

CHAPTER 3

RESEARCH PROCEDURES

A. Method of the Research

The research design used in this study is a qualitative case study. According to Yin (2018), a case study is a holistic and intensive investigation of a bounded phenomenon, such as a program, process, or social unit, examined within its real-world context. This design is used to investigate whether social media platforms can be a tool to help the process of learning English at the Indonesian higher level. Case studies examine current phenomena ("cases") in detail and their real-world contexts, especially when it may not always be easy to distinguish between the phenomenon and its context (Yin, 2018).

The phenomenon examined in this research is students' real-life use of social media platforms to support their English learning outside the classroom environment. This practice is embedded in students' daily routines and influenced by the affordances of mobile technology, making it a phenomenon that naturally occurs within their real-life context and cannot be separated from it. This approach enables the researcher to explore how social media functions in authentic situations rather than controlled or experimental conditions.

Therefore, this study employs a qualitative case study to explore the lived experiences of students who use social media to support their language learning. Specifically, this study aims to provide an in-depth understanding of how social media can support the development of the English language learning process. The results of this study are presented in descriptive form, which describes the complexity of students' interactions with social media as a learning tool.

B. Setting and Participants

The setting of this study was the English Education major at one of the universities in Tasikmalaya. This location was chosen because it naturally exposes students to technology-enhanced learning, making it highly relevant for examining how they use social media as part of their English learning process. Additionally,

students in this program frequently engage with various online platforms for English learning and personal purposes, providing direct access to individuals who can offer meaningful insights into the role of social media in language learning.

The participants in this study consisted of four students of the English Education program, who were selected based on the criteria of

- 1) Being English education students,
- 2) Having experience using social media and actively using social media for English learning.
- 3) Willing to participate in the study.

All participants were given a comprehensive explanation of the purpose, methods, and ethics of the study, and were guaranteed anonymity and confidentiality. Participants could withdraw from the study at any time, and their names were kept confidential. Anonymity and confidentiality were key considerations in conducting research, mainly qualitative research involving human participants as cited in Wang et al. (2024).

C. Data Collection

The primary data source in this qualitative case study was interviews (Yin, 2018). Turner et al. (2017) stated that interviews are one of the basic methods of conducting an investigation. Therefore, this study utilized in-depth interviews as the primary data collection method. In-depth interviews were chosen because they allowed participants to share their experiences in detail and allowed the researcher to explore deeper insights into the use of social media for English language learning (Rutledge et al., 2020).

Before conducting the interviews, the researcher prepared a series of open-ended questions aligned with the research objectives and arranged an interview schedule with each participant. At the beginning of each interview, the researcher explained the research objectives, obtained participant consent, and ensured a comfortable and supportive atmosphere. All interviews were conducted online through their own platforms due to time and distance limitations.

During the interviews, the researcher used Indonesian to facilitate communication and prevent misunderstandings. The interview format was conversational and flexible, allowing participants to explain in depth how they use social media as part of their English language learning process. The researcher also took field notes to support data analysis.

Each participant was interviewed once, and each session lasted approximately one hour or more, depending on the flow of the discussion and the depth of the participants' responses. Interviews ended when all guiding questions had been fully answered. Once the interview process was complete, the audio recordings were stored securely and then transcribed verbatim for thematic analysis.

D. Data Analysis

Following the interviews, the data were transcribed verbatim and analyzed using thematic analysis, as outlined by Braun & Clarke (2012). Thematic analysis is a systematic approach to identifying, organizing, and interpreting patterns of meaning within qualitative data. This method is well-suited to capturing participants' experiences, meanings, and realities, allowing the researcher to present key themes that emerge from the data in a clear and structured manner. The analysis followed six phases: familiarizing with the data, generating initial codes, identifying potential themes, reviewing themes, defining and naming themes, and producing the report.

In this study, thematic analysis was used as a method for processing and organizing data, while the Mobile-Assisted Language Learning (MALL) theory by (Stockwell, 2022) was used as a theoretical lens to interpret the findings. Thematic analysis identified patterns and themes from the interview transcripts through six stages, ranging from familiarization to reporting. Once the initial themes were established, concepts in MALL theory such as interactivity, mobility, and personalization, were used to gain a deeper understanding of how and why social media facilitates and supports the English language learning process.

Thematic analysis helped to discover patterns of meaning in the data, while MALL helped to explain these patterns within the framework of mobile-based

learning theory. By integrating thematic analysis with the MALL framework, this study provided a deeper and more theory-driven understanding to identify the types of social media platforms used by students for English language learning and to investigate how these platforms facilitate and support their learning process. The six main phases in conducting thematic analysis are as follows:

1. Familiarizing the Data

During this phase, the researcher became acquainted with the data by carefully reviewing the interview transcripts multiple times.

2. Generating Initial Codes

During this stage, the researcher systematically coded the entire data set and collected information relevant to each code. At this stage, the researcher began coding by first listening to the interviews and then identifying the types of situations and highlighting them in various colors. The researcher also coded all the data at this stage, determining whether the codes overlapped and whether the data were relevant.

Table 1. Generating Initial Codes

Extracts	Initial codes
<i>"Sosial media yang aku gunakan itu whatsapp, tiktok, twitter kalau sekarang twitter itu X kan, facebook, instagram udah..."</i>	Type of social media
<i>"...interaksi dengan konten bahasa inggris atau dalam bahasa inggris misalnya kalau di X ada Englishfess kan dimana ada orang yang kirim menfess dengan bertanya misalnya "a piece of cake itu artinya apa sih kalau di translate biasa bener sepotong kue kan kok aku diketawain?" misalnya ada yang nanya gitu terus yang lain atau termasuk aku sendiri tau jadi ikut reply dan saling menjawab ngasih tau artinya terus ada juga beberapa yang menjawab dengan ngasih list banyak slang agar yang bertanya itu tau lebih banyak gitu.."</i>	Learns through engaging communication
<i>"...atau pas perjalanan suka gabut tuh bisa juga sih dipake buat buka social media buat belajar, contohnya kayak aku naik bus pulang"</i>	Accessing English learning easily at

<i>ngajar dari sekolah ke rumah kesini yaudah buka aja tiktok gitu kan ada video belajar bahasa inggris ditonton aja gitu..."</i>	every opportunity
<i>"...sesuai lah dengan kebutuhan belajar bahasa Inggris aku yang mana bisa digunakan untuk sehari-hari gitu dan juga sehari-hari untuk berinteraksi dengan teman online atau dengan teman in real life sangat membantu sekali untuk apa sih sebagai pengajaran bahasa Inggris yang bakal aku bawa in the classroom..."</i>	Influence of social media algorithms on personalized English learning content
<i>"...hambatannya yang mungkin di alami itu keterbatasan buat nemuin sumber yang akurat gitu. Kayak yang bener-bener akurat karena biasanya akun-akun yang memang share video tentang materi bahasa Inggris ini memang kayak kelihatannya kayak dapat dari orang lain gitu. Jadi gak disebutin dapetnya dari mana dan sumbernya memang akurat atau enggak. Jadi kita gak bisa semena-mena banyak tau gitu semuanya. Termasuk di media sosial itu bisa dipercayakan. Terus juga kadang memang banyak pilihan yang justru bikin kita bingung gitu. Mana yang paling relevan buat kita gitu..."</i>	Barriers

The researcher identified ten initial codes, each representing a different aspect highlighted in the participants' interview transcriptions. These codes encapsulated various themes and patterns observed in the data, providing a comprehensive framework for further analysis and interpretation of the participants' experiences and insights.

Table 2. Calculating Initial Codes

No.	Initial Codes	Total
1.	Type of social media	1
2.	(Learns through engaging communication)	10
3.	Using Active Social Media Features	5
4.	Barriers	1

5. Accessing English learning easily at every opportunity 3
6. Easy to use on mobile phones 2
7. Available 24 hours 2
8. Influence of social media algorithms on personalized English learning content 4
9. Account recommendations to help learn English 4
10. Ease of selecting content and can be customized 4

3. Searching for Themes

The third phase involved analyzing interconnected codes to form main themes. During this phase, the researcher consolidated relevant codes into cohesive themes that aligned with the research questions. The process entailed selecting data transcripts and identifying notable or intriguing aspects in the data related to the research questions.

Table 3. Searching for Themes

Initial Codes	Potential Themes
Type of social media Learns through engaging communication (Interact with English content through comments, discussions or observations) Using Active Social Media Features Barriers	Interactivity Features Supporting English Learning Process (Interactivity)
Accessing English learning easily at every opportunity Easy to use on mobile phones Available 24 hours	Learning Environment and Access Flexibility (Mobility)
Influence of social media algorithms on personalized	Algorithm Personalization and Content Variety for Learning

English learning content	(Personalization)
Account recommendations to help learn English	
Ease of selecting content and can be customized	

4. Reviewing Themes

The fourth step involved reviewing the themes by assessing how well they corresponded to the coded extracts and the overall dataset. During this phase, the researcher revisited the previously identified themes from the previous phase. The researcher carefully evaluated the themes to determine their appropriateness for this study. If any themes were deemed unsuitable, the researcher either rejected them or modified them until the most suitable and acceptable themes were established.

5. Defining and Naming Themes

The fifth step involved creating appropriate names and definitions for each theme and delving into the data within each theme to identify their underlying core. The researcher analyzed and interpreted each identified theme as an answer to the research question that was initially posed.

Table 4. *Defining and Naming Themes*

No.	Themes
1	Interactivity Features Supporting English Learning Process (Interactivity)
2	Learning Environment and Access Flexibility (Mobility)
3	Algorithm Personalization and Content Variety for Learning (Personalization)

6. Writing Up

In this final phase, the researcher aligned the findings of this investigation with the findings of related, earlier studies, reporting the findings of this study in the next chapter and doing so.

E. Steps of the Research

Table 5. Steps of the Research

Step	Description
1	Observing and searching for phenomena to find research participants
2	Determine research topics based on phenomena
3	Writing a research proposal
4	Research proposal examination
5	Data collection
6	Transcribe the data that has been obtained
7	Data analysis
8	Report writing

F. Time and Place of the Research

This research was conducted at one of the state universities in Tasikmalaya, West Java, Indonesia. The location was chosen because it provides a relevant academic environment for examining the use of social media in English language learning, particularly among English Education students who are familiar with mobile technology and actively use social media in their daily learning activities.

The research was carried out over several stages from August 2024 to December 2025. The initial phase involved research problem identification and proposal writing from August to September 2024, followed by the research proposal examination in December 2024. Data collection was conducted in February 2025, and the data were subsequently analyzed between March and May 2025. The final stages included report writing, the thesis result seminar, and the thesis examination, which were completed by December 2025, as detailed in the research timeline

Table 6 Research Timeline

Activities	Month													
	Agt 2024	Sep 2024	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	May 2025	Jun 2025	Jul 2025	Sept 2025	Oct 2025	Nov 2025	Dec 2025
Research Proposal Writing	█													
Research Proposal Examination					█									
Data Collection					█									
Data Analysis						█								
Report								█						
Thesis Result Seminar													█	
Thesis Examination														█