CHAPTER III

RESEARCH METHODS

A. Research Design

Traditionally, studies were usually done by qualitative or quantitative method but the researcher used mix method in this study in which research in this study involved quantitative and qualitative methods as Hanson (2005) stated that mixed method research was guided by philosophical assumptions that enable the mixing of qualitative and quantitative approaches throughout the research process. This method was chosen to the point that the researcher had got more comprehensive, valid reliable and objective (Sugiyono: 2011). In accordance with what Creswell (2003) had revealed this method made researchers used two phases in completing the study. In the first phase, the researcher collected quantitative data then analyzes the results while in the second phase the researcher planned the research or collected qualitative data based on the results in the first phase and aimed to explain or enhance the quantitative result. The researcher identified specific quantitative findings, such as unexpected results, outliers or differences between groups that need further exploration using qualitative methodology. This type of study was usually referred to as Sequential Explanatory Design. Research design itself was the framework used to carry out marketing research (Malhotra, 2007). Research design provided procedures for obtaining the information needed to develop or solve research problems.

B. Subject of The Research

The subject/informants of this research were K-Popers, a number of people from several countries such as Indonesia, France, India, Thailand and Turkey. The informants were selected based on the criteria made by the researcher through subject selection activities. The criterions were a K-

Popers and not an English Native Speaker. The K-Popers in this study were basically found at fanbases in some applications called Weverse, WhatsApp, Instagram, and Twitter. In these applications, idol-fans activities were usually be seen also the fans could join fellow fans in one space by following their idol group and being able to easily access idol contents. There were 154 respondents who were willingly to fulfill the questionnaire and they were 1 respondent from France, 2 respondents from Thailand, 4 respondents from Turkey, 9 respondents from India and 136 respondents from Indonesia. The 154 people here could also be called sample, a part of population to represent the population (Nurhayati: 2020). The interview session was done for 8 informants who were willingly to be asked further more about the topic. They were 4 informants from Turkey, 1 informant from India and 3 informants from Indonesia.

C. Data and Data Resource

a. Data

Data were a term refers to the collection of information and statistics for references and analysis. Data contained of factual information which could be words, number, observation or a description of something. There were two types of data which were:

i. Primary Data

Primary data was the first hand data that was collected by the researcher. The primary data in this study was the data collected from the K-Popers using questionnaire and interview. The data from questionnaire was numerical data obtained from the respondent's responses from questionnaire using Likert-typed scale while the data from interview was data in written form or transcript of informant responses related to the questions asked.

ii. Secondary Data

Secondary data was the data that was taken from teacher or surrounding where the researcher according to Hox and Boeji (2005). This type of data had been already collected and readily available from other resources. The secondary data in this study were data from previous studies, books on any other relevant resources that contain of theories or information related to the topic of this study.

b. Data Sources

Data sources could include the data that was collected before and the data that was collected during the study itself. The data sources from this study were K-Popers or the people who like K-Pop which called the primary data while the other data was taken from some journals, books, articles, and previous studies which provide relevant information related to this study. The journals that were relevant to the data were a journal by Dinar Faiza (2020) related to fandom as communication of practice and a study by Yuxuan Ding and Xiaonan Zhuang (2021) related to data about K-Popers behavior when it comes to K-Pop. Dinar (2020) had stated in the study that fandom was actively being the community of practice as K-Popers always actively support the idols and keep on updating their progress. This made them have the urge to follow fanbases or any accounts to understand English more to make it easier for them both to communicate with fellow fans or keep updating the idols. This certainly helped them to learn English grammar, enriching English vocabularies and also stimulate writing skill. This theory was supported by the second research. Yuxuan and Xiaonan (2021) had stated that K-Poper's behavior seemed so crazy or obsessive toward their idols but actually they were motivated to have more self-developments which also stated that one of the motivations was to learn foreign

languages. It was not always Korean as what people expected but also any other languages depends on the idols they were following.

D. Data Collection

In gathering the correct and accurate information for this study, the researcher used some kinds of instruments to collect the data called:

a. Questionnaire

Questionnaire was one of the common instruments to collect data in the form of number or quantitative data. The questionnaire was made and spread to get information that was relevant to the topic of the study. Each of the items in the questionnaire were developed through the theory that had stated by Dinar Faiza (2020) about enriching vocabulary, learning grammar, stimulating some skills and developing motivation through K-Pop. First of all, for this study the researcher distributed questionnaires to investigated informants who fit the criteria and if they can provide the information that the researcher is looking for on February 4, 2022 to March 3, 2022 on several platforms namely Twitter, Instagram, WhatsApp and Weverse. The questionnaire of this study consisted 30 items which had 5 points Likert-type Scale with the selection ranging from Very Agree (5), Agree (4), Neutral (3), Disagree (2), and Very Disagree (1) (James T. Croasmun, Lee Ostrom: 2011).

Table 3.1 Questionnaire Items and It's Scale

No	Items	Score				
		1	2	3	4	5
1	K-Pop gives me series of motivation to learn foreign language					

Continuation of Table 3.1 Questionnaire Items and It's Scale

No	Items	Score				
		1	2	3	4	5
6	I find out the contents of K-Pop Idol are interesting					
7	I watch K-Pop idols' contents often (more than 4 times a week)					
8	I usually use English subtitle when I watch Idol's contents which is mostly in Korean					
9	English subtitle in K-Pop Idols' contents are abundantly available and easy to find					
10	I can find new English words in the contents using English subtitle I watch					
11	When I find new English words, I check it in the dictionary or proper resource for translations					
12	I can recognize words and aware of the spelling in the subtitle better					
13	I think I recognize how to use grammar properly in the subtitle while I watch K-Pop Idol's contents					
14	Using English subtitle when I watch Idol's contents helps me to understand the content better					
15	I think I get to know some new English vocabularies after watching idol's contents through the subtitle					
16	K-Pop Idol's contents give me a change to use my English reading ability					
17	I can find K-Pop Idol's contents in English / English speaking idol					
18	K-Pop Idol's contents gives me a change to use my English listening ability					

Continuation of Table 3.1 Questionnaire Items and It's Scale

No	Items	Score				
		1	2	3	4	5
19	K-Pop encourages me to learn English better					
20	I think I can learn English while watching Idol's content					
21	I think English is needed when I want to know my Idols better or when I want to understand anything in my idol's contents					
22	I think K-Pop Idol Contents make my self-learning enjoyable					
23	K-Pop Idol s' Contents give me a change to practice my English writing skill such as giving comments about their contents					
24	I think K-Pop fandom encourages me to practice my English by communicating with fellow fans from all over the world					
25	I think my grammar becomes better because of communicating with fellow fans such as having casual conversation					
26	Having communication with other fellow fans helps me to extend my English vocabularies					
27	I can ask my fellow fans to translate some words I do not know in the Idol's contents whether it was from Korean to English or from English to any other language					
28	Some fanbases help me to understand the contents K-Pop Idol's provided by translating their contents					
29	I think K-Pop fandom helps me to learn English					
30	I think K-Pop fandom/other fellow fans make my self-learning enjoyable					

b. Interview

   After the researcher was done in analyzing the data from the questionnaire, the researcher conducted question and answer session or interview to collect the qualitative data. The interview was done to the some selected respondents which were considered to represents respondents by following the interview instructions. Interview has become the common and effective method used by researchers to collect detail information in qualitative research (Gill P et.al, 2008 pg.295). The questions were developed with the same theory from previous research by Dinar Faiza (2020) about K-Popers and English Learning. In this study, it was emphasized on enriching vocabulary and their difficulties they had experienced after considering the data from the questionnaire. Here was the list of questions for interview

Questions Interview List

The Perception of K-Popers on K-Pop Idols' Content as Media in Learning English Vocabulary

1. **Identity**

 Name   :

 Country   :

 Age   :

 Profession   :

2. **Filling Instruction**

 a. Read the items carefully

 b. Answered the questions as honest as possible

 c. Write down comments and suggestions that you give in the column provided

Table 3.2 List of Questions

No	List of Questions
1	Does K-pop give you series of motivation to learn foreign language?
2	What are some interesting elements of K-Pop?
3	Do you think K-pop and fandom gives you comfort and make your self-learning enjoyable?
4	Do you think English K-Pop Idol's content help you to learn English
5	Do you think English is needed for a K-Poper to understand their idol better?
6	Do you usually use English subtitle when you watch Idol's contents which are mostly in Korean?
7	Can you find new English words in the contents if you use English subtitle?
8	If you find new words, how do you know the meaning?
9	Do you usually use translation by fanbase?
10	Do you usually give comments about their contents in English?
11	What are your difficulties in understanding English through Idol's Contents and how do you deal with it?
12	How can you relate to K-Pop?

E. Data Analysis

Data analysis was a process for examining, cleaning, modifying, and modeling data with a view to finding information that can provide clues for researchers to answer research questions or draw conclusions.

This study produced two types of data which are quantitative data and qualitative data.

a. Quantitative Data Analysis

Quantitative data analysis was performed by analyzing the results of the questionnaire i.e., by calculating the total score and the percentage of respondents' answers of each item to then be analyzed descriptively. The questionnaire of this research which

was also called as research instrument used Likert Scale. The Likert scale is a scale that can be used to measure attitudes, opinions, and social perceptions whereby the answers from respondents on each instrument item/questionnaire have gradations from very negative to very positive.

Table 3.3 Likert Scale of Research Instrument

No	Items	Score				
		1	2	3	4	5

Score 1: Very Disagree

Score 2: Disagree

Score 3: Neutral

Score 4: Agree

Score 5: Very Agree

The percentage of respondents' answers for each item in this study used the following formula:

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

P: Percentage Answer

f : Answer Frequency

n: Number of Respondents

While the total scores obtained on each item   be outlined by description after categorizing according to the following scales after considering the maximum score of the questionnaire:

Table 3.4 Score Categories Based on Total Score

Score	Categories
617-770	Very Agree
463-616	Agree
309-462	Neutral
155-308	Disagree
0-154	Very Disagree

While the percentages were categorized according to the following scales

Table 3.5 Score Categories Based on Percentage

Percentage	Categories
81%-100%	Very Agree
61%-80%	Agree
41%-60%	Neutral
21%-40%	Disagree
0%-20%	Very Disagree

Before distributing the questionnaire, it was important to test the questionnaire to check the validity and the reliability using SPSS. This process was done to know whether the items of the questionnaire were feasible to use or not and to find out if the questionnaire was worth to use for many times in the future. This test was done to 40 people in January 30, 2022, the people who had similar characteristic to K-Popers in general, getting involve in fandom, enjoying their contents and keep updating the idols in social media.

i. Validity Test

Validity represented a calculation to measure whether questions/statements in a questionnaire that researchers had created can measure the quality of service to customer satisfaction where in this study, it represented the quality of K-Pop as a medium of learning English to K-Popers satisfaction. A validity test was used to measure whether or not a questionnaire was valid. The questionnaire was declared valid when both the questions and the statements on the questionnaire were able to reveal something to be measured by that questionnaire. The Validity Test was performed by comparing the r count with r table. If r count is greater than ($>$) r table then the item from questionnaire was valid but if r count is less than ($<$) r table then the item from questionnaire is invalid.

The number of subjects in this validity test was 40 respondents which had more than the minimum number of sampling on the validity test which was 30 respondents. Respondents to this validity test had similar characteristics to the original subject, namely a K-Popers and English Foreign Language Learners. r table for respondents as many as 40 were 0.312 with a significance level of 5%. The following validity test calculations use IBM SPSS Statistical 22 software:

Table 3.6 Validity Test

No Item	r count	r table	Description
1	0.685	0.312	Valid
2	0.724	0.312	Valid
3	0.360	0.312	Valid
4	0.347	0.312	Valid

Continuation of Table 3.6 Validity Test

No Item	r count	r table	Description
5	0.363	0.312	Valid
6	0.489	0.312	Valid
7	0.442	0.312	Valid
8	0.491	0.312	Valid
9	0.713	0.312	Valid
10	0.590	0.312	Valid
11	0.361	0.312	Valid
12	0.491	0.312	Valid
13	0.713	0.312	Valid
14	0.514	0.312	Valid
15	0.595	0.312	Valid
16	0.746	0.312	Valid
17	0.359	0.312	Valid
18	0.629	0.312	Valid
19	0.654	0.312	Valid
20	0.694	0.312	Valid
21	0.435	0.312	Valid
22	0.751	0.312	Valid
23	0.774	0.312	Valid
24	0.678	0.312	Valid
25	0.782	0.312	Valid
26	0.760	0.312	Valid
27	0.677	0.312	Valid
28	0.651	0.312	Valid
29	0.619	0.312	Valid
30	0.748	0.312	Valid

Based on the table above, all statement items had been declared valid.

ii. Reliability Test

Reliability testing was a trial to find out the degree of consistency of respondents' answers. Reliability tests were conducted to determine to what extent the results of the questionnaire measurements being used were relatively consistent when two or more measurements were made at different respondents. The magnitude of the most preferable coefficient of reliability was 1 and the worst is 0, however the value of 1 was very difficult to determine. The method used to find out the reliability of the measuring instrument was to calculate the alpha cronbach value where the value ranges from 0.00 to 1. The closer the number 1 alpha cronbach value is then the more reliable the questionnaire is.

Table 3.7 Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.933	30

The Continuation of Table 3.7 Reliability Test

No item	Cronbach's Alpha	Description
1	0.930	Reliable
2	0.929	Reliable
3	0.934	Reliable
4	0.935	Reliable

The Continuation of Table 3.7 Reliability Test

No item	Cronbach's Alpha	Description
5	0.933	Reliable
6	0.932	Reliable
7	0.935	Reliable
8	0.932	Reliable
9	0.929	Reliable
10	0.931	Reliable
11	0.934	Reliable
12	0.932	Reliable
13	0.929	Reliable
14	0.932	Reliable
15	0.931	Reliable
16	0.929	Reliable
17	0.933	Reliable
18	0.930	Reliable
19	0.930	Reliable
20	0.930	Reliable
21	0.933	Reliable
22	0.929	Reliable
23	0.928	Reliable
24	0.930	Reliable
25	0.928	Reliable
26	0.928	Reliable
27	0.930	Reliable
28	0.930	Reliable
29	0.930	Reliable
30	0.929	Reliable

Based on the table above it was known that the questionnaire was declared reliable and can be used for subsequent studies.

b. Qualitative Data Analysis

In analyzing the qualitative data which was collected during interview, there were three activities that occur simultaneously according to Miles and Huberman (1994) namely data collection, data reduction, data display and conclusion drawing or verification. Here was the chart that shows these activities:

Picture 3.1 Miles and Huberman Data Anlysis Chart
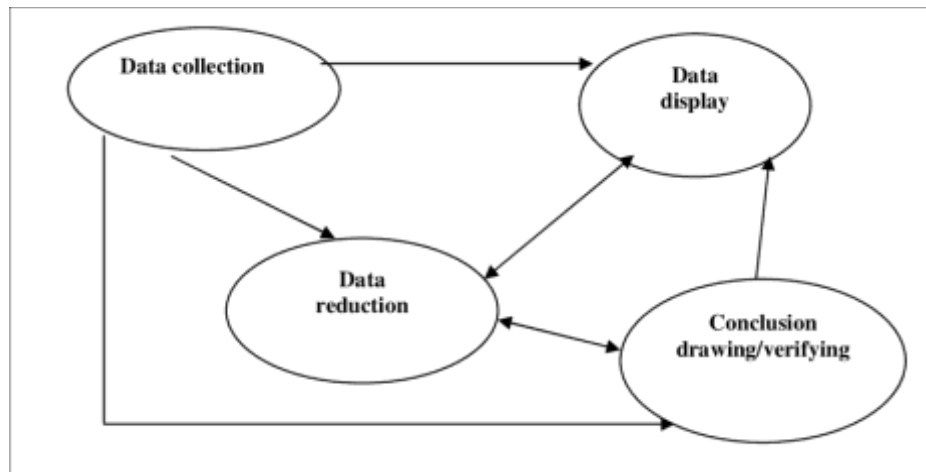
i. Data Collection

To obtain qualitative data, the researcher held interview sessions with several respondents who, if possible, could represent other respondents and were willing to conduct interviews honestly without any coercion.

ii. Data Reduction

To select important data and get rid of data that was not needed to organize data and find verifiable conclusions, a researcher goes through a process of selecting, focusing, simplifying, abstracting, and transforming the data that

appears in written-up field notes or transcriptions. This was what was called data reduction according to Miles and Huberman (1994).

iii. Data Display

A display was an organized and compressed collection of information that supports drawing conclusions and actions. (Miles & Huberman, 1994). They do not believe that better display of data is the main means for valid qualitative analysis, which consists of: various types of matrices, graphs, networks and graphs. They are designed to combine information organized into a coherent and easily accessible form. Thus an analyst can see what was happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions presented by the presentation as something that might be useful.

iv. Conclusion Drawing or Verification

According to Miles & Huberman (1994, p. 11), conclusions were also verified as the analyst proceeds. When in the middle of collecting data, the researcher had a brief conclusion that is hold lightly, which of course could not be arbitrary, must go back to look at the data to be verified. The final conclusion did not only occur during the data collection process, but needed to be verified so that it could truly be accounted for.

F. Trustworthiness

Researchers must obtain the validity of findings, meaning that researchers determine the credibility of findings to ensure accurate findings and interpretations through several strategies such as triangulation (Creswell, 2012). Zhang & Wildemuth (209) consider that in qualitative research conventional criteria were not suitable for assessing the results of

their research. Furthermore, Zhang and Wildemuth proposed 4 criteria for evaluating interpretive research work: credibility, transferability, dependability, and comformability. With this way, researcher could identify and selected data and focus and thing related to the research questions (Nurhayati: 2014).

a. Credibility

The credibility of the data was also gained through triangulation process. The types of triangulation could be seen from different individuals, types of data, theories, and methods of data collection. This was to make sure that the study be accurate because the information drew on multiple sources of information, individuals, or processes. In this research, the researcher used one kind of triangulation: different individuals. The researcher had 2 validators named Ridha Erviana, S.S and Abdul Hakam Sholahuddin, S.Ag. M.H as the different individuals triangulations. Additionally, in utilizing the theories, the researcher gathered and checks some written sources from various literatures that related to the topic to build research instruments especially from previous study.

b. Transferability

Researchers also used thick and rich descriptions, detailed and systematic reports on the steps to find research results. In addition, this study used subject selection where the subject is intended for K-Pop fans. Thus, readers can understand the topic clearly. Furthermore, the reader can apply the research findings to other or similar situations, phenomena, or subject characteristics.

c. Dependability

Dependability check in qualitative research was carried out to audit the entire research process. This research was conducted by researchers systematically from the beginning to the conclusion of the findings guided by the supervisor. Researchers also checked

the data to get certainty and stability of the data. Furthermore, to ensure that the data was coherent with the research question, the researcher ensures that the process of data collection and data analysis was in accordance with the results of data collection. The results of the triangulation of data findings were consulted and discussed with the thesis supervisor as an expert.

d. Conformability

Conformability was determined by examining the internal relationships between data analysis, findings, interpretations, and recommendations. The materials that can be used in this aspect include field notes, memos, manual coding, process notes, and so on. In another way, to achieve conformity, the researcher provided all the data and asked the thesis supervisor to provide comments, opinions, and suggestions regarding the data analysis. Then, the results are also reviewed by the lecturer or a person who have done research as an expert.