

CHAPTER III

METHOD OF DATA COLLECTION AND ANALYSIS

3.1. RESEARCH DESIGNS

In order to conduct the research of this study, the writer chose a quantitative approach as the main research method. Quantitative method functions to observe a particular phenomenon that occurs by sampling data from respondents who are representative of a population and produce data in the form of numbers or statistics which are then processed to draw a general conclusion as the result of the research (Williams, 2007). As complementary data for the analysis results of quantitative research, the writer also used qualitative research. The qualitative method serves to analyze a social reality by conducting a descriptive research that examines the subjective perceptions of the research objects (Zhang, 2009). By using a mixed method, it is hoped that the writer will be able to obtain more detailed data completeness with a broader perspective of each approach. According to Mcevoy and Richards (2006), quantitative and qualitative methods can be combined to study the same phenomenon from different points of view.

3.2 DATA COLLECTION

3.2.1. Participants

To collect research data, the writer chose a Facebook group called Blogger Indo, which is an open community group consisting

of people who are interested in or have already run blogs. This community group was chosen as a data source because the writer is also a member of it and the group members are considered quite active and responsive in sharing information so it was hoped that data collection could be done easily. To support the data, the researcher interviewed some informants who are some of the members of the *Blogger Indo* community group in order to obtain more in-depth data that was relevant to the topic studied in this research.

3.2.2. Instruments

There were two means that were used by the writer to gather the data. The first means were close-ended questions in the form of a questionnaire. A questionnaire is designed to collect and serve data as an illustration of general analysis based on several questions or statements (Greasley, 2008). The writer used Google Forms to make and distribute a questionnaire consisting of opening questions (gender, and basic questions about respondents' blogs) and close-ended statements based on Likert scale about respondents' perceptions on the significance of using English on blog.

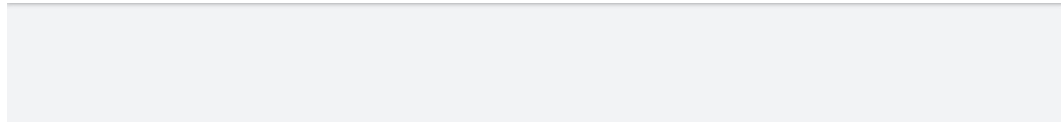
The second means is an interview. The interview aims to gather in-depth information about respondents' perceptions or opinions about a particular topic (Turner, 2010). To collect the

information, the writer will use a personal chat feature of Facebook called Messenger to interview the respondents online by asking open-ended questions which will be about their personal perceptions on the significance of using English on blog.

3.2.3. Procedure

To begin the data collection, the writer first determined the respondents for quantitative and open-ended questions data collection. After that, the questionnaire statements and questions for both instruments were designed. After the questionnaire was designed, its reliability and validity were measured through a pilot study. In the pilot study, the questionnaire was distributed to ten preliminary respondents. The results of the questionnaire were then measured using SPSS to find out whether the items were reliable or not as well as whether they were valid or not. The results of the reliability and validity test can be seen below.

Table 3.1. R Table Product Moment



Tabel Nilai r Product Moment

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

To conduct the data analysis, R Product Moment Table is an essential tool to determine whether the questionnaire's indicators were valid or not. If the indicators have been proven to be valid, they were feasible to be tested for

reliability and further analysis. An indicator is considered valid if the value of R count is more than the R table (N=10, R table = 0,632) or the significance level is below 0.05 (Alfian & Putra, 2017).

Table 3.2. Product Moment Pearson Correlation Variable X

		Correlations						
		X.1	X.2	X.3	X.4	X.5	X.6	Total_X
X.1	Pearson Correlation	1	.643*	.039	.610	.667*	.539	.808**
	Sig. (2-tailed)		.045	.915	.061	.035	.108	.005
	N	10	10	10	10	10	10	10
X.2	Pearson Correlation	.643*	1	.513	.767**	.270	.784**	.893**
	Sig. (2-tailed)	.045		.129	.010	.451	.007	.000
	N	10	10	10	10	10	10	10
X.3	Pearson Correlation	.039	.513	1	.229	-.017	.184	.381
	Sig. (2-tailed)	.915	.129		.525	.962	.611	.278
	N	10	10	10	10	10	10	10
X.4	Pearson Correlation	.610	.767**	.229	1	.488	.670*	.879**
	Sig. (2-tailed)	.061	.010	.525		.153	.034	.001
	N	10	10	10	10	10	10	10
X.5	Pearson Correlation	.667*	.270	-.017	.488	1	.196	.612
	Sig. (2-tailed)	.035	.451	.962	.153		.587	.060
	N	10	10	10	10	10	10	10
X.6	Pearson Correlation	.539	.784**	.184	.670*	.196	1	.790**
	Sig. (2-tailed)	.108	.007	.611	.034	.587		.007
	N	10	10	10	10	10	10	10
Total_X	Pearson Correlation	.808**	.893**	.381	.879**	.612	.790**	1
	Sig. (2-tailed)	.005	.000	.278	.001	.060	.007	
	N	10	10	10	10	10	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

After checking the indicators of variable X, it was found that indicator X.3 and indicator X.5 were declared invalid because the total value of R count of X.3 at

0.381 and the total value of R count of X.5 at 0.612 were lower than R table (0.632) and the significance level of X.3 at 0.278 and significance level of X.5 at 0.060 were higher than 0.05. As a result, the writer chose to drop them as they could not be used for further analysis.

Table 3.3. Product Moment Pearson Correlation Variable Y

		Correlations					
		Y.1	Y.2	Y.3	Y.4	Y.5	Total_Y
Y.1	Pearson Correlation	1	.818**	.392	.804**	.804**	.972**
	Sig. (2-tailed)		.004	.263	.005	.005	.000
	N	10	10	10	10	10	10
Y.2	Pearson Correlation	.818**	1	-.112	.704*	.704*	.812**
	Sig. (2-tailed)	.004		.758	.023	.023	.004
	N	10	10	10	10	10	10
Y.3	Pearson Correlation	.392	-.112	1	.062	.062	.326
	Sig. (2-tailed)	.263	.758		.865	.865	.358
	N	10	10	10	10	10	10
Y.4	Pearson Correlation	.804**	.704*	.062	1	1.000**	.911**
	Sig. (2-tailed)	.005	.023	.865		.000	.000
	N	10	10	10	10	10	10
Y.5	Pearson Correlation	.804**	.704*	.062	1.000**	1	.911**
	Sig. (2-tailed)	.005	.023	.865	.000		.000
	N	10	10	10	10	10	10
Total_Y	Pearson Correlation	.972**	.812**	.326	.911**	.911**	1
	Sig. (2-tailed)	.000	.004	.358	.000	.000	
	N	10	10	10	10	10	10

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As shown in the table above, the writer found that indicator Y.3 was declared invalid because the total value of R count of indicator Y.3 at 0.326 was lower than

the R table (0.632) and the significance level of indicator Y.3 at 0.358 was higher than 0.05. Therefore, the writer chose to drop it as it could not be further analyzed.

Table 3.4. Product Moment Pearson Correlation Variable Z

		Correlations					
		Z.1	Z.2	Z.3	Z.4	Z.5	Total_Z
Z.1	Pearson Correlation	1	.254	.659*	.659*	.659*	.782**
	Sig. (2-tailed)		.478	.038	.038	.038	.008
	N	10	10	10	10	10	10
Z.2	Pearson Correlation	.254	1	.375	.231	.375	.655*
	Sig. (2-tailed)	.478		.285	.521	.285	.040
	N	10	10	10	10	10	10
Z.3	Pearson Correlation	.659*	.375	1	.773**	.545	.829**
	Sig. (2-tailed)	.038	.285		.009	.103	.003
	N	10	10	10	10	10	10
Z.4	Pearson Correlation	.659*	.231	.773**	1	.773**	.829**
	Sig. (2-tailed)	.038	.521	.009		.009	.003
	N	10	10	10	10	10	10
Z.5	Pearson Correlation	.659*	.375	.545	.773**	1	.829**
	Sig. (2-tailed)	.038	.285	.103	.009		.003
	N	10	10	10	10	10	10
Total_Z	Pearson Correlation	.782**	.655*	.829**	.829**	.829**	1
	Sig. (2-tailed)	.008	.040	.003	.003	.003	
	N	10	10	10	10	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

As shown on the table above, all indicators of variable Z were valid because the total value of R count of each indicator was greater than R table (0.632) and the significance level was less than 0.05. Therefore, the indicators could be used for further analysis.

Table 3.5. Cronbach's Alpha Variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.879	4

After the indicators were declared valid, their reliability needed to be tested to determine the consistency of the questionnaire. Cronbach's Alpha coefficient test is a statistic that is commonly used for this task. By using this test, a questionnaire is declared valid if it has a Cronbach's Alpha coefficient value above 0.6 (Alfian & Putra, 2017). As the table above stated, the Cronbach's Alpha coefficient of variable X (0.879) was greater than 0.6, so it could be analyzed further.

Table 3.6. Case Processing Summary of Variable X

Case Processing Summary		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

From the table above, it can be concluded that the indicators of variable X were valid.

Table 3.7. Cronbach's Alpha Variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.941	4

As stated in the table above, the coefficient of Variable Y (0.941) was greater than 0.6, so it was declared to be reliable and could be used for further analysis.

Table 3.8. Case Processing Summary of Variable Y

Case Processing Summary		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

From the table above, it was implied that the indicators of variable Y were valid.

Table 3.9. Cronbach's Alpha Variable Z

Reliability Statistics

Cronbach's Alpha	N of Items
.812	5

As stated in the table above, the coefficient of variable Z (0.812) was greater than 0.6 as well. From this, it could be concluded that all of the indicators tested were proven to be valid and reliable.

Table 3.10. Case Processing Summary of Variable Z

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Similar to other indicators, the indicators of variable Z are proven to be valid.

After the items were found reliable and valid, the questionnaires were distributed to the *Blogger Indo* group. While collecting quantitative data from the respondents, the researcher interviewed relevant informants (people who own blogs) until the information obtained was considered to be sufficient and could be analyzed to answer the problem formulation of this research. After required data has been collected, the data analysis was conducted.

3.3 DATA ANALYSIS

To process the questionnaire data collected from Google Forms, the writer used software considered efficient in calculating data and relatively easy to use, namely SPSS. According to Perry et al. (2014), SPSS makes it easy for users to carry out various statistical analyses according to their needs in a relatively short period of time, whereas before technological advances, it tended to take a lot of time and was impossible without expert assistance. After the questionnaire data was collected, SPSS was used to analyze its validity and reliability to see whether they were qualified enough to be further analyzed or not. After the data was proven to be valid and reliable, the frequency, percentage, and standard deviation of each indicator were examined to study the diversity of respondents' answers. From the results of the SPSS analysis, the writer then interpreted them and drew general conclusions of respondents' perceptions on the significance of using English in blog.