CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborates how this study was conducted. To reiterate, the study aims to answer the following research questions: 1) what are the attitudes of a group of the Indonesian youth in Bandung towards English on social media? and 2) what are the factors that contribute to their attitudes? This chapter explains the research design, the site and the participants of the research, as well as the data collection and data analysis procedures.

3.1   Research Design

This study employed a qualitative research design since the objective of this study was to analyze how a group of the Indonesian youths in Bandung think, feel and react when using English on social media, especially for the online communication across national borders as well as to identify the factors contributing to their attitudes. This is in line with what Kothari (2004) has stated that qualitative design gives an access to reflect on the feelings of the participants and to discover the underlying motives of their behaviors. Further, Creswell (2012) states that qualitative studies focus on describing a phenomenon in detail. In relation to this, Mack, Woodsong, Macqueen, Guest, and Namey (2005) assert that the strength of qualitative study is its potential to provide a deep and detailed description of people's experience on the issues related to attitudes, opinions, beliefs, and emotions.

3.2   Site and Participants

The site and participants of this study were selected purposively. According to Manen (2014 as cited in Situmorang & Sembel, 2019), purposive selection indicates that the participants' recruitment was done to clarify the problem studied and to answer the research questions. Detailed information about the site and the participants of this study are as follows.

3.2.1 Research Site

The study was conducted in Bandung, West Java. I chose Bandung since it is one of the well-known cities in West Java where the youth are considered to be among the highest social media users in Indonesia based on the study conducted by Indonesian Internet Service Providers Association in 2019. The findings of the research showed that from 171,17 million active users of social media in Indonesia, 16% of them come from West Java, Bandung.

3.2.2 Research Participants

This study involved fifty Indonesian youths in Bandung aged 16-24 as the participants; nine were males and forty-one were females. They were selected purposively based on several selection criteria, such as (1) they belong to the age range 16-24, (2) they are social media users, (3) they reside in Bandung, and (4) they use English when communicating globally on social media.

There are a number of reasons for setting the above selection criteria for the participants. First, the youth became the focus of the study because, according to a study conducted by Sugiharto (2016), those ranging in the age of 16-24 were categorized as the highest social media users in Indonesia, making up 75,50% of the total social media users in the country. Further, according to Indonesian Internet Service Providers Association in 2019, the statistical data show that 91% of 171,17 million users of social media are in the age range from 16 to 24 years old. Participants in the age range of 16-24 years old are categorized as 'youth' according to World Health Organization (1985). As previously mentioned, the participants are from Bandung, West Java, because they are among the most active social media users according to Indonesian Internet Service Providers Association (2019). Lastly, since this study aimed to know about the attitudes towards English on social media, these participants also had to use English when communicating globally on social media.

In selecting the fifty participants, I distributed an online questionnaire via WhatsApp and LINE. After three weeks of waiting, I received sixty responses. However, only fifty of them fitted to the above-mentioned criteria. Four

participants were then selected to be interviewed to provide more in-depth insights into the issue. These four participants were selected based on the scores obtained from the questionnaire; I selected two with the lowest scores and two with the highest scores. These participants were given the initials ND, FA, AN and KL, so as to maintain their anonymity.

3.3 Research Procedure

To be specific, this study was conducted through the following procedures.

3.3.1 Determining the data collection techniques

Since the aims of the study are to investigate attitudes towards English on social media and to discover the factors affecting such attitudes, questionnaire and semi-structured interviews were deemed the most appropriate data collection techniques. The distribution of the questionnaire allowed me to measure the three dimensions of attitudes (cognitive, affective and conative) using Likert-scale items, while the interviews allowed me to delve deeper into the participants' feelings and attitudes toward the use of English on social media, especially for the online global communication.

3.3.2 Distributing the online questionnaire

After preparing the questionnaire, which I adapted from Sujono's (2017) research about students' attitudes towards the use of authentic materials in EFL classroom, I distributed the online questionnaire via LINE and WhatsApp. There were three parts to the questionnaire. The first section dealt with questions about personal details of the participants, such as full name, WhatsApp number (for the interview needs), gender, age, educational and cultural background. The second section dealt with questions about social media engagements; it consisted of three questions, such as 1) how long have you used social media?, 2) which social media platform(s) do you use?, and 3) how long do you spend your time using social media in a day? In answering those close-ended questions, a number of options were given. The third section covered fourteen Likert-scale items which include cognitive, affective or emotional, and conative aspects of attitudes. The

questionnaire applied Clason and Dormody's (1994) Likert-type scale, which includes (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. Instead of using 5-points Likert scales, I preferred to use Clason and Dormody's (1994) Likert-type items as the adaptation of Likert's scale which initiated the deletion of neutral response in order to prevent bias results in measuring the participants' attitudes towards English on social media. The complete sheets of the questionnaire of this study were attached in Appendix part. Meanwhile, the outline of the questionnaire of this study is presented in Table 3.1 below.

Table 3.1. Questionnaire Survey (adapted from Sujono, 2017)

Elements of Attitudes	Statements
Cognitive Elements	Using English on social media helps me to communicate globally more easily.
	English is crucial for international communication.on social media.
	I am aware of the important role of English on social media for international communication.
	The use of English on social media makes the international communication difficult.
	The use of English in international communication on social media increases the effectiveness of the ongoing communication.
	English is the main language that is used in international communication on social media which can be understood by many people.
Affective Elements	Using English for international communication on social media makes the ongoing communication more enjoyable.
	I do not like it if I have to use English for international communication on social media.
	The use of English for global communication on social media makes the ongoing communication meaningful.
	By using English, the global communication on social media becomes boring.
	Using English for international communication on social media is interesting.
Conative Elements	I often use English for global communication on social media.
	I hesitate to use English for global communication on social media.
	I am inclined to use English for global communication on social media.

The questionnaire was distributed online by using Google Form in order to make the research easier and flexible to be conducted. They were asked to

respond to each statement in the questionnaire based on their perspectives and feelings. Since the first language of the participants was Indonesian, so the questionnaire was translated into Indonesian language to evade misunderstanding and to assist the participants in selecting the proper options.

3.3.3 Analyzing the questionnaire data

After the selection process of participants finished, I analyzed the questionnaire data collected from the fifty youths selected by using the formula stated by Sudjana (1984 as cited in Sujono, 2017) to know about the attitude scores of the participants by calculating the central tendency of the data collected. In the analysis process, simple numerical analysis was carried out. This analysis was rigorously done after the questionnaire was completed. In analyzing the data, simple numerical analysis was involved in processing the responses from the likert-type items in Section 3 of the questionnaire.

In relation to the numerical analysis, in identifying the specific attitudes of the participants towards each statement stated in Section 3 of the questionnaire, the following classifications were made. The detailed classification is presented in the table 3.2 below.

Table 3.2. Classification of the Youth's Attitudes and their Response

Score	Classification
14 – 24.4	Extremely Negative
24.5 – 34	Negative
35 – 45.4	Positive
45.5 – 56	Extremely Positive

(Adapted from Sudjana, 1984, as cited in Sujono, 2017)

The data above were obtained through the formula stated by Sudjana (as cited in Sujono, 2017). The highest score would be 56 {total questions (14) x high points of category (4)}. Meanwhile, the lowest score would be 14 {total of questions (14) x low points of category (1)}. Then, the interval range was formulated below.

$$\text{Interval Range} = \frac{56 - 14}{4} = 10.5$$

For the another simple numerical analysis, in discovering the youth's attitudes towards each statement in each element of attitude, the questionnaire data were calculated using Likert scale through several steps, such as scoring, finding out the score of the answer, calculating the central tendency of the answer, and classifying the average percentage. These four steps were done with the aim to make the data more statistical (Ockert, 2005). The elaboration of the Likert scale calculation is described as follows.

a. Scoring

To score the Likert scale of this study which adapted Clason and Dormody's (1994) Likert-type scale, each statement in the questionnaire was labeled with value from 1 to 4. The example of the use of scoring system in a statement is presented in Table 3.3 below.

Table 3.3. Example of Statement and Its Scoring

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
		1	2	3	4
1.	Using English on social media helps me to communicate globally more easily.	0	0	12	38

From Table 3.3 above, it can be seen that from the fifty participants involved in this study, twelve of them chose number 3 since they agreed with the statement and thirty-eight of them chose number 4 for they strongly agreed with the statement. None of them chose number 1 and 2 since all of them agreed with the statement. After this frequency of each statement's answer was collected, all answers were calculated to find out the score of the answer.

b. Finding out the score of the answer

In finding out the score of the answer, each frequency of the answer in each statement was multiplied by the value of each answer.

Score for option A (Strongly Disagree)   : 0 x 1 = 0
Score for option B (Disagree)   : 0 x 2 = 0
Score for option C (Agree)   : 12 x 3 = 36
Score for option D (Strongly Agree)   : 38 x 4 = 152 +
Total   188

Notes:

- The ideal score for the lowest value = 1 x 50 (youths) = 50

- The ideal score for the highest value = 4 x 50 (youths) = 200

c. Calculating the central tendency of the answer

In calculating the central tendency of the answer, this study applied the formula below:

$$P = \frac{f_0}{n} \times 100\%$$

Notes:
P : Percentage
f_o : The total value of answer
n : The ideal score of the highest value
(Sudjana, 1984 as cited in Ibnus, 2014)

The calculation of the central tendency of the answer is presented below.

$$P = \frac{188}{200} \times 100\% = 94\%$$

d. Classifying the average percentage

The last step in analyzing the research data from the youth's questionnaire was classifying the average percentage based on the criteria below.

Table 3.4. Percentage of Central Tendency and Its Interpretation

Percentage of Central Tendency	Interpretation
0% - 20%	Extremely Negative
21% - 40%	Negative
41% - 60%	Neutral
61% - 80%	Positive
81% - 100%	Extremely Positive

(Adapted from Akdon, 2008, as cited in Sujono, 2017)

The interpretation of the percentage of central tendency was made to make the description of the data more systematical and to classify the tendency of the answer of all respondents (Ockert, 2005).

3.3.4 Interviewing the selected participants

After distributing the online questionnaire and calculating the participants' attitude scores, I then selected two with the highest scores and two with the lowest scores to be interviewed individually via WhatsApp. This interview session was not conducted face to face due to the current pandemic. In the interviews, I asked the following questions.

Table 3.5. The Outline of the Participants' Interviews

No.	Questions
1.	For what purposes do you use social media?
2.	How frequent do you communicate with people overseas? Where are they from?
3.	What language(s) do you use when communicating with them? What are your reasons for the selection?
4.	How important is the role of English for you for international communication (especially on social media)?
5.	In your opinion, is it interesting to use English for international communication on social media? What are the reasons?
6.	In what ways has the language, for example English helped you? Refer to the specific instances or experiences, especially in global communication

7.	What do you think are the challenges of using the language, for example English for international communication, especially on social media? Please refer to specific instances.
8.	During your interaction with people of different nationalities, has misunderstanding ever occurred due to language barriers (i.e. the use of English)? Please elaborate

This interview session was conducted in this study as it can give an opportunity for the participants to express their ideas and attitudes about English on social media more freely than those expressed in the questionnaire. In addition, this individual interview session was used to get more detailed or in-depth information around the topic of the research. Same as the questions in the online questionnaire, the language use during the interview session was Indonesian to make it easier for the participants to understand the questions and to answer it clearly.

3.3.5 Analyzing the interviews data

After finishing the interview session, I analyzed the interviews data collected from the four youths selected by using qualitative content analysis to know about the factors affecting their attitude. The analysis was done by conforming to Jendra's (2010) theory about factors affecting language attitude, such as (1) the prestige and power of the language, (2) the historical background of nations, (3) the social and traditional factors, and (4) the language internal system. Excerpts from the interviews were also presented to support the data gained from the questionnaire.

There were several steps in analyzing the interviews data. The first step was transcribing the data. The interviews data obtained from the recording during the interviews session were transcribed into a written form to make the data more evident. Then, after the interview data had been transcribed, the second step was coding the data. The interviews data were coded based on the aim of the interview

which aimed to explore about what factors that affect the youth's attitude towards English. Therefore, factors appeared in the transcription were underlined.

Finally, after transcribing and coding the interviews data, the last step was interpreting the data. The interviews data were interpreted to formulate the findings and conclusion by confirming to Jendra's (2010) theory about factors affecting language attitude. Afterwards, the result of the interpreted data would be described in the form of qualitative description to attain the objective of this study.

3.4 Concluding Remarks

This chapter has presented the methodology of the study consisting of research design, site and participants, data collection, and data analysis. In addition, it clarifies how I collected and analyzed the questionnaire as well as the interview data. The next chapter presents and discusses the findings and discussions of the study.