CHAPTER III

RESEARCH METHOD

This chapter describes the procedure used in this research to answer the three research questions stated in chapter I. This chapter covers research method, site participants, research procedure, data collection and data analysis used in this research.

3.1 Research Design

This research employed qualitative approach due to its emphasis on holistic interpretation of a phenomenon which is further recognized by its naturalistic, broad, observant, non-deterministic, representing views of its participants, constructivist, contextual, and noninterventionist characteristics (Yin, 2011; Stake, 2010) which is suitable to answer research questions which have been stated in chapter I.

In relation to qualitative approach, case study was employed as research design due to the situation of this research where "how" or "why" question is asked about set of events while no control of the situation is available because the events happen in natural context (Yin, 1984; Hancock and Algozzine, 2006) which fits to the aim of this research which is to describe the use of *Facebook Groups* in teaching EFL writing at university level.

3.2 Research Site and Participants

This research was conducted in two classes in a private university in Jakarta. Each of the classes used *Facebook Groups* as a teaching tool and was taught by the same English lecturer. This research site was chosen for at least two reasons. First, the university was known to have awareness towards information technology (IT). Thus, its students were expected to be familiar with social network sites (SNS), specifically Facebook. Second, the lecturer who agreed to participate in this research had used *Facebook Groups* as a teaching tool numerous times before. It should be mentioned that the university itself actually had its own in-house web-based learning management software (LMS) so the lecturer would have her own reasons to further use *Facebook Groups* as a teaching tool.

The two classes involved in this research came from different faculties and different class size where English as foreign language (EFL) writing was taught. The first class came from English Savvy course, an English course for upper-beginner students with TOEFL score between 433 to 463, which had 40 students. The second class came from English Entrant course, an English course for lower-beginner students with TOEFL score between 310 to 393, which had 65 students.

3.3 Research Procedure

This research was conducted by following research procedure as follows. First, an initial informal interview with the lecturer who agreed to be participant in this research was conducted. The initial interview was conducted to get general

ideas about how *Facebook Groups* was implemented as a teaching tool in participant's classes and to request accesses to participant's *Facebook Groups* which was used as teaching tools (Alwasilah, 2000). Second, after the general ideas about the use of *Facebook Groups* in participant's classes were gained and accesses to participant's *Facebook Groups* were given, the process of data collection was started in form of document analysis from *Facebook Groups* used and the data collected was analyzed right away. Third, after the data from the *Facebook Groups* was collected and analyzed, deeper data was further collected by conducting interview to participants consisting of a lecturer and six students from two different classes who used *Facebook Groups* as a teaching tool. Fourth, after all data was collected, the data was analyzed using framework developed from Zahidi *et al*. (2011), Yunus *et al*. (2011), and Brown (2001), which classified reasons of using Facebook Groups, how Facebook Groups was used, advantages and disadvantages of the use of Facebook Groups, process of writing, classroom writing performances, and aspects of writing. The process of analyzing the data consisted of coding, categorizing and interpreting the data (Alwasilah, 2000). Next, necessary confirmation to participant was conducted for data that need to be clarified. Last, the data collected was linked to proper literature so the conclusion could be developed and research questions could be answered.

3.4 Data Collection

Triangulation, an approach to ensure validity of raw data by using multiple methods of data collection (Gillham, 2000; Bassey, 1999), was used in collecting

data in this research. There were two methods of data collection used in this research which were document analysis and interview. Initially, classroom observation was planned to be used in this research. However, according to the lecturer who became participant in this research in pre-research interview on December 4, 2012, it was known that very few, even almost no, instructions involving *Facebook Groups* were given in the classroom due to its role as self-regulated study tool for students which happened outside the class. Therefore, it was suggested by the participant that a classroom observation to investigate *Facebook Groups* usage in the classroom would not be efficient since there would be no evidence that could be found. Thus, observation as a method of data collection in this research was decided to be dropped.

3.4.1 Document analysis.

Document analysis can be defined as transferring information from anything that was made in case site and ensuring that it was properly labeled as source so it could be treated as data item (Bassey, 1999). Documents which were analyzed in this research were every post, any kind of information, such as text, photo, video, question, or file, which was posted on the *Facebook Groups'* wall. Comment, a text response given to the *Facebook Groups'* post, posted in the classes' *Facebook Groups'* wall, a space where members of the group post, (Facebook, 2012), was also analyzed as data source in this research. The graphic below shows the example of wall, post and comment in *Facebook Groups*.

Figure 3.1. Facebook Groups' wall, post and comment

The data collected for document analysis was all *Facebook Groups'* posts and comments posted between September 18, 2012 and January 23, 2013.

3.4.2 Interview.

To gather further information related to the research questions, the lecturer and three selected students from each of the two classes who were considered representing class' opinion were interviewed. Those three students from each class were the class' group leader, a student who actively participated in *Facebook Groups* by posting and commenting, and a student who did not actively participate in *Facebook Groups* by posting and commenting. The interviews were held in semi-structured form which if well performed could be the richest single source of data and particularly well-suited for case study design (Gillham, 2000;

Hancock and Algozzine, 2006). Eighteen questions for lecturer and twelve questions for students were developed based on the frameworks chosen (Zahidi *et al.,* 2011; Yunus *et al.*, 2011; Brown, 2001) as basic guidelines for the semi-structured interviews which were aimed to gather data to answer the research questions stated on chapter I (see Appendix A). The semi-structured interview questions prepared (see Appendix A) were made to cover following topics which are stated in table 3.1 below.

Table 3.1. Topics covered by semi-structured interview questions (see Appendix A) developed from Zahidi et al. (2011), Yunus et al. (2011), and Brown (2001).

Topics	Reflected on Questions No.	
	For Lecturer	**For Students**
Reason of the use of *Facebook Groups* in teaching EFL writing	1	1
How *Facebook Groups* is used in teaching EFL writing at university level	2 - 8	2 - 8
Advantages of using *Facebook Groups* in teaching EFL writing at university level	9 - 13	9 - 14
Disadvantages of using *Facebook Groups* in teaching EFL writing at university level	14 - 15	15 - 16
Process of writing using *Facebook Groups* in teaching EFL writing at university level	16	17 - 18
Classroom writing performance used in *Facebook Groups* for teaching EFL writing at university level	17 - 18	19 - 20

To acquire as much data as possible, follow up questions for the interview were given according to participant's response to the guideline questions prepared above. To ensure participants' fluency in answering questions and to get in-depth response, the interviews with the students were conducted in Bahasa Indonesia. However, the lecturer had no problem to be interviewed using English. The interviews with the students were conducted in mini-groups form by interviewing three students from the same class in a group at the same time to create relaxed, versatile and open environment, foster creative forum, and enable diversity of response (Keegan, 2009) on January 29, 2013. Due to the lecturer's full schedule, the interview with the lecturer was conducted through email on January 25, 2013.

3.5 Data Analysis

The data collected from document analysis and interviews which have been mentioned above had no meaning until it was classified, organized, and interpreted (Alwasilah, 2000). To interpret the raw data, the data was analyzed in three steps: coding, categorization, and interpreting the data (Alwasilah, 2000). First, the data was coded using codes developed from Zahidi *et al.* (2011), Yunus *et al.* (2011), and Brown (2001). The codes can be seen in table 3.2 below.

Table 3.2. Codes for analyzing the data collected, developed from Zahidi et al. (2011), Yunus et al. (2011), and Brown (2001).

Code	Means
Rea	Reason of the use of *Facebook Groups* in teaching EFL writing

Code	Means
How	How *Facebook Groups* is used in teaching EFL writing at university level
Adv	Advantages of using *Facebook Groups* in teaching EFL writing at university level
Disadv	Disadvantages of using *Facebook Groups* in teaching EFL writing at university level
Pow	Process of writing using *Facebook Groups* in teaching EFL writing at university level
Perf	Classroom writing performance used in *Facebook Groups* for teaching EFL writing at university level
Asp	Aspect of writing noticed in the use of *Facebook Groups* in teaching EFL writing at university level

To further precisely classify the data, sub-codes were developed and used based on the codes mention on table 3.2 (see Appendix B). After being coded, the data was categorized according to the codes produced from the previous step. Next, categorized data was linked to the proper literature so the data could be interpreted to answer research questions which have been mentioned on chapter I.

3.5.1 Data from document analysis.

The data analyzed from document analysis process showed the actual use of *Facebook Groups* in teaching EFL writing at university level and classroom writing performances used in the *Facebook Groups*. Thus, the data from this source was able to reveal general themes found in this research. The result of this analysis will be discussed in chapter IV of this research.

3.5.2 Data from interview.

The data analyzed from the interview revealed deeper information about how *Facebook Groups* was used in teaching EFL writing at university level and the advantages and disadvantages of the use of *Facebook Groups* in teaching EFL writing at university level. The result of this analysis will also be discussed in chapter IV of this research.

3.6 Concluding Remark

This chapter has presented the methodology used in this research, including its research design, research site and participants, research procedure, data collection, and data analysis. This research was aimed to describe how *Facebook Groups* is used in teaching EFL writing at university level, the advantages and disadvantages of the use of *Facebook Groups* in teaching EFL writing at university level, and classroom writing performances used in the *Facebook Groups* for teaching EFL writing at university level. Case study was employed as research design and the data used in this research was collected from a private university in Jakarta where this research was conducted. The data was analyzed using Zahidi *et al.* (2011), Yunus *et al.* (2011), Brown (2001) and various studies which related to the findings revealed from the data. The result of this chapter, which is findings and discussion, will be elaborated in chapter IV.