

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Research Type**

This type the research is qualitative descriptive. Because this study aims to describe how students perceive the use of digital media in English learning without providing any particular treatment.

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reporting the complexity of a situation (Creswell, 2014)

##### **B. Research Setting**

This research was conducted at MTs Quranic Scientia, an Islamic junior high school that combines Quranic principles with conventional education. This school was chosen because it actively uses digital media to teach English and offers a suitable environment for observing how students perceive technology-based learning. The study was conducted during the first semester

of the 2025–2026 academic year. The researchers used an open-ended questionnaire to collect data from eighth-grade students.

### **C. Informants**

Saturated or sensus sampling is a sampling technique in which all members of the population are used as samples. This is often done when the population size is relatively small, less than 30 people, or in studies that want to make generalizations with very small errors. Another term for saturated sampling is census, where all members of the population are used as samples (Sugiono R & D, 2013).

All students of class 8 MTs Quranic Scientia were chosen as informants of the research. In addition, at this level, students generally have a more developed basic English language ability than in previous classes and have experienced changes in learning methods that use digital media. The characteristics of this population include being aged 13–14 years, actively participating in English learning at school, and being exposed to digital learning media both in class and outside the classroom. Thus, this population is considered the most relevant to describe perceptions and experiences related to those faced in digital based English learning.

### **D. Instruments of the Research**

#### **1. Questionnaire**

A questionnaire is the major tool used in this study and is the main means of gathering data from participants. Sugiyono (2019) defines a

questionnaire as a method of gathering data that enables participants to write responses to a series of open-ended or structured questions. According to Creswell (2014), questionnaires can be used in qualitative descriptive research to investigate participants' attitudes, experiences, and perceptions based on their own expressions and viewpoints. Questioner used when a large number of respondents can read well and can reveal confidential matters(Sugiono R & D, 2013)

An open-ended survey using Google Forms. This tool was created to gather descriptive qualitative information about how eighth-grade MTs Quranic Scientia students feel about using digital media to learn English. In keeping with the qualitative research environment that highlights students' subjective experiences and opinions, Google Forms was chosen due to its accessibility, online dissemination, and ability to collect their responses to digital media use.

An open-ended questionnaire was employed by the researchers to gather information. Because this kind of tool lets students freely express their ideas, emotions, and experiences without being limited by preset answer choices, it was chosen. In contrast to closed-ended surveys, open-ended questions were judged suitable for obtaining more comprehensive and in-depth responses because the goal of this study was to thoroughly examine students' opinions.

The purpose of the instrument is to thoroughly investigate how students perceive digital media in English learning from a cognitive (understanding), emotional (feelings and motivation), and behavioral

(usage and problems) perspective. Perception theory Baron, R. A., & Byrne, D (1996) and the idea of learning English through digital media (Shadiev & Yang, 2020; Darmirah, 2022) serve as the foundation for this tool.

This study was conducted with eighth-grade students at MTs Quranic Scientia who received a Google Form via a barcode displayed on the smartboard. All 15 eighth-grade students answered questions provided on the Google Form.

Blueprint about students' perception according to Baron, R. A., & Byrne, D (1996)

| No | Component              | Indicator                                                      | Item    | Total |
|----|------------------------|----------------------------------------------------------------|---------|-------|
| 1. | Cognitive              | Knowledge of using digital media                               | 1,2,3,4 | 4     |
| 2. | Affective              | emotional responses, views and motivations in digital learning | 5,6,7   | 3     |
| 3. | Conatif<br>/Behavioral | behavior, experience and routines in using digital media       | 8,9,10  | 3     |

Table of Questioner

| No  | Pertanyaan                                                                                       | Jawaban |
|-----|--------------------------------------------------------------------------------------------------|---------|
| 1.  | Apa yang kamu ketahui tentang media digital?                                                     |         |
| 2.  | Media digital apa yang sering kamu pakai untuk belajar Bahasa Inggris?                           |         |
| 3.  | Apakah media digital membantu kamu belajar Bahasa Inggris?                                       |         |
| 4.  | Menurut kamu, kendala apa saja yang sering muncul Ketika menggunakan media digital?              |         |
| 5.  | Apakah kamu senang belajar Bahasa Inggris menggunakan media dital?                               |         |
| 6.  | Bagaimana perasaanmu saat guru menggunakan media digital dalam pelajaran Bahasa Inggris?         |         |
| 7.  | Apakah kamu merasakan lebih bersemangat belajar Bahasa Inggris dengan media digital?             |         |
| 8.  | Apakah kamu belajar Bahasa Inggris dengan media digital di rumah?                                |         |
| 9.  | Seberapa sering kamu menggunakan media digital dalam belajar Bahasa Inggris di luar jam sekolah? |         |
| 10. | Apakah kamu ingin belajar Bahasa Inggris                                                         |         |

| No | Pertanyaan                                         | Jawaban |
|----|----------------------------------------------------|---------|
|    | dengan media digital terus di sekolah?<br>mengapa? |         |

#### E. Technique of Data Collection

The data collection method used in this study was an open-ended questionnaire created especially to investigate eighth-grade students at MTs Quranic Scientia's perspectives on learning English using digital media. In order to gather narrative data based on the students' own ideas, experiences, and viewpoints, the questionnaire used a descriptive qualitative technique.

Students were able to freely answer and offer detailed thoughts based on their experiences because the questionnaire was designed with open-ended questions. Every question was created to cover a number of crucial facets of students' perceptions, such as: students view the use of technology in English learning; their experience digital learning (easy, difficult, enjoyable, boring, etc.) the obstacles or challenges they face while learning English digitally; students' hopes for the future of technology-based English learning.

The purpose of these questions is to provide a comprehensive picture of how students understand the English learning process in a digital setting, from both a technical (access and usage of technology) and psychological (feelings, motivation) standpoint. Questioner will be presented in a non-intrusive manner to students who have been selected as samples using the purposive sampling technique, i.e., students who are deemed capable of accurately

expressing their perceptions, possess the ability to learn English using digital media, and are available as respondents.

The questionnaire will go through a brief pilot test before being distributed to make sure that every item is understandable by students and fits with the goals of the study. Following data collection, thematic analysis approaches will be used to qualitatively assess student responses, classifying them according to themes that surface.

Collecting data from 15 students of MTs Quranic Schintia was done by using a questionnaire consisting of 10 questions to be answered by students, which was done online via Google Form. To answer it, the Google Form link was used as a barcode displayed on the smartboard, then scanned by students. After the question has appeared on the tap, ask the students if they understand the question, and after they understand, wait for the students to finish answering. Then, after students have answered all the questions, check first whether they are sure with all the answers that have been answered before sending it.

#### **F. Technique of Data Analysis**

According to John W. Creswell (2013), data analysis in qualitative research is carried out by methodically examining participant textual data. To determine the significance of the phenomena under study, this data is evaluated by categorizing, coding, and creating themes. Creswell stressed that because qualitative data is narrative and open-ended, analysis is done by finding patterns of meaning in participant replies and then organizing them into themes for interpretation.

The following were the steps taken in this study's data analysis:

1. Organizing and Preparing the Data

At this step, the researcher collected and compiled students' answers from the open questionnaire into text data form.

2. Coding the Data

After the data was compiled, the researcher coded the students' answers.

3. Developing Theme and Interpretation

Then the codes that have been grouped are then developed into themes.

## **G. Data Trustworthiness**

The researcher employed a number of validity procedures that are frequently utilized in qualitative approaches to guarantee the validity of the data in this investigation. The goal of data validity is to increase the accuracy of information about the difficulties students encounter when studying English online.

1. Data Triangulation

Triangulation in this study was conducted to ensure the credibility of the data obtained. The researcher compared students' responses to examine similarities and differences in their perceptions of the use of digital media in English learning. This was used to examine whether students' responses consistently reflected or described cognitive, affective, and behavioral

aspects. Through this comparison, the researcher was able to ensure that the resulting themes truly represented students' actual experiences and perspectives. Therefore, triangulation was used as a strategy to strengthen the credibility of the research findings.

## 2. Member Checking

After collecting and processing the data, I will conduct member checks, which involve asking respondents (students) to reconfirm their responses to the questions to ensure the answers are authentic. This method is crucial for maintaining data accuracy and avoiding misunderstandings, especially since the data captures students' individual thoughts and experiences.

Birt et al. (2016) state that member checking involves actively involving participants to determine whether the researcher's analysis fully reflects their experiences, in addition to requesting data reconfirmation. The research findings from this interactive technique are ethical, cooperative, and technically sound.

In this study, member checking was carried out by presenting the interview transcripts to students and giving them a chance to add to, clarify, or enhance the meaning, particularly in relation to their experiences dealing with the student perception of learning through digital media.