

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative research design with an exploratory approach. This design was chosen because its primary objective is to explore and gain an in-depth understanding of the experiences of students at Fatmawati Sukarno State Islamic University in Bengkulu regarding passive exposure to English through social media. Qualitative research is particularly appropriate for this study because it enables the researcher to investigate the complexity of participants' experiences and the meanings they construct from their interactions with English-language content in their everyday digital lives (Creswell & Poth, 2016). By focusing on the Islamic university setting, this design also provides an understanding of how students experience passive exposure to English within their academic and social contexts.

Through the exploratory approach, the researcher seeks to gain new insights into how students experience passive exposure to English while using social media in their daily lives. Exploratory research is particularly valuable when researchers aim to provide a detailed and comprehensive examination of a phenomenon that has not been extensively documented in previous studies (George, 2023). This approach allows the researcher to investigate students'

experiences openly and identify important aspects of the phenomenon without being restricted by predetermined assumptions.

Qualitative research is exploratory in nature because it aims to discover and understand phenomena in depth. Researchers are actively involved in the research process by interacting directly with participants to obtain rich and meaningful data. Therefore, qualitative findings are context-dependent and are shaped by the interactions between the researcher and the participants during the research process (Sugiyono, 2021).

In this study, the exploratory approach was implemented to investigate the real-life experiences of students related to passive exposure to English through social media. In line with Yin's perspective, exploratory studies serve as intensive empirical investigations of contemporary phenomena that have not been widely explored, allowing researchers to gain a comprehensive understanding of participants' experiences in their natural settings (Sumilih et al., 2025). The focus of this study is to explore how students encounter English-language content, engage with it unintentionally during their social media activities, and describe the experiences they gain from such exposure.

Based on this focus, the researcher selected a qualitative approach with an exploratory orientation to

provide a detailed description of students' experiences regarding passive exposure to English through social media. This approach is effective for exploring the richness and diversity of participants' everyday experiences that naturally occur in digital environments (Aspers & Corte, 2019). To obtain authentic findings, the researcher conducted intensive field data collection through in-depth interviews with participants. The collected data were then analyzed and verified systematically to ensure that the findings accurately represented the participants' experiences related to passive exposure to English through social media (Naderifar et al., 2017).

B. Research Setting

This research was conducted at the he research was conducted at the English Study Program of Islamic State University of Fatmawati Sukarno Bengkulu focusing on students in eighth Semester during the 2025/2026 academic year. This research was conducted in the even semester from July to August of the 2025/2026 academic year.

C. Research Informants

The researcher employed purposive sampling to select the participants for this study. Purposive sampling is a sampling technique used to select participants based on specific criteria relevant to the research objectives. The participants of this research were eight eighth-semester students of the English Education Study Program at UIN Fatmawati Sukarno Bengkulu.

The participants were selected based on three main criteria : (1) they were eighth-semester students of the English Education Study Program at UIN Fatmawati Sukarno Bengkulu, (2) they actively used social media platforms such as TikTok, YouTube, and Instagram, where they experienced passive English language exposure in their daily activities(3) they were willing to participate in the observations and interviews and provide information related to their experiences of passive English language exposure through social media. The eight participants were coded as P1, P2, P3, P4, P5, P6, P7, and P8 to ensure the participants' privacy throughout the research.

Table 3.1 Research Informants

No	Participant	Class
1	AAH/ P1	8A
2	MNP/ P2	8A
3	IO/P3	8A
4	IPS/P4	8A
5	RAP/P5	8A
6	EDP/P6	8A
7	BN/P7	8D
8	FMR/P8	8D

D. Data Sources

1. Primary Data Sources

Primary data sources refer to data obtained directly from research subjects as the intended source of information. Primary data comprises the core information gathered firsthand from the field, such as from informants. The primary data source for this research consisted of eighth semester students from the English study program, Faculty of Tarbiyah and Tadris, Islamic State University of Fatmawati Sukarno Bengkulu in the 2025/2026 academic year. The data were obtained through

observations and interviews regarding their experiences passive English language exposure through social media such as YouTube, TikTok, and Instagram, including how they encounter English content, the benefits and challenges they experience during their daily use of social media.

2. Secondary Data Sources

Secondary data refers to data used to supplement the primary data. Unlike primary data, it is not obtained directly by the researcher but rather through intermediaries or existing documents. Examples include theses, journals, and books used to support the primary data. In addition, the researcher drew on secondary sources available on the internet, such as website articles, e-books, online media, social media, and other related materials.

D. Data Collection Technique

Data collection was a critical and primary action in this research, as the main purpose of conducting research was to obtain data (Sugiyono, 2021). The details of the techniques used are as follows:

1. In-depth Interview

The interviews in this study used questions related to the participants' experiences of passive English language exposure through social media. The questions

were developed based on the research questions and the relevant aspects of passive English language exposure. In this study, the researcher conducted in-depth interviews with eight eighth-semester students English Education Study Program at UIN Fatmawati Sukarno Bengkulu. The participants were selected using purposive sampling based on the predetermined criteria. The interview process aimed to gather detailed information about the participants' experiences, benefits, and challenges related to passive English language exposure through social media, particularly through platforms such as TikTok, YouTube, and Instagram. Each interview was recorded with the participants' consent to ensure the accuracy of the data.

Although the participants were students of the English Education Study Program, the in-depth interviews were conducted in Bahasa Indonesia. This linguistic choice was made to provide comfort and allow the participants to express their experiences clearly and naturally without being limited by English vocabulary or language difficulties. The use of Bahasa Indonesia also helped the researcher provide more detailed information regarding their experiences of passive English language exposure through social media.

2. Observation

The observation technique in this study was employed to obtain supporting data and to observe the participants' experiences of passive English language exposure through social media. The researcher directly observed the participants' social media activities in their natural settings and recorded relevant activities related to passive English language exposure.

The observations were conducted three times for each participant in their natural settings while they used social media. The observation was guided by an observation sheet containing indicators related to passive English language exposure through social media. The researcher directly observed the participants' activities when they encountered English content on social media, including their responses and interactions with the content. The observations were used to complement the information obtained from the in-depth interviews and to provide a more comprehensive understanding of the participants' experiences.

3. Documentation

Documentation was used as supporting data in this research. Documentation is a data collection technique that involves collecting relevant materials such as photographs, screenshots, recordings, and other

documents related to the research process. In this study, the documentation consisted of photographs and other supporting evidence obtained during the observation and in-depth interview processes. The documentation was used to support the observation and interview data and to provide evidence of the research activities.

E. Research Instruments

In this qualitative study, the researcher served as the primary instrument (human instrument) responsible for collecting, interpreting, and analyzing the data. To support the data collection process, the researcher used three secondary instruments: an in-depth interview guide, an observation sheet, and documentation.

1. In-depth Interview

The primary instrument in this study was an in-depth interview guide. The interview guide was designed to facilitate interview with eighth-semester students of the English Education Department at UIN Fatmawati Sukarno Bengkulu. The structured format allowed the researcher to maintain the focus of the interview while providing flexibility to explore participants' experiences in greater depth.

The interview questions were developed based on the two research questions of this study. The questions explored students' experiences of passive English language exposure through social media, including the platforms they used, the types of English content they encountered, and how they experienced English during their everyday social media activities. The interview also explored the benefits and challenges experienced during passive English exposure, including vocabulary, Listening, pronunciation, cultural awareness, comprehension difficulties, unfamiliar accents, fast speech, and slang. Probing questions were also used to encourage participants to provide more detailed explanations and examples of their experiences. Through the in-depth interview, the researcher obtained detailed information about how students encountered and experienced English through YouTube, TikTok, and Instagram.

2. Observation Sheet

To support and verify the information obtained through the in-depth interviews, an observation sheet was used as a supplementary instrument. The observation sheet was prepared to systematically record observable aspects related to students' passive English language exposure through social media. The

observation focused on students' interaction with social media and their exposure to English-language content. The researcher observed aspects such as the social media platforms accessed by participants, the appearance of English-language videos, captions, subtitles, comments, and other English content. The observation also considered whether English content appeared naturally during students' social media activities or was intentionally searched for by the participants.

In addition, the observation sheet was used to record observable responses when participants encountered English content, such as unfamiliar vocabulary, fast speech, different accents, or other difficulties in understanding the content. Observable strategies used by participants, such as replaying content, reading subtitles or captions, using contextual clues, or skipping difficult content, were also recorded on the observation sheet. The observation sheet therefore functioned as a structured supplementary instrument to compare observable experiences with information obtained from the interviews. This comparison helped the researcher identify recurring patterns and determine the consistency between participants' statements and the observed activities.

3. Documentation

Documentation was used as a supporting instrument to complement the data obtained from interviews and observations. The documentation included photographs of the research activities, interview records, observation sheets, interview transcripts, and other relevant research documents. The documentation provided supporting evidence of the data collection process and helped the researcher maintain records of the research activities. The documented materials were reviewed together with the interview and observation data to support the interpretation of the findings. The integration of in-depth interviews, an observation sheet, and documentation provided supporting evidence for understanding students' experiences of passive English language exposure through social media. These instruments enabled the researcher to explore how students encountered English through social media and to identify the benefits and challenges they experienced during their everyday exposure.

F. Data Collection Techniques

Data collection was a critical stage in this research because the main purpose of conducting research was to obtain relevant data to answer the research questions. In this

research, the data were collected through two techniques: direct observation and in-depth interview. The data collection was conducted sequentially, beginning with direct observation and followed by in-depth interviews. The use of these two techniques allowed the researcher to obtain data about the participants' experiences of passive English language exposure through social media from both observed activities and participants' own explanations.

1. Direct Observation

The first data collection technique was direct observation. Direct observation was used to observe the participants' activities related to passive English language exposure through social media in their natural environment. The researcher observed how the participants encountered and interacted with English-language content on social media without giving instructions to change their usual social media activities. The observation was conducted three times for each participant. The observations were carried out at different times to obtain a broader picture of the participants' exposure to English through social media. During the observation, the researcher focused on activities relevant to the research, particularly the participants' exposure to English through watching videos, listening to spoken English, and reading English

captions or text on social media platforms such as TikTok, Instagram, and YouTube. The researcher acted as a direct observer and recorded relevant information found during the observation. The observation focused on the participants' naturally occurring social media activities and their engagement with English-language content. The researcher also took field notes and collected supporting documentation when available. The observation results were subsequently used as supporting data for the in-depth interviews and were compared with the participants' interview responses.

2. In-depth Interview

The second data collection technique was an in-depth interview. The interview was conducted after the three observation sessions had been completed. The purpose of the interview was to obtain deeper information about the participants' experiences of passive English language exposure through social media, including their perceptions, experiences, benefits, and challenges. The researcher conducted in-depth interviews with the eight selected participants. The interviews were guided by questions related to the research focus, but the researcher allowed the participants to explain their experiences freely and provide further information when necessary. This approach enabled the researcher to explore the

participants' experiences in greater depth rather than limiting their responses to predetermined answers. The interview questions explored several aspects of passive English language exposure, including how the participants encountered English-language content on social media, how they understood the content, what types of English content they commonly encountered, and what benefits and challenges they experienced. Follow-up questions were also asked when the participants' responses required further clarification or elaboration. The interview data were recorded and transcribed for further analysis. The interview responses were then used to complement the observation findings and provide a more comprehensive understanding of the participants' experiences. The combination of direct observation and in-depth interview also enabled the researcher to compare the participants' observed activities with their own explanations of their experiences.

G. Data Analysis Techniques

Data analysis in this study employed the interactive model developed by Miles, Huberman, and Saldana (2014). This model was selected because it offers a systematic and iterative process for managing, organizing, and interpreting

qualitative data throughout the research. Rather than treating data analysis as a separate stage conducted after data collection, the model allows the researcher to analyze data continuously so that meaningful patterns and themes can gradually emerge from the participants' experiences (Miles et al., 2014).

In addition, Hennink, Hutter, and Bailey (2020) explain that qualitative data analysis is intended to uncover recurring themes, relationships, and meanings from participants' narratives in order to produce an in-depth understanding of the phenomenon being studied. Therefore, this analytical model was considered appropriate for examining students' experiences of passive English language exposure through social media because it enabled the researcher to interpret the data obtained from observations, in-depth interviews, and documentation comprehensively. The integration of these three sources of data also provided a richer understanding of how students' experienced passive English language exposure, including the challenges and benefits encountered in their everyday learning experiences. Accordingly, the data analysis in this study followed the interactive model proposed by Miles, Huberman, and Saldaaa (2014).

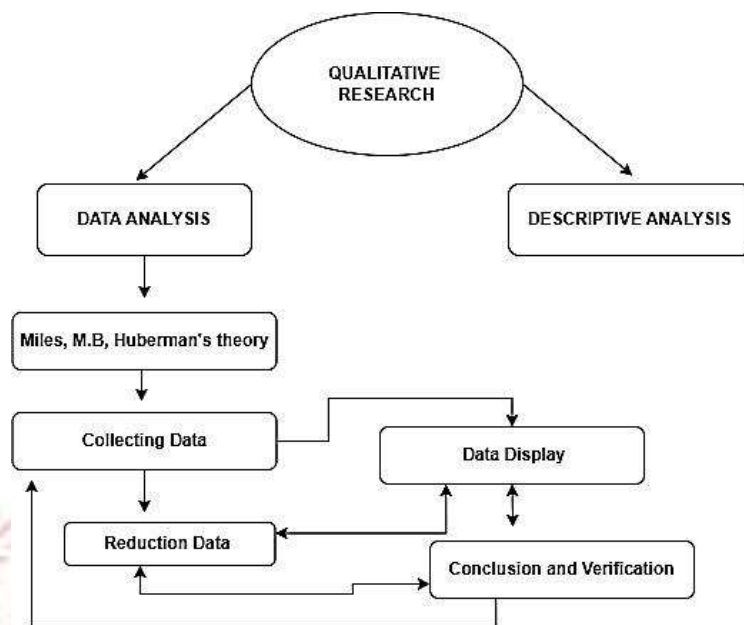


Figure 3.1 Miles, M.B Huberman's, A.M. and Saldana, J., (2014)

This model consist of three main steps :

1. Data Reduction

The researcher sorted the data obtained from in-depth interviews, observations, and documentation, then selected the data that were directly related to the research focus. The selected data focused on students' experiences of English language exposure through social media, including the social media platforms they used, the types of English content they were exposed to, the perceived benefits and

challenges, and the influence of English language exposure on their learning experiences.

Subsequently, the data were organized into specific codes, categories, and themes to make the information more systematic and easier to analyze. Lengthy and complex data were summarized without eliminating their essential meaning, making them more concise and manageable. Information that was not relevant to the research questions was excluded from the analysis. Through this process, data reduction helped the researcher organize the collected information systematically, facilitating the analysis process and supporting the development of conclusions that addressed the research questions.

2. Data Display

The researcher presented the data in the form of thematic descriptions, tables, and selected quotations from the participants' interview transcripts to clarify comparisons, patterns, and relationships among categories. In qualitative research, participants' quotations are important because they strengthen the credibility of the findings and provide direct evidence to support the interpretation. Through the systematic presentation of the data, the researcher was able to identify recurring patterns, similarities, differences, and relationships in students' experiences of English language exposure through social

media. The findings were organized according to the research questions, including the forms of English language exposure, the social media platforms and English content accessed by the participants, as well as the perceived benefits and challenges. Observation notes and documentation were also incorporated to support and enrich the interpretation of the interview findings, thereby facilitating further analysis and the process of drawing conclusions.

3. Conclusion Drawing and Verification

The researcher interpreted the findings based on the patterns, categories, and themes that emerged from the processes of data reduction and data display. Based on the analysis, preliminary conclusions were drawn to answer the research questions concerning students' experiences of English language exposure through social media, including the social media platforms they used, the types of English content they accessed, as well as the experiences benefits and challenges of their English language exposure. The findings were then related to relevant theories and previous studies to strengthen the validity of the interpretations and ensure that the conclusions were firmly supported by the collected data.

Furthermore, the researcher continuously verified the conclusions by revisiting the interview transcripts,

observation notes, and documentation to ensure consistency between the interpretations and the empirical data. The researcher also reconfirmed the findings with several participants (member checking) to ensure that the interpretations accurately reflected their experiences and perspectives. Through this process, the researcher ensured that the conclusions were credible, valid, and accurately represented the phenomenon of English language exposure through social media among the participants.

H. Trustworthiness of the Data

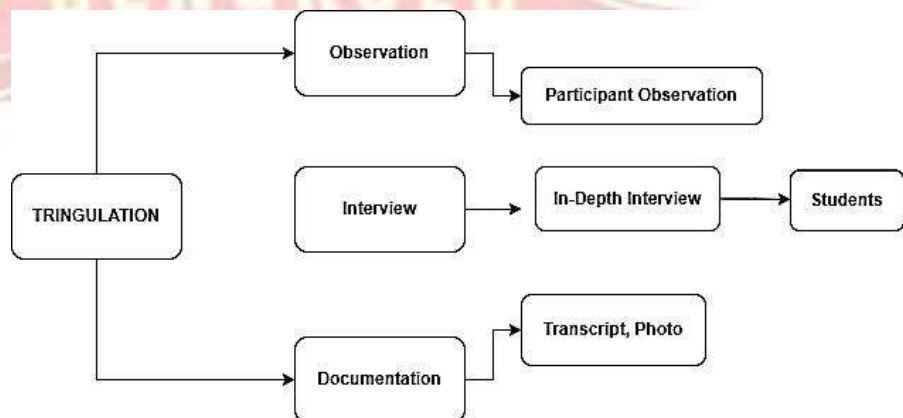
To ensure the credibility and trustworthiness of the research findings, the researcher applied triangulation throughout the data collection and analysis process. Triangulation is a technique used to examine the consistency and accuracy of qualitative data by comparing information obtained from different data sources and collection methods. In this study, the researcher employed source and technique triangulation by comparing data obtained from in-depth interviews, observations, and documentation. The triangulation process was conducted throughout the stages of data reduction, data display, and conclusion drawing and verification as proposed by Miles, Huberman, and Saldana (2014), enabling the researcher to develop findings that accurately represented the participants' experiences.

1. Data Credibility

To establish the credibility of the data, the researcher compared information collected through interviews, observations, and campus documents. The comparison was conducted to identify similarities, differences, and consistency among the findings from each data source. Whenever inconsistencies were found, the researcher revisited the original data, conducted further analysis, and clarified the information with the participants when necessary. This process ensured that the findings genuinely reflected the experiences of the participants regarding English language exposure through social media.

Triangulation of This Research

Figure 3.2 Triangulation of This Research

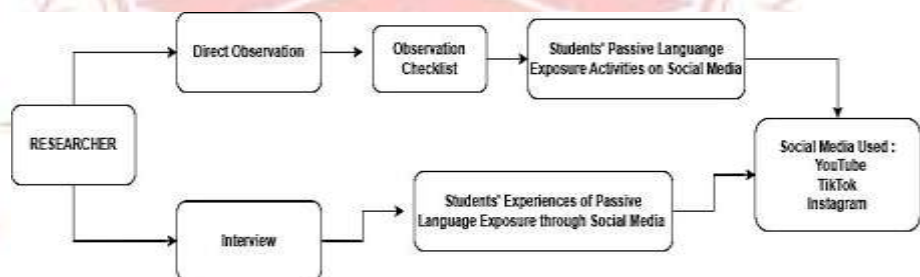


a. Observation

Observation was conducted to support and verify the information obtained through the in-depth interviews. During the observation process, the researcher recorded field notes regarding the research setting, participants' learning context, and other situations relevant to English language exposure through social media. The observation findings were continuously compared with the interview data during the data reduction and data display processes to identify recurring patterns and ensure consistency in the collected information.

Research Observation Diagram :

Figure 3.3 Research Observation



b. Interview

In-depth interviews served as the primary source of data in this study. The interviews explored students' experiences of English

language exposure through social media, including the social media platforms they used, the English-language content they frequently accessed, the perceived benefits and challenges, and the influence of English language exposure on their learning experiences. The interview data were coded, categorized, and analyzed using the interactive model of Miles, Huberman, and Saldaña (2014). The findings were then compared with observation notes and documentation to verify their consistency and strengthen the credibility of the interpretations.

c. Documentation

Documentation was used as supporting evidence to complement the findings obtained from interviews and observations. The researcher examined relevant campus documents related to English language learning and students' academic activities, together with research documents such as interview transcripts, observation notes, and other supporting records collected during the study. These documents were compared with the interview and observation findings throughout the data analysis process. If differences or inconsistencies were identified, the researcher re-examined the data and conducted further clarification to ensure that the interpretations

accurately represented the participants' experiences of English language exposure through social media.

2. Transferability

The researcher provides a detailed description of the research context, the characteristics of the participants, and the research procedures undertaken. By providing sufficient information, readers can determine whether the findings of this study can be transferred to other contexts involving students' experiences of English language exposure through social media.

3. Dependability

The process of data collection and analysis will be systematically documented, allowing other researchers to follow the procedures of this study and evaluate its consistency. Throughout the analysis, the researcher will employ the interactive model of Miles, Huberman, and Saldana, including data reduction, data display, and conclusion drawing and verification, to ensure that the research process is conducted systematically and consistently.

4. Confirmability

All data, including interview transcripts, field notes, and documents collected, were stored and accessible for verification. The researcher also sought to minimize personal bias in the interpretation of the data.