

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study is descriptive qualitative research that aims to describe and analyze the strategies used by English teachers in utilizing media-based learning in the learning process. The combination of these research methods indicates in this book that qualitative research is often referred to as natural research because it is conducted in natural settings, as is often the case in cultural anthropology, which was originally called qualitative.

Merriam (2009) in his book on qualitative research states that “Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and the meanings they attribute to their experiences. Qualitative research is interested in understanding how people make meaning of experiences in their lives, how they build their worlds, and what their experiences mean.

According to Melong (2013), “Qualitative research is defined as research that uses various scientific methods holistically and by means of descriptions in the form of words and language in a special natural context and by utilizing various natural methods, with the aim of understanding phenomena about what is experienced by research subjects such as behaviour, perceptions, motivations, actions, and so on.” (Muhajirin et al., 2024). Researchers use a qualitative descriptive method with a case study approach. This research focuses on one particular object and examines

it as a case. The case study method allows researchers to remain holistic and meaningful. Qualitative research is needed to examine this phenomenon from the perspective of students' long-term education. The central phenomenon is the main concept, idea, or process of qualitative research. Case studies collect data using various methods, such as interviews, observations, and archives.

Based on the information from several experts above, it can be concluded that qualitative descriptive research is a series of activities that require data to run without having to enter a certain condition to produce meaning.

A. Place and Time of Research

This research was conducted at MAN 1 Padang, located in West Sumatra Province. The study focused on an English teacher who applied Information and Communication Technology (ICT)-based media in the teaching and learning process. A qualitative method with a case study approach was used to gain a deeper understanding of the strategies employed by the teacher.

In qualitative research, the concept of population is not used because this approach focuses on in-depth analysis of a few cases within a specific social context. The results of this type of research are not intended to be generalized to a larger population; instead, they aim to provide a deep understanding of social situations that are similar to the case being studied. The term “sample” in qualitative research refers to individuals involved in the data collection process, such as participants, informants, teachers, or peers, rather than respondents in the statistical sense. Since the goal is to develop theory, samples in qualitative

research are often referred to as theoretical samples rather than statistical samples.

B. Research Subject

The subject of this research is an English teacher at MAN 1 Padang who utilizes ICT-based media in their teaching activities. The selection of the subject was based on specific criteria relevant to the purpose of the study. These criteria include (1) being an active English teacher at MAN 1 Padang, (2) having experience in using ICT-based media such as operating a projector, laptop, and speaker, as well as using Google Classroom, instructional videos, and digital presentations, and (3) being willing to participate as an informant in this research. This teacher served as the primary data source to explore the strategies they applied in teaching English using ICT-based media.

The research instruments used included interview guidelines, recording devices, cameras, and other equipment. Field notes were also taken to complement the instruments, in the form of written records of what was heard, seen, experienced, and thought during the data collection and reflection process (Bogdan&Biklen,2007).

This study employed an observation sheet to answer the formulated research questions, as well as an interview sheet to support the findings obtained through direct field observation (Suharsimi, 1998).

By utilizing digital media, the interview guidelines were used to collect data regarding the teacher's educational background and experience in teaching English. A voice recorder was used to capture the conversations and statements of the informants during the interviews. A camera was used to document the

teacher's instructional process and other aspects considered relevant to support the research findings.

D. Technique of Data Collection

There are four qualitative data collection techniques (Sugiyono, 2020), namely:

Data collection techniques are the most important step in the research process. Because the main purpose of a study is to obtain valid data, if the researcher does not know how to collect data, the researcher will not get data that meets the specified data standards. In qualitative research, data collection is carried out with primary data sources and data collection techniques that use more observation, in-depth interviews, and documentation. According to Catherine Marshall and Gretchen B. Rossman, "the basic methods relied on by qualitative researchers to collect information are participation in settings, direct observation, in-depth interviews, and document review. Here, researchers will use Sugiyono's 2012 opinion, there are four qualitative data collection techniques, namely:

1. Observation

Qualitative observation is the recording of actions and behaviors at the research site, documented through unstructured or semi-structured field notes. Researchers can act as either full participants or non-participants. This observation was conducted to explore the use of ICT-based media in English teaching at MAN 1 Padang.

Data collection through observation was conducted by directly observing the teaching and learning process in the classroom, with a particular focus on how teachers utilize ICT-based media in teaching English. Researchers recorded teacher and student activities using a pre-prepared observation sheet. The process began with compiling an observation sheet that included relevant aspects to be observed, such as the types of media used and student responses. During the learning activities, researchers conducted observations without disrupting the learning process and systematically recorded important findings. If permitted, classroom activities could also be documented through photos or videos to strengthen the data. Finally, the collected observation results were analyzed to evaluate the effectiveness of teaching using ICT-based media.

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1. Interview

An interview is an activity in which two or more people ask questions and exchange information and ideas face-to-face. Thus, the interview can be constructed to refer to a particular topic. Interviews are used as a data collection method when researchers want to know things from respondents that are more in-depth and conduct preliminary studies to identify problems that must be researched. This method bases itself on self-report or at least on personal knowledge / beliefs.

According to Susan Stainback (1988), one can obtain the resources needed to gain a deliberate understanding of a phenomenon only through casual activities. Therefore, through interviews, the researcher will gain a deeper understanding from the participants in interpreting the circumstances and phenomena that arise, information that cannot be found through observation. This study conducted interviews to capture information about ICT based media used for English language teaching at MAN 1 Padang.

Data collection through interviews is carried out by meeting directly with the teacher as the respondent to gather in-depth information regarding the use of ICT-based media in English language teaching. The researcher uses a semi-structured interview guide to ensure the process remains focused while still allowing for flexibility in conversation. The steps in this data collection method include preparing the interview guide based on the research objectives, determining the time and place of the interview in agreement with the teacher, conducting the interview in person while taking notes and/or recording the teacher's responses, and analyzing the results to identify patterns and information that support the findings from the observation.

2. Documentation

In qualitative research, documentation is a complementary method used alongside observation and interviews in the data collection process (Silalahi, 2006). It aims to gather information in written, oral,

or visual forms. The documents used may include images, texts, or a person's monumental works that are relevant to the focus of the study. Documentary data can come from various written sources such as archives, theoretical books, opinions, arguments, and regulations related to the research problem. In general, documents serve as records of past events or activities that have been documented and compiled into a file.

3. Triangulation

Technical triangulation **is a** method used to compare data from the same source in order to evaluate its trustworthiness. Researchers assess which data can be considered accurate or potentially accurate based on different perspectives (Sugiyono, 2016: 274). For example, interview data can be deemed valid if it is supported by documentation or observation.

In the process of technical triangulation, there are three commonly used types: **source triangulation**, **technique triangulation**, and **time triangulation**. In this study, the researcher applied technique triangulation to ensure the credibility of the data.

The steps of data triangulation begin with identifying various data sources, such as interviews, observations, and documentation. The researcher then selects appropriate data collection methods, such as interviews, surveys, or case studies. Data is collected from these diverse sources and methods, and each set of data is analyzed separately. After that, the findings from different sources are compared and combined to

validate the results. Finally, conclusions are drawn based on the verified and analyzed data to gain a more comprehensive and accurate understanding.

According to Stainback (1988), “the goal is not to determine the truth about a particular social phenomenon, but rather to increase one’s understanding of what is being studied.” Triangulation in research refers to the process of verifying data from multiple perspectives to strengthen the validity of the findings. Rather than relying on a single method, this approach combines several techniques to enhance the reliability of the information obtained.

By comparing results from different techniques applied to the same source, this triangulation test ensures data credibility. For instance, information collected through interviews is considered reliable when it is confirmed through observations or documentation.

C. Technique of Data Analysis

According to Patton, data analysis is the process of organizing and structuring sequences of data into patterns, categories, and basic descriptions, allowing researchers to identify themes and formulate working hypotheses based on the data. In qualitative research, the purpose of data analysis is to manage and direct the information effectively so that it becomes easier to understand, both for the researcher and for others.

The data analysis technique in qualitative research typically involves four stages: data collection and reduction, data presentation, and the final

step of drawing and verifying conclusions. The interactive analysis model developed by Miles and Huberman also emphasizes these four interconnected phases as essential components of the analytical process.

Data analysis involves systematically gathering and organizing information obtained from interviews, observations, and documentation, whether in written form or audiovisual recordings. This process aims to filter relevant data, identify key points, and structure the information in a way that supports drawing meaningful and valid conclusions.

1. Data Reduction

The researcher will select data obtained from interviews with the research subjects and from documentation. Once the data has been collected, the next step is to categorize it into raw data and relevant data. The raw data will be re-examined, while the data that aligns with the research questions and objectives will be prepared for the data presentation stage.

Data reduction is a process of simplifying, selecting, and abstracting data to make it more focused and meaningful. In this stage, the researcher summarizes, creates brief descriptions, and organizes data into specific patterns through transcription. This process also involves removing irrelevant parts and structuring the data in a way that allows for clear conclusions to be drawn. In qualitative research, data reduction plays a key role in emphasizing and concentrating on the most essential information.

1. Data Display

Data display is an organized way to summarize information, allowing for easier interpretation and analysis. The researcher will review and understand all the data collected, managing it in a way that helps identify the results related to the teacher's strategies. The selected data will then be presented using qualitative methods.

To ensure the presentation stays focused on the core research problem, the data may be displayed in the form of matrices, charts, graphs, or networks. These visual formats help guide the understanding of what is occurring. The data is presented based on what was actually observed and studied. Finally, the information will be delivered in descriptive narrative form, explaining the situation and how the teacher applies teaching strategies.

2. Conclusion Drawing and Verification

Drawing conclusions aims to find or understand the meaning and regularity of explanatory patterns, causal relationships, or proportions. Conclusions drawn are immediately verified by looking and questioning again while looking at field notes to get a more precise understanding. In addition, it can also be done through discussion. This is done so that the data obtained and its interpretation have validity and the conclusions drawn are stable (Silalahi, 2015). Conclusions are the final result of data processing. The purpose of reducing and displaying data is to conclude. Then, things that are important to get accurate results must be recorded. After that, the

last action is to conclude the research and verify the data about the reading teaching strategies used by teachers in teaching in the classroom.

