

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The writer implemented a quantitative method in order to answer both research questions by using a close-ended questionnaire as the instrument to collect the data and distributed it to the students in Faculty of Language and Arts, Soegijapranata Catholic University Semarang. According to Neuman(2014), quantitative research usually deals with charts, graphs, or tables to let others see the evidence collected in the form of numbers. The questionnaire results gave the writer the data (numeric description or opinion) from samples(Creswell, 2013). The writer also decided to use descriptive analysis while analyzing the data to find the answer to both research questions.

#### **3.2 Method of Data Collection**

##### **3.2.1 Participants**

This study's participants were students from the Faculty of Language and Arts in Soegijapranata Catholic University Semarang. The writer chose students from the Faculty of Language and Arts, Soegijapranata, Semarang, because they must learn and use English in their daily conversation when around campus. Moreover, the writer had access to

interact easily with the students. The participants were varied from batch 2016 until 2019, with total students are 279. Following the sampling theory from Cohen, Manion, and Morrison(2007) in their book titled '*Research Method in Education*', the writer used convenience sampling with a confidence level of 90% to distribute the questionnaire to 130 students.

### 3.2.2 Instruments

A close-ended questionnaire was used as the instrument for this study in order to collect the data about the students' perception on learning English through videos on YouTube through an online way. A close-ended questionnaire is a type of questionnaire that can be either 'yes or no' question or multiple choice without giving the option to give additional answers(Slattery et al., 2011). The questionnaire was divided into three parts; the first part provides a background of the questionnaire and to collect the demographic data such as name and batch of the students, the second part of the questionnaire (5-10) was about using YouTube as a learning medium, and the third part (11-18) was about which skills and aspects of English language were improved the most after watching the videos. The second part of the questionnaire was adapted from Brent Kelsen's thesis titled '*Teaching EFL to iGeneration: A Survey of Using YouTube as Supplementary Material with College EFL Students in Taiwan*'(2009) for both the writer and Kelsen's main issue are similar. Kelsen did not mention the coefficient alpha of the reliability

of the questionnaire. However, the students' perception in using videos on YouTube as a learning medium was also assessed by other studies adopting Kelsen's questionnaire (Chien et al., 2020; Zaidi et al., 2018). Zaidi and colleagues reported the questionnaire's reliability using Alpha Cronbach formula as 0.915, which meant this questionnaire was reliable.

### 3.2.3 Research Procedures

The research was conducted with the following procedures:

#### 1. Sorting out Sacha Stevenson's videos

The writer sorted Sacha Stevenson's videos out from her YouTube channel. Three videos out of 66 videos from the 'Seleb English' playlist on her YouTube channel were chosen to be used as the writer's research object with a duration of  $\pm$  4 minutes each. Those three videos' titles are: "Roasting Bad English – Seleb English" (<https://youtu.be/f9qp2RjejeY>), "SYAHRINI – Seleb English" (<https://youtu.be/Z4pIP9JJ68s>), and "Indonesian Beauty Queen English – Jolene Marie, Frederika Cull" (<https://youtu.be/xpOXbaMH-xk>).

#### 2. Adapting a questionnaire

The writer then adapted the questionnaire from Brent Kelsen's thesis.

### 3. Conducting a Pilot Study

The writer did a pilot study on the questionnaire to check the questionnaire's validity before distributing it to approximately 130 participants. The writer selected 10 samples to do the pilot study.

### 4. Analyzing the validity and reliability of the instrument

In this procedure, SPSS 24 was used to analyze each item's validity and the reliability of the questionnaire. The invalid questionnaire will be dropped, and the valid questionnaire will be distributed to the participant online using Google Form.

To check the validity of each item, the writer had to figure out the  $R_{table}$  and the  $R_{value}$  from the questionnaire. The questionnaire consisted of two parts with a close-ended type. The first part was about the students' perception of using Sacha Stevenson's Videos on YouTube as a medium to learn English. The second part was about which English skills the students learnt the most from the videos.

To check the reliability of the questionnaire, the writer tested the two parts of it using Cronbach's alpha reliability test. The writer analyzed the data from the pilot study using SPSS24 and found the Cronbach's alpha number. The acceptable Cronbach's alpha's number was  $> 0.6$  (Mohamad et al., 2015; Taber, 2018), then it could be concluded that the questionnaire was reliable.

The statements in the questionnaire considered valid if the value of significance ( $R_{\text{value}}$ ) was more than the value of table ( $R_{\text{table}}$ ) in Pearson R-table with the level of significance was 5% (look appendices A). From the table, the value of  $R_{\text{table}}$  with level of significance 5% of 10 respondents from the pilot study was 0.632. Hence, the number of  $R_{\text{value}}$ , that had been analyzed using SPSS 24, must more than 0.632 so it can be declared as valid.

The results of the validity and reliability test were shown in the tables below,

*Table 3.2.3.1*

*Validity test result*

*Questionnaire part two*

Statements	$R_{\text{value}}$	$R_{\text{table}}$	Status
Using YouTube material makes class more interesting.	0.502	0.632	INVALID
Sacha Stevenson's videos are relevant to what was studied in class.	0.729	0.632	VALID
Using Sacha Stevenson's videos on YouTube is beneficial to my English.	0.775	0.632	VALID
I can learn English from watching Sacha Stevenson's videos outside the class.	0.805	0.632	VALID

Using Sacha Stevenson's videos in class motivates me to study English.	0.904	0.632	VALID
By watching Sacha Stevenson's videos outside class, I feel motivated to study English.	0.955	0.632	VALID
Using Sacha Stevenson's videos in class motivates me to use it myself outside class.	0.698	0.632	VALID

*Table 3.2.3.2*  
*Reliability test result*  
*Questionnaire part two*

Cronbach's alpha( $\alpha$ )	N of items	Status
0.893	6	RELIABLE

Based on the table 3.2.3.1, one statement had a lower Rvalue number than the Rtable and was considered invalid. Therefore, the writer decided to drop the invalid statement and used the other statements. After dropping the statement, the writer ran a reliability test for part one of the questionnaire. The result for the cronbach's alpha was 0.893. Therefore, the writer declared that part one of the questionnaire was reliable.

Table 3.2.3.3

Validity test result

Questionnaire part three

Statements	$R_{value}$	$R_{table}$	Status
Sacha Stevenson's videos help me to learn English grammar easily.	0.746	0.632	VALID
By watching Sacha Stevenson's videos, I can improve my grammatical mistakes while communicating.	0.850	0.632	VALID
By watching Sacha Stevenson's videos, I can improve my pronunciation.	0.861	0.632	VALID
I can learn pronunciation by watching Sacha Stevenson's videos.	0.732	0.632	VALID
I can improve my listening skill by watching Sacha Stevenson's videos.	0.907	0.632	VALID
The images displayed in Sacha Stevenson's videos help me to acquire vocabularies	0.746	0.632	VALID
I feel difficult to learn English vocabulary by watching Sacha Stevenson's videos	0.045	0.632	INVALID

I am making progress in learning English because Sacha Stevenson's videos improve my reading skill	0.785	0.632	VALID
Learning through Sacha Stevenson's videos helps me to improve my writing skills.	0.738	0.632	VALID

*Table 3.2.3.4*

*Reliability test result*

*Questionnaire part three*

Cronbach's alpha( $\alpha$ )	N of items	Status
0.918	8	RELIABLE

Based on table 3.2.3.3, there was an invalid statement because the  $R_{value}$  of the item was lower than the  $R_{table}$ . Therefore, the writer decided to drop the statement, yet the writer still used the other statements. The result of the reliability test result after dropping the invalid statement was 0.918. The final result of the cronbach's alpha had met the requirement to pass the reliability test.

- Asking the participants to fill the questionnaire.

Before letting the participants complete the questionnaire voluntarily, they were required to watch the videos attached at the beginning of the questionnaire.

#### 6. Analyzing and interpreting the data.

Lastly, the writer analyzed all the data that have been collected through the online questionnaire that had been distributed and completely filled. After that, the analyzed data were being interpreted.

### 3.3 Method of Data Analysis

This research used a close-ended questionnaire with a Likert Scale with a 5-point scale to get the required data. The 5-point scale score will be:

1	=	Strongly Disagree (SD)
2	=	Disagree (D)
3	=	Neutral (N)
4	=	Agree (A)
5	=	Strongly Agree (SA)

The collected data, then, were analyzed using SPSS to find the mean. Descriptive statistics was used to find out the mean and the standard deviation for the first research question, and for the second research question, the writer needed to find

out the mode of the data. Descriptive statistics is a method used for organizing and summarizing the data that need to be interpreted (Pérez-Vicente & Expósito Ruiz, 2009). The perception is considered positive if the mean is more than 3, meaning that learning English using Sacha Stevenson's video is a good option. However, if the mean is less than 3, the perception is considered to be negative.

