

CHAPTER III

RESEARCH METHOD

A. Types and Research Approaches

This study uses a quantitative approach with a descriptive research type. The quantitative approach was chosen because this study aims to obtain an objective picture of students' perceptions of the learning media used by EFL (English as a Foreign Language) lecturers. The data obtained are in numerical form and are analyzed using descriptive statistical techniques to describe the tendencies of respondents' perceptions systematically and measurably (Al-Jannah, 2023). Quantitative descriptive research does not aim to test hypotheses or find cause-and-effect relationships, but rather to describe phenomena as they exist based on data obtained from respondents (Anggraeni, 2022). In this context, the study focuses on how second-semester students of the English Language Education Study Program perceive the use of learning media by their lecturers.

B. Location and Time of Research

1. Research Location

This research was conducted at the English Language Education (TBI) Study Program, Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University, Bengkulu. The location was chosen based on its suitability with the research title, namely second-semester TBI students as research subjects who directly experience the use of learning media in the EFL lecture process.

2. Research Time

This research was conducted in the even semester of the 2025/2026 academic year. The research process included instrument preparation, data collection through questionnaire distribution, data processing, and preparation of the research report.

C. Research Design

The research design used was a survey research design. This design was chosen because the study aimed to collect data from a number of respondents through a questionnaire instrument to determine their perceptions of the learning media used by EFL lecturers. The research instrument was a closed-ended questionnaire compiled based on indicators of student perceptions of learning media, such as:

1. Type of media used (e.g., visual, audio, audiovisual, and digital media).
2. Clarity of material delivery through the media.
3. Interest and motivation to learn generated by the media.
4. Ease of understanding the material through the media.
5. Effectiveness of the media in supporting English language learning.

The data obtained were analyzed using descriptive statistics in the form of percentages, average scores (means), and assessment categories to illustrate trends in student perceptions.

D. Population and Research Sample

1. Population

Population is a generalization area that stands or an object or subject that has certain qualities and characteristics that are determined by researchers to be studied and then conclusions are drawn. Population is the entirety of a research object consisting of people, creatures, objects, developments, events, indications or

levels as sources of information that have certain characteristics based on the research conducted, (Suryani, 2021). The population to be used in this study is all students of the English study program, class of 2023, Faculty of Tarbiyah and Tadris, State Islamic University (UIN) Fatmawati Sukarno Bengkulu.

2. Sample

A sample is a part of the population that is used as a source of data in a research study. However, when the population size is relatively small, researchers may involve all members of the population as research participants. This technique is known as total sampling or census sampling. According to Sugiyono (2022) total sampling is a sampling technique in which all members of the population are used as the sample when the population size is limited and manageable.

In this study, the researcher applied the total sampling technique. Total sampling was chosen because the total population consisted of only 58 active second-semester students of the English Language Education Study Program (TBI), Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University of Bengkulu. Therefore, all members of the population were included as respondents in this research.

The criteria of the respondents in this study are as follows:

- a. Active second-semester students of the English Language Education Study Program (TBI), Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University of Bengkulu.
- b. Students who were willing to participate in the research by completing the questionnaire distributed by the researcher.

- c. Students who were not on academic leave and actively attended EFL classes during the research period.
- d. Students who had experienced the use of learning media in EFL classes.

By applying total sampling, the researcher obtained data from the entire population, thereby minimizing sampling error and ensuring that the findings accurately represent the perceptions of all second-semester students regarding the learning media used by EFL lecturers.

Based on the explanation above, the population of this study consisted of 58 second-semester students of the English Language Education Study Program (TBI), Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University of Bengkulu. Since this study employed a total sampling technique, all 58 students were selected as the sample. Therefore, the total number of respondents involved in this study was 58 students.

E. Operational Definition of Variables and Variable Measurement Scales

1. Operational Definition of Variables

Operational definition is the elaboration of abstract concepts into variables that can be measured or observed in research. This definition provides an explanation of how certain variables will be measured or identified, so that researchers and readers can understand the process of data collection and analysis more clearly. In other words, operational definition bridges the gap between theoretical concepts and practical applications in research, ensuring that each variable studied has a clear measurement and can be operationalized in accordance with the research objectives that have

been set, (Waruwu, 2023). In general, the operational definition of the variables used in this study is as follows:

Table 3.1
Operational Definition of Research Variables

Variable	Definition	Indicator
Students' Perceptions (X)	Students' perception refers to students' views, opinions, evaluations, and responses toward the learning media used by EFL teachers in the teaching and learning process. It reflects how students interpret and assess the clarity, effectiveness, and attractiveness of the instructional media.	1. Students' understanding of the use of learning media 2. Students' evaluation of the clarity of material delivered through media 3. Students' level of interest toward the media used 4. Students' response to the effectiveness of media in learning 5. Students' overall satisfaction with the learning media
Learning Media (Y)	Learning media refers to the tools, materials, or technological resources used by EFL teachers to facilitate the teaching and learning process. These media function to support the delivery of instructional content and enhance students' comprehension in learning English.	1. Types of media used (visual, audio, audiovisual, digital) 2. Frequency of media usage in classroom activities 3. Suitability of media with learning objectives 4. Quality and clarity of media presentation 5. Accessibility and ease of use of the media

2. Variable Measurement Scale

This research applies a Likert scale as the measurement instrument to evaluate respondents' degree of agreement with the proposed statements. The Likert scale enables participants to express their opinions across a range of agreement levels, from strongly agree to strongly disagree. Through this approach, both positive and negative reactions to each statement can be systematically captured, allowing for a clearer and more quantifiable representation of respondents' attitudes, perceptions, or

perspectives toward the subject under investigation (Pardede, 2020). In this study, the scale of agreement is categorized into five levels as presented in the following table:

Table 3.2
Likert scale

No	Statement	Weight
1.	Strongly agree	4
2.	Agree	3
3.	Don't agree	2
4.	Strongly Disagree	1

To facilitate data analysis, the results of respondents' answers are interpreted into the following categories:

Table 3.3
Percentage Score

Percentage Score	Category
0% – 25%	Not enough
26% – 50%	Enough
51% – 75%	Good
76% – 100%	Very good

This study employed a four-point Likert scale in order to eliminate neutral responses and to facilitate simpler data processing and analysis. The interpretation of percentages is intended to classify respondents' perceptions or attitudes toward the variables under investigation into categories that are clearer and easier to comprehend.

F. Data Sources and Data Collection Techniques

1. Data source

The data source is where the data being researched is found. In this case, the data sources used by the researcher are as follows:

a. Primary Data

Primary data is data obtained directly from primary sources,

whether individuals or groups that are the subject of research, through methods such as interviews, questionnaires, or observation. This data is collected directly by researchers to answer specific research questions and is generally considered more accurate and relevant because it comes directly from the source, (Sugiyono, 2022).

b. Secondary Data

Secondary data is data obtained from existing sources, such as documents, reports, journals, books, or data collected by others. This data is not obtained directly by researchers from their research subjects, but rather from previous processing and publications. Secondary data is typically used to support or supplement previously collected primary data, (Suryani, 2021).

2. Data collection technique

The methods used in collecting data and information required for this research are:

a. Observation

Observation is a data collection technique that involves directly observing the object being studied. In observation, researchers collect data by observing ongoing phenomena or activities without intervening. Observations can be participatory, where the researcher participates in the activity being observed, or non-participatory, where the researcher acts solely as an observer. This technique is commonly used in qualitative research to gain an in-depth understanding of specific behaviors, interactions, and social contexts, (Umar, 2022).

b. Questionnaire

A questionnaire is a data collection technique that involves providing respondents with a series of written questions or statements to answer. Questionnaires are commonly used in quantitative research, where the collected data are analyzed statistically to identify relationships or patterns. Questionnaires may consist of closed-ended items, where respondents select answers from predetermined options, or open-ended items, where respondents provide their own responses.

In this study, the questionnaire was distributed to second-semester students of the English Language Education (TBI) Study Program, Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University (UIN) Bengkulu. The instrument consisted of 30 items which were divided into two main aspects, namely *students' perception* and *learning media*.

The first aspect, students' perception, includes several indicators: (1) students' understanding of the use of learning media, (2) students' evaluation of the clarity of material delivered through media, (3) students' level of interest toward the media used, (4) students' response to the effectiveness of media in learning, and (5) students' overall satisfaction with the learning media. These indicators are grounded in perception theory, which views perception as a process of interpreting and evaluating information received through the senses, particularly in the context of learning experiences.

The second aspect, learning media, consists of the following indicators: (6) types of media used (visual, audio, audiovisual, digital), (7) frequency of media usage in classroom activities, (8) suitability of media with learning objectives, (9) quality and clarity of media presentation, and (10) accessibility and ease of use of the media. These

indicators reflect key characteristics of effective learning media in supporting teaching and learning processes.

Furthermore, the questionnaire items were adapted from the study conducted by Majid, Fattakhu Firli Dewi Nur, Abd Rahman, and Saiful Anwar (2025) entitled *“EFL Student’s Perception on Digital Learning Media Technology: The Case of Secondary School in Indonesia.”* The adaptation was carried out to suit the research context and the characteristics of university students, while maintaining the validity of the original instrument.

c. Documentation

Documentation is a data collection technique that involves collecting and analyzing written materials or records related to the research topic. These documents can include official archives, academic documents, institutional archives, photographs, reports, regulations, and other written sources relevant to the research. Documentation is used to support and complement data obtained from questionnaires and observations, as well as to strengthen the validity of research findings. In this study, documentation was obtained from relevant documents, such as academic records, course materials, institutional data from the English Language Study Program, Faculty of Tarbiyah and Tadris, Fatmawati Sukarno State Islamic University (UIN) Bengkulu, and other supporting documents related to the research variables.

G. Research Instrument Testing

1. Validity Test

Validity testing is conducted to assess the suitability of each question item in measuring the variables specified in the study. Each question item represents an aspect of a specific variable, and to determine whether the item is valid, testing is performed by examining the

corrected total correlation value. This value indicates the extent to which each question consistently contributes to the overall construct of the variable, ensuring that only truly relevant and accurate items will be used in subsequent data analysis (Fitri, 2024). This discussion of validity does not focus on the test itself, but rather on the results or test scores, as follows:

- 1) If the calculated r value $>$ the table r value, then the measuring tool or research instrument used is valid.
- 2) If the calculated r value $<$ the table r value, then the measuring tool or research instrument used is invalid.

2. Reliability Test

Reliability testing is conducted to determine the extent to which measurement results are consistent and stable when repeated on the same symptoms using the same measurement instrument. In this study, reliability testing was conducted using the Cronbach's Alpha technique, a statistical method used to measure the internal consistency of the items in a research instrument. An instrument is considered reliable if the resulting reliability coefficient (r) value is greater than 0.6, indicating that the items have an adequate level of consistency in measuring the variables studied.

H. Data Analysis Techniques

The data analysis technique used in this study was Likert scale analysis. The Likert scale was used to measure students' perceptions of self-efficacy in English writing skills by providing several answer choices reflecting varying levels of agreement. The responses obtained from the questionnaire were then converted into numerical scores for quantitative analysis and systematic explanation (Sheerah, 2022).

1. Descriptive Statistics

The first step in data analysis in this study was descriptive statistical analysis. This analysis was used to describe students' perceptions of self-efficacy in English writing skills based on data obtained from the questionnaire. Questionnaire responses were measured using a four-point Likert scale, which aims to avoid neutral answers and encourage respondents to express clear opinions. Each item in the questionnaire was assigned a numerical score as follows:

Table 3.4
Likert Scale

No	Statement	Weight
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The scores obtained from respondents' answers were then calculated to determine the total score, mean, minimum score, maximum score, and standard deviation. Descriptive statistics were used to provide a systematic overview of students' perceptions of their self-efficacy in English writing. Furthermore, the results were interpreted using percentage analysis with the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of respondents' answers

F = Frequency of respondents choosing a particular response

N = Total number of respondents

This percentage analysis helps to describe the distribution and trends of students' responses to each statement related to self-efficacy in English writing skills.

2. Normality Test

After conducting descriptive analysis, a normality test was applied to determine whether the data were normally distributed. The normality test is an essential prerequisite for selecting appropriate inferential statistical tests, especially parametric tests. In this study, data normality was tested using the Kolmogorov–Smirnov test (or the Shapiro Wilk test, depending on the sample size). The decision-making criteria were as follows:

- a. If the significance value (Sig.) > 0.05 , the data are normally distributed.
- b. If the significance value (Sig.) ≤ 0.05 , the data are not normally distributed.

The results of the normality test determine whether the data meets the assumptions required for further hypothesis testing using the t-test.

3. T-Test

After ensuring the data were normally distributed, a t-test was conducted to test the research hypothesis. The t-test was used to determine whether there was a statistically significant difference or influence related to students' self-efficacy in English writing skills. Based on the research design, this study used an independent-samples t-test or a paired-samples t-test. The decision criteria for hypothesis testing are as follows:

- a. If the significance value (Sig. 2-tailed) < 0.05 , the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.
- b. If the significance value (Sig. 2-tailed) ≥ 0.05 , the null hypothesis (H_0) is accepted.

The results of the t-test provide statistical evidence to support conclusions regarding students' self-efficacy toward English writing ability.