

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter presents research design to be used, research method and the steps to do the research, research subject and also how research data will be obtained.

#### **A. Research Design**

The method used in this study is a mixed method, which is a combination of quantitative and qualitative methods in one study. Mixed methods (combined methods: qualitative-quantitative) are methods that use a combination of research methods, and one method is superior to another. Explanatory Sequential design is a method that combines qualitative and quantitative methods with sequential data collection and analysis processes. Qualitative data are first collected and analyzed, and themes are used to encourage the development of quantitative instruments to further explore the research problem. (Creswell and Plano Clark, 2011) The more dominant method in this research is the qualitative method, and the complementary method is the quantitative method.

Four steps of Explanatory Sequential Design according to Creswell and Plano Clark (2011) are:

- a. Design and implement the qualitative method (state qualitative research question and set qualitative approach, analyse qualitative data & identify the data)

- b. Use strategies to build on qualitative result (design quantitative data based on qualitative result)
- c. Design and implementation the quantitative method (state quantitative research question & hypotesis, then analyses quantitative data using descriptive, inefereential statistics)
- d. Interpretation the connected results (discuss how quantitative result generalise the qualitative result)

## **B. Subject and Location of the Research**

The subjects of this research would be observed by research are students and teacher. The location of this research in SMA Negeri 1 Kediri which located in Jl. Veteran No. 1, Bandar Lor, Mojoroto District, Kediri City, East Java, 64114. And this research takes data from class XI.

## **C. Research Instrument**

According to Arikunto (2010), Data collection instruments are tools chosen and used by researchers in their collecting activities so that these activities become systematic and facilitated by them. Instruments are needed so that the work done is easier and the results are better, in the sense of being more accurate, complete and systematic so that the data is easier to process. The instruments or tools used in this study were questionnaires (for students), interviews (for teachers) and observation.

## 1. Questionnaires

For questionnaire, the researcher use the Likert Scale. According to Sutrisno Hadi (1991), the Likert scale is a scale that contains five levels of answers regarding the respondent's agreement with the statements or statements put forward before the answer options provided. This research questionnaire is in the form of a psychological scale based on a Likert scale, which is a scale that contains attitude statements. Attitude statement is a statement regarding attitude object that uses response distribution as the basis for determining the scale value, which has been modified with alternative answers in the form of: Strongly Agree (SS), Agree (S), Not Sure(KS), Disagree (TS), and Strongly Disagree (STS) .

The measurement method is by confronting a respondent with several statements submitted in the questionnaire and then asked to provide answers.

5 = Strongly Agree (SS)

4 = Agree (S)

3 = Not Sure (KS)

2 = Disagree (TS)

1 = Strongly Disagree (STS)

Percentage values of assessment interval

Index 0% – 19.99% : Strongly Disagree

Index 20% – 39.99% : Disagree

Index 40% – 59.99% : Not sure

Index 60% – 79.99% : Agree

Index 80% – 100% : Strongly Agree

According to Sugiyono (2015), with a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of questions and statements.

The lattice of the questionnaire instrument on the use of social media as a medium for learning English is presented in table below:

Table 3.1  
Research Instruments

1. The Application of Social Media

Variable	Dimensions	Indicator	Scale				
			SS	S	KS	TS	STS
Social Media	Knowledge about characteristic of social media	1) Saya mengetahui media sosial dengan baik					
		2) Saya mengetahui fitur-fitur dalam sosial media dengan baik					
	Advantages	3) Menurut saya aplikasi media sosial bisa digunakan sebagai pembelajaran untuk mengetahui teknologi					
		4) Menurut saya media sosial bermanfaat sebagai media pembelajaran online					
		5) Media sosial hanya membicarakan hal yang tidak penting*					
		6) Media sosial sangat fleksibel sebagai media untuk bertanya terkait masalah pelajaran					
		7) Media sosial sebagai sarana untuk diskusi dengan teman terkait pelajaran					
		8) Pembelajaran online di media sosial lebih menyenangkan dibanding pembelajaran offline di kelas					
		9) Media sosial dapat mengusir kejenuhan mengenai pelajaran					
	Application	10) Saya menggunakan media sosial untuk berhubungan dengan teman sekolah					
		11) Saya bermain sosial media hingga pukul 23.00 WIB					
		12) Saya menggunakan sosial media lebih dari 3 jam sehari					
		13) Saya membagikan link pembelajaran melalui sosial media					
		14) Saya tidak bisa sehari saja tanpa menggunakan sosial media					
		15) Saya lebih sering membuka sosial media dari pada buku pelajaran*					

Table 3.2  
Research Instrument

2. Learning motivation to study English

Variable	Dimensions	Indicator	Scale				
			SS	S	KS	TS	STS
<b>Learning Motivation</b>	<b>Perseverance in learning</b>	1) Saya aktif mengikuti pembelajaran Bahasa Inggris sesuai jadwal					
		2) Saya tidak pernah memperhatikan guru ketika jam pelajaran Bahasa Inggris berlangsung*					
		3) Saya rajin membaca buku Bahasa Inggris di rumah ketika akan ujian					
		4) Saya tidak pernah belajar dirumah sebelum pembelajaran Bahasa Inggris berlangsung					
	<b>Persistent in face of adversity</b>	5) Saya selalu berusaha memahami pelajaran Bahasa Inggris					
		6) Saya selalu bertanya kepada guru Bahasa Inggris ketika mengalami kesulitan dalam memahami materi					
		7) Saya merasa optimis dalam mengerjakan pertanyaan yang sulit dalam ujian mata pelajaran Bahasa Inggris					
		8) Saya sering berdiskusi dengan teman kelas melalui sosial media untuk mengerjakan PR Bahasa Inggris yang sulit					
	<b>Interest and sharpness of attention in learning</b>	9) Saya sering tidur ketika pelajaran Bahasa Inggris karena membosankan*					
		10) Saya selalu menyimak dengan baik ketika pelajaran Bahasa Inggris sedang berlangsung					
	<b>Excellent in learning</b>	11) Saya berusaha mendapatkan nilai tertinggi dalam mata pelajaran Bahasa Inggris					
		12) Menurut saya menyelesaikan pembelajaran Bahasa Inggris dengan baik sangat penting bagi saya					
	<b>Independent in learning</b>	13) Saya mengikuti beberapa akun (contoh: kampunginggris; englishlab.id; dll) di sosial media untuk mengembangkan pengetahuan dan kemampuan bahasa Inggris					
		14) Saya sering mencontek teman ketika mengerjakan PR bahasa Inggris*					
		15) Saya suka pergi ke perpustakaan untuk menambah sumber pengetahuan.					

The items contained on the scale lead to a favorable statement. A favorable statement is a statement that contains positive or supportive things about the attitude object. According Sugiyono (2015), an unfavorable statement (UF) is a statement that contains negative things, that is, it does not support or contravene the attitude object to be disclosed. Researcher have tagged the unfoavorable statements with (\*).

## **2. Interview**

An interview is an activity that involves the interviewer and the interviewee, who asks some questions that the interviewer wants to answer. In interviews, data is collected through personal or telephone interactions between interviewers and respondents. Therefore, in this case, the interviewer must collect the data through direct dialogue or communication.

However, it can be done face-to-face or electronically. The type of interview used in this research is in-depth interview. This is the process of collecting information for research purposes through a face-to-face conversation between the interviewer and the interviewee or the interviewee. The research questions sheet is in table 3.3

Table 3.3  
Interview Guide for Teacher

<b>Dimensions</b>	<b>Indicators</b>	<b>Questions</b>
<b>Use of Social Media</b>	<b>The type and quality of social media</b>	1. Sosial media/ media online apa yang biasanya digunakan dalam pembelajaran Bahasa Inggris?
		2. Bagaimana kualitas informasi dari sosial media/ media online tersebut?
		3. Seberapa besar pengaruh media sosial/ media online tersebut dalam pembelajaran bahasa inggris?
<b>Learning Motivation</b>	<b>Support and motivation</b>	4. Bagaimana guru membangun ketertarikan siswa dalam pembelajaran bahasa inggris menggunakan media sosial/ media online tersebut
		5. Apakah guru dan orang tua siswa saling bekerja sama untuk memberi support terhadap minat belajar bahasa inggris?
		6. Jika iya, support yang bagaimana yang diberikan oleh guru dan orang tua siswa?
	<b>Students disire in learning</b>	7. Bagaimana respon siswa dalam menggunakan sosial media/ media online tersebut dalam pembelajaran bahasa inggris?
		8. Bagaimana guru dalam menyikapi siswa yang tidak memiliki semangat belajar bahasa inggris?
<b>Application</b>	<b>Learning strategy</b>	9. Strategi apa yang digunakan oleh guru dalam penerapan sosial media/ media online tersebut sebagai media pembelajaran bahasa inggris?
		10. Bagaimana guru menerapkan strategi tersebut?
		11. Apakah guru mengikuti website atau akun untuk mengembangkan strategi mengajar bahasa Inggris?
		12. Permasalahan apa yang di hadapi guru dalam penerapan strategi tersebut?
		13. Lalu solusi apa yang dilakukan guru untuk menghadapi permasalahan tersebut?
<b>Teacher hopes and disire</b>	<b>Teacher expectation</b>	14. Ekspetasi apa yang diharapkan guru didalam pembelajaran bahasa inggris dengan media sosial/ media online tersebut sebagai media pembelajaran nya?
		15. Sejauh ini seberapa besar kemajuan yang diberikan oleh sosial media/ media online tersebut dalam pembelajaran bahasa inggris?

### 3. Observation

Observations were made to observe the effect of social media on learning outcomes so that the results of these observations can be concluded. The observations made in this study are included in the type of non-participant observation, namely the researcher is not directly involved with the people being observed or only as an independent observer (Sugiyono, 2015). Non-participant observation was carried out unstructured because the researcher did not know exactly what would be observed. Researchers will make independent observations, by noting interesting things and conducting analysis to get conclusions (Sugiyono, 2015).

The scoring for the observation sheet in this study is based on Suharsimi Arikunto (2010), i.e:

- a) Score 4, if it fulfills 3 evidences
- b) Score 3, if it meets 2 evidences
- c) Score 2, if it only fulfills 1 evidence
- d) Score 1, if no evidence is met

Table 3.4  
Observation Guide

No.	Object Observation	Proof of each object	YES	NO	SCORE
1.	<b>Supporting Facilities</b>	Student have smarthpone			
		Student have 3 accounts of social media (E.x: Instagram; facebook; twitter)			
		there are wifi facilities			
2.	<b>The application</b>	students can use social media well			
		there is a class group on social media			
		class groups are used for discussion media related to material			
3.	<b>Motivation to learn english</b>	Good response of students to the stimulus given by the teacher			
		Students use social media as a reminder when there is an assignment from the teacher			
		Students dare to express their opinions well			

#### 4. Documentation

In addition to interviews and observations, information can also be gathered through stored facts in the form of letters, diaries, archives, results of meetings, memories, activity diaries. motion, etc. Documentary data like this can be used to uncover information that happened in the past. Researchers must have a theoretical sensibility to interpret all these documents so that they are not just meaningless documents.

Documentary technique is the means of collecting data through archival heritage and includes books on opinions, theories, arguments or laws and other things related to the research problem. In qualitative research, the main technique for data collection is the evidence of a

hypothesis that is logically and rationally put forward through opinions, theories, or laws, supporting or disproving the hypothesis.

#### **D. Data Collection**

Data collection in this study was carried out using several research instruments, namely observation, questionnaires, interviews and documentation. This study focuses on 3 core research questions, the three questions through the process of research instruments in data collection. There are 2 samples in this study, namely teachers and students. The following table is a blueprint of how the data collection process in this research.

Table 3.5  
Blue Print of Data Collection

Research Question	Informants	Data Collection Techniques	Instrument
What kinds of social media do EFL teachers and students mostly use in their EFL teaching and learning?	Teachers	By asking some questions according to the interview guide, where later these questions will develop during interview	Interview guide
		Observing the learning process carried out by the teacher during the research	Observation
	Students	Provide a questionnaire containing several questions related to research questions	Questionnaire sheets
		Observing how students apply social media used for learning English	Observation
How do EFL teachers use social media for teaching?	Teachers	By asking some questions according to the interview guide, where later these questions will develop during interview	Interview guide
		Observing the learning process carried out by the teacher during the research	Observation
How does social media motivate students in English online learning?	Students	Provide a questionnaire containing several questions related to research questions	Questionnaire sheets
		Observing how students apply social media used for learning English	Observation

The data collection process in this study began with the researchers' observations. There are a number of things that are targeted in the observation, firstly the research context or location, secondly the study participants, and thirdly the activities or habits the participants engage in during observation. After making an observation, the next step is to describe the data that has been collected, then to group the data and separate the

important and unimportant data, the last step of the observation is to select the data that will support the study.

After observation, the researcher handed out questionnaires to the students of the second method, SMAN 1 Kediri. The questionnaire aims to find out how students perceive the use of social media as a means of learning English.

After the questionnaire phase is complete, the researcher then conducts interviews with teacher as a participant in this study, the aim is to dig deeper into the information needed in the study. The interview process is carried out by asking several questions to participants which later the questions asked will develop and branch during the question and answer process between the researcher and the participants.

The final step in data collection is documentation. The documentation of this study was photographed or videotaped at the site during the study period after the investigator's agenda was graphed and the records of passed events were heard. Its function is to reinforce or substantiate evidence that the researcher actually conducted the research himself.

## **E. Data Analysis**

Analysis is the process of solving problems that exist in research data into smaller components. Moleong stated that qualitative data analysis is a researcher's effort by organizing data, classifying it into manageable units, synthesizing it, looking for and finding patterns, and finding important things that can be learned and presented to be conveyed to others.

## 1. Quantitative Data Analysis

### a. Classic Assumption Test

#### 1) Test of Normality

The normality test aims to test whether in the regression method the confounding variable or residual has a normal distribution, as it is known that the t and F tests assume that the residual value follows a normal distribution. There are two ways to detect whether the residuals are normally distributed or not, namely by graphical analysis and statistical tests. According to Imam Ghozali (2016) the basis for decision making are:

1) If the data spreads around the diagonal line and follows the direction of the diagonal line, then the regression meets normality.

2) If the data spreads away from the diagonal line and does not follow the direction of the diagonal line, then the regression does not meet the assumption of normality

#### 2) Test of Homogeneity

The homogeneity test used in this study is Levene's test of homogeneity of variance to test the Anova assumption that the independent variables are homogeneous. (Imam Ghozali, 2016) The following are the provisions in the Levene Homogeneity Test:

H<sub>0</sub>: homogeneous data (has the same variance)

H<sub>a</sub>: inhomogeneous data (does not have the same variance)

If the Levene statistical significance value  $< 0.05$  then  $H_0$  is accepted. Meanwhile, if the significance value of the Levene statistic is  $> 0.05$ , then  $H_0$  is rejected.

### 3) Correlation Coefficient Test

According to Sugiyono (2010) the correlation coefficient is carried out to determine the level of relationship between Variable X and Variable Y. If the significance value of each variable is less than the *alpha* (0.05) then it is correlated. On the other hand, if the significance value of each variable is greater than the *alpha* (0.05), then it is correlated. To determine the level of correlation and the strength of the relationship between the variable of social media use (variable x) and the variable of motivation to learn English (variable y), see the table below.

<b>Interval Correlation</b>	<b>Level of Correlation</b>
1. 0,00-0,199	Neglible
2. 0,20-0,399	Low Positive
3. 0,40-0,599	Moderate Positive
4. 0,60-0,799	High Positive
5. 0,80-1,000	Very High Positive

### 4) Determination Coefficient

After testing the statistical hypothesis, the researcher looks for information on how far the model's ability to explain variations in social media variables is based on the results of students' motivation to learn English through  $R^2$  or the coefficient of determination. The value of the coefficient of determination is

between zero and one. The smaller the value of  $R^2$ , the smaller the influence given by the independent variable to the dependent variable, on the contrary, if the value of  $R^2$  is close to one, then the influence given by the independent variable to the dependent variable is greater (Imam Ghozali, 2016)

## **2. Qualitative Data Analysis**

The data analysis technique in this study is the data analysis technique proposed by Miles and Hurbeman (1984);

### **a. Data Reduction**

Reducing data means summarizing, determining what is important, focusing on the main things, and removing data that is not needed. Thus, when the data is reduced, the data will be more obvious & of course it will make it easier for researchers to collect further data, and finding data back will also be easier if needed.

### **b. Data Display**

According to Miles and Hubermann, data representation is information that can be inferred to simplify the content of the data and does not reduce the data. This is usually a form of qualitative narrative research. We hope that by presenting the data, researchers will be able to easily understand the existing data and plan future work.

### **c. Conclusion Drawing or Verification**

Concluding or Verification is an activity that determines the meaning of all the data that a researcher collects by inferring and

looking for relationships, similarities, and differences. Conclusion is the final step in data analysis.

## **F. Credibility**

The validity of the data of this study was verified through the triangulation technique, in which the researcher reconfirms the data obtained with the informant. The goal is to test quality, build trust and reinforce research results. Triangulation methods are performed by collecting data using different methods. As is well known, in this study, researchers used interviews, observations, and surveys to obtain accurate information and a complete picture of specific information (Semiawan, 2010).

Triangulation can be defined as the use of two or more data collection methods when studying some aspect of human behavior. Thus, a triangulation technique means that a researcher collects data using more than one technique to trigger it. The purpose of triangulation is to increase the reliability and validity of the results.

There are four techniques in triangulation. Those are:

1. Source Triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator Triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some

researcher's view in interpreting information and collecting the data, the validity of data can be increased.

### 3. Methodological Triangulation

Methodological triangulation is using the same method on different occasions or different methods on the same object of study.

### 4. Theoretical Triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. The researcher is demanded to have expert judgment to compare the finding of research with the certain theory.