

CHAPTER III

RESEARCH METHOD

A. Research Design

The Researcher used qualitative descriptive methodology in this research. The problem formulation in descriptive qualitative research directs the investigation or depiction of the social situation that is to be investigated in depth, breadth and complexity. Bogdan & Taylor (2007) state that a qualitative approach is a research methodology that produces descriptive data in the form of verbal or written statements given by individuals, as well as observed behavior. Qualitative research emphasizes social phenomena, gathering the perspectives and emotions of the individuals involved. Language and words are used by researchers to provide qualitative descriptions of phenomena that have been observed or studied. This may include an explanation of the attributes, circumstances, and significance of the object or subject under investigation. Qualitative research often uses methods including interviews, participant observation, content analysis, and thematic analysis to collect and analyze data descriptively.

1. Identify significant problems to be solved through descriptive methods. In this research, the researcher want to find students' perceptions of TikTok as a media for learning English.

2. Limit and formulate the problem clearly. In this study ,the researcher formulated 2 questions, namely: 1.) What are students' perceptions of TikTok as a media for learning listening? And 2.) how can TikTok motivate students to learn English?

3. Find the purpose and benefits of research. In this study, the researcher found:
1.) To find out students' perceptions of TikTok as a media for learning listening? And 2.) To find out how TikTok can motivate students to learn English.

4. Conduct a literature study related to this problem. In this study, the researcher extracted information from other journals regarding the use of TikTok in the educational sector.

5. Designing the research methods that will be used includes determining data collection and data analysis instruments. A qualitative descriptive research approach was chosen for this study, and an interview guide was used to collect data.

6. Collect, organize and analyze data using relevant analytical techniques and create research reports. In this research, the researcher used data analysis techniques, namely Thematic Analysis.

B. Research Setting

This research was conducted at Antasari State Islamic University, Banjarmasin. It is located on Jalan Ahmad Yani km 4.5, Kebun Bunga Banjarmasin Village, South Kalimantan. The reason the researcher chose Antasari Banjarmasin State Islamic University as the research location was because the researcher studied at that campus. Because the researcher studied there, the researcher knew Gen Z in the English Education department who used TikTok actively to learn English. The Researcher conducted research for approximately 1 months, starting in April 2024 to Mei 2024

C. Participant

Participants in this research were 10 students of the English Department class of 2020, Antasari State Islamic University, Banjarmasin. Participants in this research were selected using several criteria, namely: 2020 English Language Education Department Students, Active TikTok users, Have learned to listen via TikTok.

D. Data

The data for this research is students' perception of TikTok as media in learning English and How to motivate students to use TikTok as a media for

learning English. The data obtained from english education department students' class of 2020 at UIN Antasari Banjarmasin

E. Technique of Data Collection

In this research, the researcher used qualitative methods with qualitative descriptive techniques. In education and the social sciences, qualitative studies are a special type of research that can produce a clear and in-depth picture of human experience. This research is based on a methodology that is fundamentally different from standard quantitative approaches in educational studies to analyze social reality.

Data was collected using interviews. the Researcher conducted interviews with students of the English Department of Antasari State Islamic University in the same academic year. This interview was used to obtain more detailed information to support the data.

Table 1.1 Scedule Of Data Collection

No.	Techniques	Day/Date
1	Interview	<ul style="list-style-type: none"> a. Tuesday, may 21th 2024 b. Wednesday, may 22th 2024 c. Friday, may 23th 2024 d. Saturday, may 24th 2024 e. Sunday, may 25th 2024

F. Research Instrument

In this research, the researcher chose 1 instrument to collect all data, namely the interview guide. Sugiyono (2020) emphasized that an interview is a meeting between two people to exchange information and ideas through questions and answers, so that the meaning can be constructed into a certain topic. In this research, researchers conducted offline interviews. The number of questions is 6 per feature.

Interview guide to determine students' perceptions of TikTok as a medium to increase EFL students' motivation in learning English and to find out how TikTok can motivate students in learning English. The interview technique can also be seen as a process of asking informants or respondents directly about the research topic in order to collect data.

Researchers conducted direct interviews with individuals, especially students majoring in English class of 2020 at UIN Antasari Banjarmasin. These interviews rely on unstructured questions that are largely open-ended, with only a few questions designed to elicit thoughts and experiences from participants (Creswell & Creswell, 2018).

G. Data Analysis

In analyzing the data, researchers used thematic analysis techniques. By using thematic analysis, researchers can filter the collected data to look for overarching themes or patterns (Braun & Clarke, 2006). When researchers want to dig deeper into qualitative data to find common threads that can help them explain how prevalent a phenomenon is, this strategy is very useful (Fereday & Muir-Cochrane, 2006). The following are the steps for conducting thematic analysis of qualitative data. data collected:

1. Understand the Data

The first stage of thematic analysis is reviewing and understanding the data. It is important for researchers to find data that is relevant to their research. This data can be in the form of interview transcripts, field notes, documents, or other sources relevant to the research objectives. In this research, researchers used interview transcripts from participants. Researchers must read the data thoroughly to understand its content. Including understanding the narrative or interview transcript. Understanding the content will help in identifying emerging thematic patterns.

2. Develop Code

Coding in thematic analysis is the process of assigning certain labels or categories to pieces of data that are relevant to the purpose of the analysis. These codes are used to identify specific patterns, themes, or concepts that emerge in qualitative data. The purpose of coding in thematic analysis is to help. In this research, researchers can organize, sort and group data so that main findings can be identified more systematically.

3. Finding a Theme

Finding themes in thematic analysis is the process of identifying and categorizing patterns that emerge repeatedly or significantly in qualitative data. In the context of thematic analysis, themes refer to concepts or ideas that emerge from the pieces of data being analyzed. These themes often reflect important aspects of the phenomenon under study. In this study, researchers identified the main patterns that emerged in the data. This involves observing similarities, differences, or recurring patterns in the pieces of data being analyzed. By identifying key themes, researchers can narrow the focus of their analysis to more deeply understand certain aspects of the phenomenon under study.

4. Review Possible Themes

In this ongoing step, emerging themes are evaluated in relation to the coded data and the entire data set. In essence, this phase focuses on quality assurance. The initial stage in the research is that the researcher compares the themes with the data extracts that have been made, then assesses the

plausibility of the themes based on the data. The second stage in the evaluation process is assessing themes based on total data. This requires a final examination of the entire data to see whether the themes truly represent the entire data set or just a portion of it.

5. Introduction and Naming of Themes

A strong thematic analysis will contain themes that

- a. Don't try to do too much because a theme should ideally have one focus;
- b. Connected but not overlapping so it's not redundant, although it may build on previous themes.
- c. Answer the research problem specifically. During this phase, the in-depth analytical work required for thematic analysis is completed, including shaping the research into more specifics.

At this stage the researcher concentrates on topics that are relevant to the main research problem and does not include too many themes. The researcher then focuses on the research problem exactly according to the research question, so that the conclusions are specific and focused only on the research topic.

6. Create a report

The Researcher analyze qualitative research, from simple note-taking and memo writing to report writing and more rigorous analytical methods.

Writing and analysis are closely related to job opportunities. The author organizes the concepts appropriately, and the order of the ideas covered is important to consider; Themes should make sense, connect logically, and, if necessary, build on previous themes to build a compelling narrative of facts. In this final stage, the author provides a report on the research results.