

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a quantitative approach with a correlational survey design to study the relationship between exposure to the conversational English content on social media and the pragmatic sense of students in listening. A correlation approach is used to determine whether there is a statistical relationship between these two variables, without manipulating them directly (Creswell & Creswell, 2018).

A quantitative method applied, using surveys as the main data collection tool. A structured questionnaire will be distributed to EFL students who actively participate in English content on social networks. The questionnaire consists of elements on the Likert scale to measure the frequency of contact with social media (independent variables) and the level of pragmatic consciousness in listening (dependent variables), based on pragmatic evaluation and the listening frame is established (Ishihara & Cohen, 2022; Taguchi, 2019).

Researcher will use Pearson's correlation analysis to check the strength and direction of the relationship between the two variables. A positive correlation will indicate that exposure to conversational English content is

related to higher pragmatic awareness, while a negative correlation or the absence of a correlation indicates the opposite.

This design allows an overview of the consumption of digital means affecting the practical capacity of EFL learners in listening and providing experimental evidence to integrate social media into language learning programs.

B. Research Setting

In this study, the research was conducted using an online survey involving university students in South Kalimantan. Unlike traditional educational research that relies on physical classrooms or specific institutional buildings, this study strategically utilizes a virtual or digital setting to administer the instruments. This setting was selected because the study focuses on university students' exposure to English content on social media, which commonly occurs in digital environments. By aligning the data collection environment with the digital theme of the research, the setting allows participants to engage with the questionnaire in a natural and familiar context that mirrors their actual daily social media routines.

To implement this virtual data collection, the survey was distributed using Tally Form, an online platform chosen for its accessible and seamless user interface. The use of an online form was essential because the research instrument requires respondents to watch and listen to several video-based

social situations before answering the pragmatic awareness test. Although the primary interaction between the researcher and the participants took place within this digital space, the geographical boundary of the population remains firmly situated within the higher education context of South Kalimantan. This combination of a virtual setting and local geographical boundaries ensures that the study effectively captures authentic data from digital natives while maintaining institutional relevance.

C. Population and Sample

The population of this study consisted of university students in South Kalimantan who have learned English and regularly access English conversational content on social media. This includes students from various academic disciplines, not limited to those majoring in English or related fields. The inclusion of students from diverse backgrounds was intended to capture a wider range of exposure to English, particularly through informal sources such as English-language content on digital platforms.

Due to the broad scope of the population and the use of a survey method, it was not feasible to involve all members of the population. Therefore, a sample was selected to represent the population. This study employed a **non-probability sampling technique**, specifically **purposive sampling**, in which participants were selected based on certain criteria relevant to the objectives of the study.

The criteria for selecting the participants were as follows: (1) they are currently enrolled as university students in South Kalimantan, and (2) they have had prior experience in learning English, either through formal education or independent learning. These criteria were considered important to ensure that the participants had sufficient exposure to English, which is necessary for assessing their pragmatic awareness in listening.

In terms of the final sample size utilized for the statistical analysis, this study successfully gathered data from 103 university students in South Kalimantan who completed the online questionnaire instrument. These 103 respondents were selected because they thoroughly met all the established purposive sampling criteria, specifically being active higher education students who consistently consume English-language conversational content on digital platforms. By directly utilizing the completed responses from these 103 participants, the study secures a highly valid and accountable dataset, ensuring that the subsequent inferential statistical analyses are computed based on completely verified and reliable data from the targeted population.

D. Data

This study employed quantitative data to address two research questions, namely the correlation between exposure to conversational English content on social media and students' pragmatic awareness, as well as the identification of specific features that support the development of pragmatic awareness.

There were three types of data collected in this study. First, data on students' pragmatic awareness were obtained through a Pragmatic Awareness Advanced Test in the form of a Multiple-Choice Discourse Completion Test (MDCT). Each correct answer was scored as one point, while incorrect answers were scored as zero. The total score represented the participants' level of pragmatic awareness in listening.

Second, data on students' exposure to conversational English content on social media were collected using a Likert-scale questionnaire consisting of ten items. The participants responded using a four-point scale ranging from Never to Always. The total score indicated the frequency and intensity of their exposure to English-language content on social media platforms.

Third, data related to specific pragmatic features were collected to answer the second research question. This section aimed to identify which features in social media content are perceived by students as helpful in developing their pragmatic awareness. The data were obtained through ten Likert-scale items using a four-point scale ranging from Strongly Disagree to

Strongly Agree. The results from this section were analyzed descriptively to determine the most influential features based on participants' responses.

The data were collected from university students in South Kalimantan through an online questionnaire distributed via Tally.so website. The participants met the criteria of being currently enrolled in higher education and having prior experience in learning English.

The questionnaire consisted of four sections. The first section gathered demographic information. The second section measured students' exposure to English-language content on social media. The third section assessed students' pragmatic awareness through a ten-item MDCT. The fourth section explored students' perceptions of specific pragmatic features that contribute to their understanding of English in real-life communication.

E. Technique of Data Collection

This study employed a questionnaire as the primary technique for data collection. The questionnaire was administered online using Tally.so to allow efficient distribution and to reach participants from various universities across South Kalimantan. The use of an online questionnaire was considered appropriate for this study, as it enables the collection of quantitative data in a flexible and accessible manner.

The questionnaire was distributed through social media platforms, particularly WhatsApp and Instagram. To increase the number of participants, the researcher applied a distribution strategy by sharing the questionnaire through personal networks and requesting assistance from peers to further distribute the link. In addition, incentives were provided to encourage participation. Participants who completed the questionnaire were given rewards, and an additional referral-based strategy was applied, in which individuals who successfully invited others to participate were also rewarded. These strategies were intended to ensure that the targeted number of respondents could be achieved.

The data collection process was conducted in several stages. First, the questionnaire was designed based on the research variables and relevant theoretical framework. Second, a pilot test was conducted to evaluate the clarity, validity, and reliability of the instrument. Based on the results of the pilot test, necessary revisions were made to improve the quality of the questionnaire. Third, the final version of the questionnaire was distributed to the participants through the selected online platforms. Fourth, the responses were collected and recorded automatically through the Tally system. Finally, the collected data were screened to ensure their validity and completeness before proceeding to data analysis.

The data collection was conducted within a certain period of time, starting from May 19, 2026 to June 16, 2026. During this period, the researcher monitored the response rate and performed follow-ups when necessary to ensure sufficient data were obtained.

To ensure the quality of the data, a filtering process was applied. Incomplete responses and responses that indicated a lack of seriousness, such as inconsistent or random answers, were excluded from the analysis. In addition, ethical considerations were taken into account in this study. Participants were informed about the purpose of the research through an informed consent statement provided at the beginning of the questionnaire. Their participation was voluntary, and their identities were kept anonymous to maintain confidentiality.

F. Research Instrument

This study employed a self-constructed questionnaire as the main instrument to collect data. The instrument was developed by the researcher based on relevant theoretical frameworks, particularly the concepts of pragmatic features and pragmatic awareness proposed by Ishihara and Cohen (2022) and Taguchi (2019). The development of the instrument was grounded in theoretical derivation, ensuring that each item reflects specific indicators derived from the theories.

The questionnaire consisted of four sections. The first section collected demographic information of the participants. The second section measured students' exposure to conversational English content on social media (Variable X) using ten Likert-scale items. The third section assessed students' pragmatic awareness in listening (Variable Y) through a ten-item Multiple-Choice Discourse Completion Test (MDCT). The fourth section aimed to identify specific pragmatic features that support students' understanding, which was used to answer the second research question.

In the second section, the Likert scale ranged from 1 to 4, where 1 indicated Never and 4 indicated Always. The total score ranged from 10 to 40, representing the level of students' exposure to English content on social media. In the third section, each correct answer in the MDCT was scored as one point, while incorrect answers were scored as zero, resulting in a total score ranging from 0 to 10. These raw scores were used for statistical analysis, particularly for correlation testing.

For the fourth section, which focused on specific pragmatic features, the data were analyzed using the mean score of each item. This approach allowed the researcher to identify which features were perceived as the most helpful in developing students' pragmatic awareness.

The development of the instrument followed several stages. First, the researcher reviewed relevant literature on pragmatic awareness, social media input, and pragmatic features. Second, indicators were formulated based on

these theories. Third, questionnaire items and test questions were constructed based on the indicators. Finally, the instrument was evaluated through expert judgment to ensure its appropriateness and relevance.

To ensure the validity of the instrument, two types of validity were applied. Content validity was established through expert judgment by consulting a lecturer with expertise in linguistics or pragmatics. Construct validity was tested using the Pearson Product-Moment correlation in SPSS, which examined the correlation between each item and the total score. Items with significant correlation coefficients were considered valid.

Reliability testing was conducted using Cronbach's Alpha to measure the internal consistency of the Likert-scale sections, while the Kuder-Richardson 20 (KR-20) formula was applied to ensure the measurement consistency of the dichotomous Pragmatic Awareness Test (MDCT).

In terms of data interpretation, raw scores were used for inferential statistical analysis, particularly in testing the correlation between variables. For descriptive purposes, the scores were categorized into levels (e.g., low, medium, and high) to provide a clearer overview of students' profiles. Furthermore, in the correlation analysis, the hypothesis was tested using a significance level of 0.05. If the p-value (Sig.) was less than 0.05, the alternative hypothesis (H_a) was accepted, indicating a significant correlation between the variables.

G. Data Analysis

To answer the research questions, the quantitative data collected through Tally were analyzed systematically using SPSS. The data analysis process was conducted through the following sequential steps:

1. Data Scoring and Transformation

The raw data from the questionnaires were converted into numerical codes. For the exposure scale (Variable X) and helpful features scale (Section 3), responses were scored on a 4-point Likert scale (1 = Never/Strongly Disagree to 4 = Always/Strongly Agree). For the Pragmatic Awareness Test (Variable Y), a dichotomous scoring system was applied, where each correct answer was scored 1 and each incorrect answer was scored 0. The scores were then summed to obtain TOTAL_X, TOTAL_Y, and TOTAL_S3.

2. Instrument Validity and Reliability Testing

Before conducting the hypothesis testing, the instrument's quality was evaluated:

- **Validity Test:** The construct validity of each item was tested using the Pearson Product-Moment Correlation. An item is considered valid if its r_{count} exceeds the r_{table} threshold of 0.195 ($N = 103, \alpha = 0.05$).

- Reliability Test: The internal consistency of Variable X and Section 3 was measured using Cronbach's Alpha. Meanwhile, the reliability of the dichotomous Pragmatic Awareness Test (Variable Y) was calculated using the Kuder-Richardson 20 (KR-20) formula to ensure measurement consistency. The instrument is deemed reliable if the coefficient exceeds 0.60.

3. Statistical Prerequisite Tests

To ensure the data met the assumptions for parametric testing, two prerequisite tests were performed:

- Normality Test: The Kolmogorov-Smirnov test was applied to determine whether the data scores were normally distributed ($p > 0.05$).
- Linearity Test: A test for linearity was conducted to confirm a linear relationship between Variable X and Variable Y ($p < 0.05$).

4. Hypothesis Testing and Descriptive Analysis

- To answer Research Question 1: If the prerequisite assumptions were met, Pearson's Product-Moment Correlation was employed to examine the significance, direction, and strength of the correlation between students' exposure (X) and their pragmatic awareness (Y). A significance level (α) of 0.05 was

used. (If data normality was violated, Spearman's Rank Correlation would be utilized as the non-parametric alternative).

- To answer Research Question 2: The data regarding specific pragmatic features from Section 3 were analyzed descriptively by calculating the mean score of each item. The feature with the highest mean score was interpreted as the most helpful factor perceived by the students in developing their pragmatic awareness in listening.