

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents the method of the research design, population and sample, instrument of the research, technique of collecting data and technique of the data analysis

A. Research Design

This study used a descriptive-qualitative approach. As defined by Sugiyono (2014), descriptive qualitative research is an investigation that uses both qualitative and quantitative data to explain a phenomenon or occurrence. The phrase "qualitative research" designates a collection of approaches in which verbal descriptions of experiences or social interactions are used to examine the data that has been gathered (Levitt et al., 2018). Ary and colleagues (2010) state that descriptive qualitative research looks at the quality of interactions, activities, situations, and resources. According to Nassaji (2015), the objective of qualitative descriptive research is to describe occurrences and elements that are relevant to the mechanisms and causes of the events that are investigated. Additionally, the qualitative research approach explains the real-world events that transpired during the investigation.

Using previously gathered data, researchers do descriptive studies, according to Indrawati (2019), with the goal of comprehending and predicting a phenomenon observed in the field. Rina (2021) defines qualitative research as a research process that comprises problem analysis, investigation, and review. In descriptive research, the questions that are posed before the researcher enters

the field in regard to the study that will be undertaken will be explained in detail and logically. Qualitative research is defined as using statistical methods based on descriptive data (Latief, 2020). A precise grasp of an object conveyed through language and detailed, thorough imagery forms the basis of qualitative research.

The research methodology employed in this study was descriptive qualitative research. The fact that the data in this study are expressed as words rather than figures is why it is referred to as qualitative research. The researcher describes how the “Implementation of digital literacy in teaching English at Madrasah Tsanawiyah Quranic Scientia”.

B. Research Setting

1. Setting of Place

The research took a place in Madrasah Tsanawiyah Quranic Scientia.

This is one of school in Padang.

2. Setting of Time

This study was conducted from Juli to February 2025. Three steps conduct by the researcher as follows:

a. Planning

In this step, the researcher conducts the activities such as proposing a title, preliminary observation, writing a proposal, proposal examination, revision, and permission letter submission. This step was conducted from July to August 2024.

b. Implementation

In this step, the researcher conducted activities such as collecting data (interview and observation) and analyzing data. This step was conducted from December to February 2024.

c. Compiling the report

In this step, the researcher conducts the activities such as compiling the report and revision it. This step was conducted from January 2024 to February 2025.

C. Research Subject

The research subject in this study was English teacher at Junior High School Madrasah Tsanawiyah Quranic Scientia. For the interview of the study, the researcher was took an English teacher at Madrasah Tsanawiyah Quranic Scientia.

D. Data and Source of the Data

1. Data

Data is any information that has been gathered, seen, produced, or developed with the intention of validating the findings of the study. Usually, data is used for analysis. Any knowledge or information that is encountered and used to be processed better is referred to as data. The information used in this study came from English teachers at Madrasah Tsanawiyah Quranic

Scientia regarding the implementation of digital literacy in English teaching.

2. Source Data

Data sources are used in research, and they are data sources. As per Matthew B. Miles (1994), data originates from information that research participants share. People or informants, events, places, objects, photos, notes, archives, and documents are some examples of sources of qualitative research data (Sutopo, 2002). The informants for this study were interviews with English teachers. The results are based on the teachers' answers to the questionnaire about their views on using textbooks and the factors influencing them.

E. Research Instruments

A research instrument is a device used to collect data for a study that is planned in line with the objectives and theoretical framework used (Sukendra & Atmaja, 2020:78). The principal instrument in this investigation is the researcher. The research instrument and its relationship to the methodology are usually chosen by the researcher. The goal of the research tool is to collect the data required to solve research issues. Among the research instruments the investigator employed in this investigation were the following ones:

1. Observations

Observations are a qualitative research tool used to gather data for research. Observations, according to Ary et al. (2010: 431), are a key method for collecting data in qualitative research to characterize the

environment (the time and location in which the study is conducted), behaviors (the way in which an individual conducts themselves), and interactions (2 people or more communicate with each other). In this study, observations are made using a checklist. The researcher observe the English teaching process at Madrasah Tsanawiyah Quranic Scientia.

2. Interview

Interviews are used to get information from people about their own thoughts, beliefs, and feelings regarding various situations, according to Ary et al. (2010). They are used to better understand people's experiences and the meaning they make of them, not to validate ideas. The interviewing method involves conducting in-person, guided interviews with respondents to gather data or information for research projects. In order to gather information for this study, the researcher asked respondents a series of questions about how digital literacy was being implemented in the English instruction at Madrasah Tsanawiyah Quranic Scientia. In order to learn more about the use of digital literacy in English instruction, the researcher employed interview rules based on Siero (2017) theory when conducting interviews. This is done to strengthen the data as a research source.

There are 10 questions used in this research, which are in accordance with the rules from Siero (2017) related to the implementation of digital literacy in teaching English at junior high school, namely:

- 1) How do you see the importance of digital literacy in teaching English?

- 2) What do you think are the benefits of using digital literacy in improving students' English learning?
- 3) How do you integrate digital literacy into teaching English?
- 4) What digital tools or technologies do you use to improve students' English learning?
- 5) How do you evaluate the effectiveness of using digital literacy in teaching English?
- 6) Do you have specific examples of how using digital literacy has helped improve your students' English learning?
- 7) Are there any challenges you face in implementing digital literacy in teaching English?
- 8) How do you support students who may not have sufficient access or technological skills to take advantage of digital literacy in learning English?
- 9) Have you attended any training or professional development to improve your understanding and use of digital literacy in teaching English?
- 10) Whether there has been a change in students' written or oral communication skills as a result of using digital literacy in teaching English?

So here only contains a list of questions related to the application of digital literacy in teaching English in junior high schools. There are 10 questions that the researcher asked the resource person, namely the

junior high school English teacher at the Tsnowiyah Quranic Scientia madrasah for further discussion, Appendix 5.

3. Document Analysis

Document analysis is presented as a qualitative research method that involves systematically evaluating and interpreting written or recorded materials (documents) to gather data, understand contexts, and answer research questions. Document analysis is considered a key research instrument in educational research, especially for studies related to historical, archival, or qualitative data. The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.). The analysis may be of existing artifacts or records, or in some cases the researcher may ask subjects to produce artifacts or documents Ary et al. (2018).

Document analysis is a qualitative research tool that is carried out by researcher by interpreting / assessing a document to provide meaning and sound related to research. In this study, researcher used this method to check answers from interviews and questionnaires regarding teacher perceptions

and factors regarding the textbook used. So, this can help researcher in concluding accurate data regarding the results of observations, interviews and document analysis based on the implementation of digital literacy in teaching english.

F. Techniques of Collecting the Data

Data collection strategies are utilized by researchers to obtain information for their research projects. As stated by Ary et al. (2010), obtaining data is necessary for carrying out the study technique. Quantitative researchers employ an array of instruments such as tests, surveys, evaluations, and attitude scales to gather data. Qualitative researchers have access to a range of data-gathering techniques, including participant observation, in-depth interviews, and document analysis. Indranata (2008: 38) defines data collection as a strategic step or technique in research where the main goal is to obtain data. Data gathering procedures must be used methodically in order to produce a conclusive response to research questions pertaining to the study's issue.

1. Observation

Observation is the main method used in qualitative research to collect data, according to Ary et al. (2018), to characterize the environment (the time and location in which the research is conducted), behaviors (the way in which one conducts oneself), and interactions (2 people or more communicate with each other). When a researcher observes, they record field notes on people's actions and behaviors at the study site (Cresswell 2009: 178). The purpose of observations, which depend on narrative or

language, is to understand collective interactions in natural settings. The researcher used an observation checklist in this data collection technique. The researcher observes the teaching english process at Madrasah Tsanawiyah Quranic Scientia.

2. Interview

The interview is a process in which the interviewer asks the interviewee or resource person a series of questions, and the interviewee responds to the questions. The purpose of the face-to-face interview is to accomplish specific objectives between the interviewer and the respondent. According to Ary et al. (2018), interviews are used to get information from people about their own thoughts, beliefs, and feelings regarding various situations. Rather than being used to verify theories, they are used to better comprehend people's experiences and the meaning they make of them. Semi-structured interviews were employed by the researcher in this study to collect research data.

A semi-structured interview is one in which the researcher has some flexibility to determine fresh concepts and detailed answers while still using the interview standards as a guide (Sultan, 2018: 90). The interviewer may choose to change the format or questions during the interview, but semi-structured is the preferred method. One feature that all qualitative interview styles have in common is that the questions are usually open-ended, meaning they cannot have a simple yes-or-no response. Additionally, the questions are meant to highlight the key information that needs to be

known about the phenomenon being studied (Ary, 2018). At the interview stage, the researcher give some questions related to the research topic to the informant to get clear information related to the implementation of digital literacy in teaching english at Madrasah Tsanawiyah Quranic Scientia. The researcher interviewed the English teacher at Madrasah Tsanawiyah Quranic Scientia. Before the interview takes place, the researcher made a list of questions to be ask as an interview guide.

3. Document Analysis

Documents are defined as any written or recorded materials that provide information or data for research purposes. In the context of educational research, documents can serve as both sources of information and tools for data collection. These materials are used to gather factual data or interpret various phenomena within educational settings. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.).

Document analysis can be used to accumulate the needs of the object of study and is considered as an effort to extract relevant data. In this study, researcher used document analysis as a means of supporting research. Document analysis used as an effort to conclude accurate data based on the

results of observations and interviews related to implementation the digital literacy in teaching English.

G. Trustworthiness of the Data

The stage of data trustworthiness involves the researcher verifying the accuracy of the data they have already collected. The degree of confidence in the data, interpretations, and procedures employed to guarantee a study's quality is referred to as the study's trustworthiness. In order to assess a study's value, credibility is crucial. The researcher uses triangulation to assess the reliability of the data. Joppe (2000: 81) states. By utilizing a variety of techniques and giving the reader a fair explanation, triangulation is an attempt to help researchers explore and explain complex human behavior. Triangulation, according to Noble & Heale (2019: 67), can provide a variety of data sets that are utilized to explain an intriguing occurrence that can be interpreted from a variety of angles and can enhance research. Triangulation is a data validation approach that compares or checks data using a method other than the data itself . Guion et al. (2011:2) categorize triangulations into the following types:

1. Data triangulation

Data triangulation is a step in the research process that uses several information sources to improve the research's validity, according to Guion et al. (2011: 2). Researcher use of the most widely used sources is permitted at this point in order to facilitate their use. It is necessary to specify the methodology utilized to generate pertinent data when citing the source of

data or information. The same methodology, though, can be applied by researchers to other data sources.

2. Investigator triangulation

Investigator triangulation is defined as an analytical technique that uses multiple investigators, according to Guion et al. (2011: 3). By employing the same qualitative methodology (interviews, observations, case studies, or focus groups), each investigator or team of investigators is examining the program at this point. To get a better grasp of the many researchers' perspectives on how to approach the issue, the results of each investigator will be contrasted. We'll wrap up the findings after these phases are finished. Although it is not practicable to assemble researchers at this level, it is very beneficial for demonstrating validity in research.

3. Theory triangulation

A step in the theory triangulation process is using several viewpoints to analyze and explain facts, according to Guion et al. (2011: 3). In order to interpret information uniformly, this method unites individuals from many specialties. Nevertheless, because it takes a lot of time, theoretical triangulation is less effective and is not always possible.

4. Methodological triangulation

Methodological triangulation is a stage that includes using many approaches (qualitative and quantitative) to analyze and contrast the results, according to Guion et al. (2011: 4). For example, researchers employ

interviews to check for identical outcomes; if, after a conclusion is reached, the same conclusions are found, the study's validity has been established.

5. Environmental triangulation

Guion et al. (2011). The utilization of location, setting, and other significant environmental factors—like the time of day or season—as well as other aspects of the research setting are all part of environmental triangulation. Finding environmental elements that could have an impact on the data collected prior to the study is crucial to this triangulation process. Because environmental triangulation is only utilized for potential findings that are influenced by external factors, it cannot be applied in every situation.

Triangulation is used to verify the veracity of data, as previously explained. Data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation are the five categories of triangulations according to Guion et al. (2011). The researcher employed methodological triangulation in this study by using multiple data collection approaches that would be subjected to identical analysis before being compared. As a supplementary instrument, the researcher used observations and interviews in this study. A legitimate conclusion was reached by comparing the outcomes of the two approaches.

H. Techniques of Analyzing the Data

The steps a researcher takes to examine the data they have located are known as data analysis techniques. According to Rijali (2018: 81), data

analysis is the process of looking for and gathering field notes, interview transcripts, and other materials that are methodically gathered and generated in order to improve your comprehension and make it possible for you to communicate research findings to others. The technique of data analysis involves a number of steps, including gathering, preparing, and arranging data. The process of distilling copious amounts of data that are then gathered for comprehension is known as data analysis. To summarize, there are a few measures that can be followed in the data analysis stage (Ibrahim, 2015: 98). The models for data analysis employed in this investigation were taken from Miles, Huberman, and Saldana (2014: 170). The analysis of data using Miles, Huberman & Saldana (2014: 170) consists of three stages, including data condensation, data display, and conclusion.

1. Data Condensation

According to Miles, Huberman & Saldana (2014: 11), Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or altering the data included in the entire corpus, or "body," of written-up field notes, interview transcripts, papers, and other empirical materials. We are strengthening the data by condensing it. Throughout the course of any qualitatively oriented project, data condensation happens continuously. As the researcher chooses (sometimes without full knowledge) which conceptual framework, which cases, which research questions, and which data collection procedures to employ, anticipatory data condensation is taking place even before the data are actually collected. Writing summaries,

coding, creating themes, creating categories, and creating analytical notes are other instances of data condensation that take place as data collection continues. After fieldwork is finished, the data transformation and condensing process continues until a final report is finished. After the researcher collects the data, the researcher summarized the data related to the implementation of digital literacy in teaching english at Madrasah Tsanawiyah Quranic Scientia into a blueprint.

2. Data Display

According to Miles, Huberman, and Saldana (2014: 11), a display is an organized and compacted arrangement of information that facilitates drawing conclusions and taking action. Observing displays enables us to comprehend what is occurring and to act upon that understanding by conducting more analysis or taking action. Numerous matrices, graphs, charts, and networks are among the displays covered and shown in this book. All of them are made to compile structured data into a concise, easily accessible manner so that the analyst can see what is going on and either make well-founded conclusions or go to the next stage of analysis that the display indicates would be helpful. At this stage, the researcher present a summary of the condensed data relating to the implementation of digital literacy in teaching english at Madrasah Tsanawiyah Quranic Scientia.

3. Drawing and Verifying Conclusion

After the data display stage is completed, the last step concludes. According to Miles, Huberman, and Saldana (2014: 12), drawing and

verifying conclusions are essential elements of qualitative analysis that change as data is gathered. When interpreting patterns and causal linkages, researchers balance being open and skeptical about their findings. As the investigation goes on, these initially nebulous conclusions become more specific and well-founded. In order to prove the validity of findings, verification is essential and includes both casual reflections and in-depth conversations with peers. The best way to conceptualize the analysis is as a cyclical, interactive process that connects data condensation, display, and conclusion drawing to guarantee that the conclusions drawn are trustworthy and significant. Concluding is the process of verifying that the interpretation is valid and that there are no data mistakes. At this stage, the researcher made conclusions based on display data related to the implementation of digital literacy in teaching english at Madrasah Tsanawiyah Quranic Scientia.

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