

CHAPTER III

RESEARCH PROCEDURES

This chapter presents the procedures in conducting the research. This chapter focuses on the explanation of the research design, research setting and participants, data collection, data analysis and research schedule.

A. Research Design

The research method used in this study is a qualitative research: a descriptive case study. This approach is relevant because it will present a detailed, contextualized picture of the phenomenon being studied (Yin, 2003, in Heigham, 2009, p. 70-71). Using a descriptive case study, I intended to unravel complex perceptions and issues relating to the use of Facebook as web 2.0 technology in learning English.

B. Setting and Participant

The research conducted in a university in Tasikmalaya, West Java, Indonesia. This university is chosen because of four considerations: (1) Facebook was used as a media to learn English; (2) the students were familiar with the technology, both mobile and computer; (3) the students have experienced using Facebook in several subjects; and (4) the university supports the facility needed (WiFi connection) to access Facebook.

Six undergraduate students at the seventh and eighth semester in this university took part as the participants. Two participants were taken from

each class which utilized Facebook, two from Public Speaking class, two from Enhanced Language Learning Technology class, and two from Literature in ELT class. They were about 18 to 22 years old.

Table 3.1 Participants' profile

No	Participants' Name	Student details
1.	P1M	Gender : male Age : 23 years old
2.	P2M	Gender : male Age : 23 years old
3.	P3F	Gender : female Age : 22 years old
4.	P4F	Gender : female Age : 22 years old
5.	P5M	Gender : male Age : 23 years old
6.	P6F	Gender : female Age : 22 years old

In addition, these participants were selected by some considerations: (1) they were EFL learners who familiar with Facebook; (2) they were actively engaged in Facebook environment; and (3) they have experienced using facebook during learning English for some subjects (i.e., Public Speaking, Technology Enhanced Language Learning, Literature in ELT). The recruitment of the students will follow the university's ethical clearance. Before conducting the research, the participants were asked to fill out the consent form verifying that they are participate in this research, and their participation is voluntary. I also informed the participants that any information on the observation data will be kept confidential.

C. Data Collection

The data were collected through voice recorder and semi-structured interview. The voice recorder was used to record the interview process and the use of semi-structured was for obtaining more information regarding the students' perception on using Facebook as web 2.0 technology in learning English. Some open-ended questions were included in the interview in order to enable students give wider response. The interviews conducted after students stated their willingness as participants.

D. Data Analysis

The data from interview were recorded, transcribed, and reviewed. Those data were analyzed using thematic analysis framework (Braun & Clarke, 2006) which follow these stages:

- 1) Familiarising with the data, which covers transcribing data, read and re-read the data, taking notes or marking ideas.

Figure 3.1 Data transcription

Name	Times	Interview
R	00:03	<i>Selamat sore.</i>
P6f	00:04	<i>Iya, selamat sore.</i>
R	00:07	<i>Saya akan menanyakan beberapa pertanyaan</i>
P6f	00:10	<i>Iya boleh.</i>
R	00:14	<i>Langsung saja yang pertama, ceritakan mengenai diri anda!</i>
P6f	00:18	<i>Nama lengkap saya [REDACTED] biasanya dipanggil [REDACTED] sekarang saya sedang menyusun juga sama seperti kamu ya. Umur saya 22 tahun.</i>
R	00:34	<i>Berapa lama anda mempelajari bahasa Inggris?</i>
P6f	00:41	<i>Berapa lama... pokoknya semenjak SD saya sudah mempelajari bahasa Inggris. Jadi bisa dihitung dari SD, SMP, SMA sampai sekarang berapa tahun.</i>
R	00:54	<i>Apa pendapat anda mengenai belajar bahasa Inggris ini?</i>
P6f	00:58	<i>Sangat Penting sih belajar bahasa Inggris karena kan bahasa Inggris itu adalah bahasa internasional, jadi sangat sering digunakan, banyak manfaatnya gitu.</i>
R	01:10	<i>Untuk usahanya sendiri seberapa banyak usaha yang anda berikan dalam mempelajari bahasa Inggris ini?</i>
P6f	01:15	<i>Kalau usaha sih normal aja usaha sih, nggak kaya les atau gimana paling belajar otodidak dari YouTube, terus sering lihat-lihat pembelajaran video-video gitu.</i>
R	01:32	<i>Apa pendapat anda tentang kemampuan bahasa Inggris anda saat ini?</i>
P6f	01:35	<i>mm... lumayan lah lebih meningkat karena kan saya jurusan bahasa Inggris jadi dituntut untuk lebih bisa bahasa Inggris gitu.</i>
R	01:46	<i>Apa pendapat anda tentang pembelajaran bahasa Inggris dengan menggunakan platform web 2.0 khususnya platform Facebook?</i>
P6f	01:56	<i>Sangat bermanfaat, terus salah satu terobosan baru juga kan. Strategi untuk kita dapat apa ya... mengekspresikan tentang bahasa Inggris, terus banyak juga kan video-video di Facebook jadi kita dapat belajar bahasa Inggris lebih luas lagi.</i>

- 2) Generating initial codes, which involves coding interesting data & collecting data relevant to each code. I used different colors on the data in order to divide each theme.

Figure 3.2 Coloring the codes

Name	Times	Interview	Indicator	Sub-theme
		e... terbatasannya atau apa gitu. Seperti itu sih.		Technical Problems
R	06;18	Nah kalau untuk keuntungannya sendiri menurut anda terutama dalam pembelajaran yang mana kita itu belajar bahasa kira-kira seperti apa?		
P2m	06;30	Keuntungan belajar bahasa Inggris melalui Facebook. Emm... keuntungannya ya itu kita bisa e... apa ya? Bukan belajar bahasa Inggris saja, kita juga belajar dengan fasilitas media sosial untuk belajar bahasa Inggris . Jadi, ada dari segi technology-nya, salah satunya. Yang ke-2, keuntungannya mungkin kita jadi merasa lebih disimpulkan untuk belajar melalui Facebook daripada bertatap muka secara langsung . Jadi simpel lah intinya.	Reinforcers	Positive Reinforcers Utilizing Social Media for Language Learning Online Language Learning
R	07;19	Yang selanjutnya, apakah ada semacam tekanan? Misalnya ada seorang dosen dalam suatu matkul menyuruh anda misalnya setiap minggu ada project nih mengupload di Facebook, nah ketika anda tidak melakukannya apakah ada tekanan atau misalnya pengurangan poin atau semacam itu?		
P2m	07;45	Jadi ada semacam 2 kasus ya, misalkan dosennya menyuruh mewajibkan mengupload atau mengunggah project, tugas di Facebook pasti ada hukumnya . Mungkin tidak	Punisher	Losing Chance to Get Points

- 3) Searching for themes, which focus on sorting different codes into potential themes, gathering all data relevant to each potential theme.

Figure 3.3 Grouping the codes

Neutral Operant	(13)	Reinforcers	
		Positive (37)	Negative (7)
<ul style="list-style-type: none"> Making interaction among users The effectiveness and efficiency of Facebook Providing Facebook as learning environment Facebook as an innovation in English language learning Facebook as a medium to share information Using Facebook as space for students' interaction Utilizing Facebook for language learning 	1 3 2 4 1 1 1	<ul style="list-style-type: none"> Advantages of Facebook Students' autonomous learning Improving students' skills Students' positive attitude toward the use of Facebook Utilizing social media for language learning Online language learning Space for discussion Simplify and saving time Doing project Online feedback among Facebook users Student getting more confident Student getting motivated Interaction among Facebook users Doing discussion Sharing Project Familiarizing using 2 1 2 2 1 1 1 1 2 5 1 1 2 2 1 2	<ul style="list-style-type: none"> Technical problems Using Facebook only an obligation from lecturer Feeling unconfident Facilities Availability Students' anxiety toward Facebook users 3 1 1 1 1

Neutral Operant		Reinforcers			
		Positive	(37)		Negative (7)
		English in Facebook			
		• Connected with various people	1		
		• Information exchange through Facebook	1		
		• Enhancing social media for learning purpose	1		
		• The effectiveness and efficiency of Facebook	1		
		• Interesting for student	1		
		• Take the advantages of Facebook features	1		
		• Getting point as reward	1		
		• Learning from Facebook environment	1		
		• Students' reflection	2		
Punisher		(6)			
		• Losing chance to get points	5		
		• Students' anxiety toward Facebook viewers	1		

- 4) Reviewing themes, which encompasses checking and refining the themes related to the coded extracts. If the themes were not appropriate, I removed or replaced the themes.

Figure 3.4 Reviewing the themes

Neutral Operant:		Reinforcers	
		Positive :	Negative :
<ul style="list-style-type: none"> • The effectiveness and efficiency of Facebook • Providing Facebook as learning environment • Facebook as an innovation in English language learning 		<ul style="list-style-type: none"> • Advantages of Facebook • Students' positive attitude toward the use of Facebook • Online feedback among Facebook users • Interaction among Facebook users • Doing discussion • Students' reflection 	<ul style="list-style-type: none"> • Technical problems • Using Facebook only an obligation from lecturer • Students' anxiety toward Facebook users
Punisher:			
<ul style="list-style-type: none"> • Losing chance to get points • Students' anxiety toward Facebook viewers 			

- 5) Defining & naming themes, which comprises defining and refining the potential themes, and the overall story the analysis tells; producing clear definitions and names for each theme; and
- 6) Producing the report, by relating back the final analysis to the research question and literature, producing a scientific report of the analysis.

Thus, the data categorized and code based on themes that appear repeatedly, which represent the entire data sets relevant to particular research questions.

E. Research Schedule

Table 3.2 Research schedule

No.	Steps	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb- Aug. 2019	Sep. 2019	Oct. 2019	Nov. 2019
1.	Research Topic Approval								
2.	Research Topic Approval								
3.	Chapter 1								
4.	Chapter 2								
5.	Chapter 3								
6.	Proposal Approval								
7.	Seminar Proposal Examination								
8.	Conducting the Research								
9.	Chapter 4								
10.	Chapter 5								
11.	Final Thesis Examination								