draw broader conclusions from a sample, as long as that sample accurately represents the larger group. Fraenkel, Wallen, and Hyun add that surveys can reveal valuable insights into public opinion and the connections between different variables.⁵⁰ In this study, the survey method was considered appropriate because it provided a clear and comprehensive picture of how students perceive the role of TikTok in their English learning journey.

Therefore, the survey method effectively captured the students' perceptions and provided meaningful insights into the impact of TikTok on their English learning

B. Population and Sample

The population is the sizable group that a researcher wants to make generalizations about; it consists of every member of a specific class of

⁴⁸ Ary, D., Jacobs, L. C., Sorensen, C., & Walker, D. (2010). *Introduction to Research in Education* (8th ed.). Belmont, CA: Wadsworth

⁴⁹ Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston, MA: Pearson Education.

⁵⁰ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). New York: McGraw-Hill.

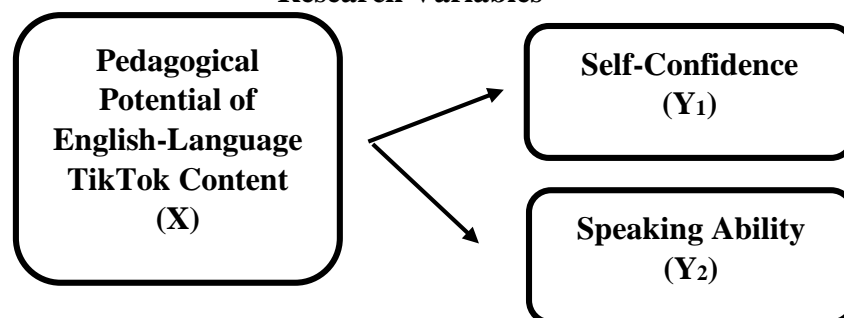
individuals, occasions, or items.⁵¹ The population that was used to draw conclusions and make generalizations about the subject or item had certain attributes that the researchers had determined. In this study, the population consisted of first and second semester university students majoring in English Literature, English Language, and English Education programs across Indonesia.

Moreover, this research was used a general survey. According to Bartlett, Kotrlik, and Higgins, a commonly recommended minimum sample size ranges from 100 to 200 respondents to ensure sufficient statistical power and representativeness.⁵² This study employed convenience sampling, a non-random sampling method where participants are selected based on practical criteria such as accessibility and availability.⁵³ This method was considered appropriate due to the ease of reaching students through online platforms and their voluntary willingness to participate.

C. Research Variables

In this study there are 3 variables, they are Pedagogical Potential of English-Language TikTok Content (X), self-confidence (Y₁), and speaking ability (Y₂). Here is a figure of the variables:

Figure 3.1
Research Variables



⁵¹ Donald, A., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2010). *Introduction to research in education*. New York: Nelson Education, Ltd. P.647

⁵² Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational research: Determining appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, 19(1), 43-50.

⁵³ Farrokhi, F., & Mahmoudi-Hamidabad, A. (2012). Rethinking convenience sampling: Defining quality criteria. *Theory and Practice in Language Studies*, 2(4), 784–792.

D. Research Instrument

Research instruments are tools that researchers used to measure participants. This is done to obtain both supporting and primary data. In this research, the researcher used to collect data through questionnaire:

a. Blueprint for English-Language TikTok Content and Self Confidence

The researcher measured students' English-Language TikTok Content and Self Confidence using questionnaire. see the following:

Table 3.1
Blueprint of English-Language TikTok Content and Self Confidence Questionnaire

Variable	Theory	Sub-Variable	Indicator	Item Number
English-Language TikTok Content and Self-Confidence	According to Angelis (2009), a person with self-confidence can feel capable of handling challenges and following through with personal endeavors.	Speaking Development	TikTok content helps improve speaking confidence over time	1
		Learning Confidence	Feeling confident when learning or speaking English after watching TikTok	2
	According to Xiuwen and Razali (2020), TikTok's short-video format provides concise explanations that boost learner engagement and confidence.	Clarity of Explanation	Short and clear TikTok videos help students feel more confident in learning English	3
	According to Syaifuddin, Nabilah, and Lazuardiyah (2021), TikTok videos provide relevant, contextual, and engaging learning experiences that encourage active engagement.	Learning Engagement	Watching confident English speakers on TikTok increases motivation	4
	According to Brown (2001), self-confidence is part of the affective domain, which includes motivation, anxiety, and attitude in language learning.	Classroom Comfort	Feeling more comfortable speaking in class and in front of others due to TikTok exposure	5, 6
	According to Burton and Platts (2006), self-confidence is a belief in one's own capabilities.	Self-Motivation	Feeling proud of improvement and motivated by understanding or repeating TikTok content	7

According to Nur Aziz and Sabella (2021), TikTok provides features such as duet, edit, and record that support student preparation and interaction in learning activities.	Learning Strategies	Using TikTok as a resource to prepare for speaking or presentations	8
According to Angelis (2009), confident individuals believe they can overcome setbacks and handle problems more effectively.	Coping & Adaptation	Learning how others handle nervous situations through TikTok and applying those strategies	9
According to Nur Aziz and Sabella (2021), TikTok allows students to experience new learning methods aligned with their interests and digital habits.	Exposure to New Methods	Discovering new learning methods from TikTok content	10
According to Kröner and Biermann (2007), self-concept, shaped by internal and external factors like environment and attention, affects response confidence and self-belief.	Focus and Attention	Difficulty staying focused during learning with TikTok due to content variety	11

b. English-Language TikTok Content and Speaking Ability Questionnaire

The researcher measured students' English-Language TikTok Content and Self Confidence using questionnaire. see the following

Table 3.2
Blueprint of English-Language TikTok Content and Speaking Ability Questionnaire

Variable	Theory	Sub-Variable	Indicator	Item Number
English-Language TikTok Content and Speaking Ability	According to Nunan (2015), speaking competence includes comprehension, grammar, vocabulary, pronunciation, and fluency.	Speaking Fluency	TikTok helps improve fluency in English-speaking	12
	According to Zuhriyah (2017), speaking allows individuals to verbally	Idea Generation	TikTok gives ideas for what to say when speaking	13

convey and share their ideas and views with others.			
According to Keith and Marrow (1984), speaking is an interactive activity where individuals produce utterances with clear communicative intent.	Real-Life Usage	Students use TikTok phrases or sentences in everyday speaking	14
According to Derakhshan, Khalili, and Beheshti (2016), speaking accuracy involves correct use of vocabulary, grammar, and pronunciation in various contexts.	Pronunciation Awareness	Learning pronunciation and intonation from TikTok creators	15

E. Instrument Testing

1. Validity Testing

According to Carole L. Kimberlin & Almut G. Winterstein, validity is the extent to which the interpretations of the results of a test are warranted, which depends on the particular use the test is intended to serve.⁵⁴ This means that validity is not an inherent characteristic of the test itself, but rather of the conclusions drawn from the test results in a particular context. A test may be valid for one purpose but not for another, emphasizing that validity is situational and purpose-dependent. Establishing validity requires both empirical evidence and theoretical justification, involving different forms such as content validity, construct validity, and criterion-related validity. Therefore, validity is a critical aspect of instrument development and evaluation, ensuring that the data collected truly represents what it is intended to measure and that the interpretations based on those data are accurate and meaningful.

The researcher used SPSS 25 program to analyze the validity of 15 items of questionnaire. The total number of respondents initially collected was 171. However, after conducting a screening process based on the research

⁵⁴ Kimberlin, C. L., & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy*, 65(23), 2276–2284.

criteria, only 147 respondents were included in the final analysis. This filtering was done to ensure that all participants met the required characteristics for the study, such as relevance to the target population or completeness of responses. As a result, data from 24 respondents were excluded because they did not fulfill the predetermined research requirements.

The close-ended questionnaire consisted of 11 items related to English-language TikTok content on students' self-confidence and 4 items related to English-language TikTok content on their speaking ability. The data were analyzed using SPSS 25 to ensure the measurement instruments were appropriate for the study. The analysis confirmed that the items met the necessary criteria for consistency and accuracy, indicating that the questionnaire was suitable for capturing the intended information. The researcher also use Microsoft Excel to provide statistical data.

The study included an open-ended questionnaire comprising 11 items for self-confidence and 4 items for speaking ability. The responses from these open-ended items were analyzed qualitatively through thematic coding. The researcher grouped and categorized the data based on emerging themes that aligned with the sub-variables of the research framework. These themes were then interpreted to understand students' in-depth views and experiences regarding their engagement with English-language TikTok content.

Here is the result of validity testing:

Table 3.3 The Analysis of English-Language TikTok Content and Self-Confidence Questionnaire Validity

Item	r-item	r-table	Result
1	0.526	0.162	Valid
2	0.426	0.162	Valid
3	0.515	0.162	Valid
4	0.486	0.162	Valid
5	0.685	0.162	Valid
6	0.609	0.162	Valid
7	0.620	0.162	Valid
8	0.554	0.162	Valid
9	0.502	0.162	Valid

10	0.315	0.162	Valid
11	0.475	0.162	Valid

Table 3.4 The Analysis of English-Language TikTok Content and Speaking Ability Questionnaire Validity

Item	r-item	r-table	Result
12	0.485	0.162	Valid
13	0.364	0.162	Valid
14	0.473	0.162	Valid
15	0.318	0.162	Valid

2. Reliability Testing

According to Brown, reliability is a necessary precondition for validity in language assessment, meaning that without consistent measurement results, a test cannot be considered valid⁵⁵. He emphasizes that a test must yield stable and repeatable outcomes, whether across time, item variations, or scorers, in order for any interpretation of its results to be trusted. Reliability testing involves evaluating the degree to which a measurement tool produces consistent and dependable results.

To determine the degree of consistency in the results obtained from the instrument, it is important to refer to the levels of reliability. The table below outlines the commonly accepted classifications for reliability coefficients:

Table 3.5 The Level of Reliability

Reliability	Level of Reliability
>0.90	Very high
0.80-0.90	High
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally
<0.60	Unacceptably low

The researcher used SPSS version 25 to test the reliability of the English-Language TikTok Content and Self-Confidence also English-

⁵⁵ Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.

Language TikTok Content and Speaking Ability questionnaire, which consists of 15 items. The reliability was measured using Cronbach's Alpha to determine whether the items consistently measure the same construct. A result above 0.70 indicates the questionnaire is reliable.

Table 3.6 Result of Reliability Testing

Reliability Statistics	
Cronbach's Alpha	N of Items
,774	15

F. Data Collection

In order to gather data for this study, self-administered questionnaires were employed, allowing participants to complete the survey independently without the direct presence of a researcher. This approach was chosen to provide participants with the flexibility to finish the questionnaire at a time and place that was most convenient and comfortable for them. By minimizing any potential pressure or influence from a researcher's presence, this method encouraged respondents to provide more honest, thoughtful, and reflective answers, thereby enhancing the reliability and authenticity of the data collected.

Additionally, the questionnaire was created and distributed using Google Form (<https://forms.gle/8sJaPKSruHAiXqxB9>), which facilitated easy access and user-friendly completion. The researcher shared the online questionnaire widely through various social media platforms, such WhatsApp, X, Instagram and TikTok, to reach a broader and more diverse group of participants, ensuring greater participation and inclusivity in the study.

G. Data Analysis

In this study, the researcher employed a quantitative and qualitative data analysis approach to address the four research objectives related to the impact of English-language TikTok content on students' self-confidence and speaking ability. The data were collected using two instruments: close-ended

questionnaires to gather quantifiable responses, and open-ended questions to gain deeper insights into students' personal experiences and perceptions.

To address the first and third objectives, the researcher applied quantitative analysis techniques. Responses from the close-ended items were analyzed using descriptive statistics, such as frequencies, percentages, and mean scores, to measure the overall trends and patterns in students' perceived improvements in confidence and speaking performance. This helped the researcher determine the degree of contribution TikTok content had on students' development in those two areas.

To address the second and fourth objectives, the researcher utilized a qualitative analysis approach. The open-ended responses were examined through thematic analysis, which involved coding students' statements and grouping them into emerging themes such as pronunciation improvement, increased motivation, or learning from native speakers. This allowed the researcher to interpret students' subjective experiences and opinions in their own words.

By combining both statistical data and qualitative insights, the researcher was able to triangulate the findings, enhance the validity of the study, and offer a comprehensive and nuanced understanding of how English-language TikTok content influences both self-confidence and speaking ability among Indonesian university students.