

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a descriptive qualitative research design. Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human (Creswell, 2013). This method is used to explore, identify, analyze, and describe English teachers' perspectives on the urgency of Technological Pedagogical Content Knowledge (TPACK) in teaching and learning processes.

Qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes (Creswell, 2013). This study fulfills the criteria of descriptive qualitative research design in several ways. First, this study was conducted in a natural educational setting involving English teachers, without any experimental manipulation or intervention, to capture teachers' authentic perspectives on the urgency of Technological Pedagogical Content Knowledge (TPACK). Second, this study aims to describe teachers' perceptions regarding the importance of aligning technology, pedagogy, and content knowledge in response to the increasing integration of technology in teaching and learning

processes. Third, data were collected through semi-structured interviews to gain in-depth insights into teachers' views, beliefs, and experiences related to the urgency of TPACK. Fourth, data analysis employed an inductive approach to identify recurring themes emerging from teachers' responses, followed by a deductive interpretation based on the TPACK framework. This approach enabled the researcher to understand how teachers conceptualize the urgency of TPACK and how their perception may influence their readiness to implement technology-integrated teaching practices. Finally, to ensure the credibility of the findings, data were collected through semi-structured interviews reflecting the characteristics of descriptive qualitative research according to (Creswell, 2013).

B. Subject of Research

The participant of this study were English teachers at SMK Negeri 1 Rejang Lebong, Bengkulu. There were six English teachers at the school. However, only four teachers were selected as participants in this study.

The participants were chosen using purposive sampling because this study focused on English teachers who had experience integrating technology into their teaching practices. Before determining the participants, the researcher conducted preliminary observations and discussions with the teachers. Two teachers were not included because they had not yet integrated technology into their instructional practices. Since this study focuses on teachers' perceptions of the urgency of TPACK, participants were required to have direct experience

with technology integration in order to provide relevant and meaningful information.

C. Data and Source of Data

The data of this study consist of qualitative data related to English teachers' perspectives on the urgency and importance of TPACK in English language teaching. The data include teachers' views, opinions, experiences, and reflections regarding the role of technology in supporting pedagogical strategies and content delivery in their teaching practices.

The primary source of data is English teachers at SMK Negeri 1 Rejang Lebong, Bengkulu. The data are obtained directly from teachers through research instrument, such as semi-structured interviews, designed to explore their perspectives on TPACK and its relevance in English language instruction.

D. Data Collection Technique

To collect the data, the researcher used semi-structured interviews.

1. Interview

According to (Cohen et al., 2018), interviews in qualitative research are not merely tools for collecting data but serve as interactive, social encounters where meaning is constructed between the researcher and participants. They explain that interviews are designed with a clear purpose and allow for flexibility in responses, enabling participants to express their

perspectives in depth. This process involves asking open-ended questions in a structured or semi-structured manner to reveal insights into participants' experiences and interpretations. In this study, the researcher conducted semi-structured interviews with English teachers to explore their perceptions and reflections on the urgency of TPACK in teaching and learning process. The interviews aimed to gain an in-depth understanding of how teachers perceive the importance of aligning technology, pedagogy, and content knowledge in responding to the increasing integration of technology in education.

The interviews were carried out in person. The purpose of these interviews was to further explore teachers' views, beliefs, and experiences related to the urgency of TPACK, including their readiness to implement technology-integrated teaching practices and the challenges they encounter in classroom implementation. The interview data provide deeper insights into how teachers conceptualize the urgency of TPACK.

The researcher conducted semi-structured interviews to obtain deeper insights into English teachers' perceptions of the urgency of TPACK in English language teaching. The interviews were conducted face-to-face. A voice recorder was used to record the interview sessions, and important points were noted by the researcher during the interviews to support data accuracy. The researcher followed several steps to collect data:

- a. Conducting and recording semi-structured in-person interviews with selected English teachers, while taking notes on key points.
- b. Transcribing the recorded interviews to prepare the data for analysis
- c. Analyzing the interview data thematically and interpreting to gain a clearer understanding of teachers' perceptions of the urgency of TPACK, the influencing factors, and the challenges they face.

E. Research Instruments

This study employed a semi-structured interview. The instrument was developed to explore English teachers' perceptions of the urgency of Technological Pedagogical Content Knowledge (TPACK) in English language teaching, the factors influencing these perceptions, and the challenges teachers perceive in implementing TPACK-based instruction.

The interview guide was constructed based on the TPACK framework (Mishra, P., & Koehler, 2006) and informed by (Rogers, 2003) Diffusion of Innovations and (Icek Ajzen, 1991) Theory of Behavior, which together guided the formulation of questions related to teachers' evaluation of TPACK as an innovation, the factors shaping their instructional intentions, and the perceived barriers to consistent implementation. The guide was aligned with the research question of this study. To ensure content validity, the instrument was developed through a systematic process by aligning each question with the relevant TPACK components and research objectives. According to (Creswell, 2013), interview guides in qualitative research should be purposefully constructed to

evoke the descriptive responses that reflect participants' lived experiences and perspectives. So, the questions were formulated as open-ended prompts designed to encourage elaboration rather than yes/no responses.

The interview guide consisted of 8 main questions along with follow-up probes to allow flexibility in exploring emerging themes. The questions were organized into three thematic clusters:

1. Teachers' understanding and perception of TPACK urgency in English language teaching
2. Factors that shape their perceptions
3. Perceived challenges in integrating technology, pedagogy, and content knowledge in classroom practice

F. Data Analysis

A methods discussion in a qualitative proposal should outline the steps for analyzing various forms of qualitative data (Creswell, 2013). This process involves breaking down the text and image data into segments to explore deeper meanings and then reassembling them to form a coherent understanding.

To enhance the trustworthiness of the findings, this study employed member checking by returning key interpretations to participants for confirmation, and theoretical triangulation by interpreting the data through two

complementary frameworks: (Rogers, 2003) Diffusion of Innovations and (Icek Ajzen, 1991) Theory of Planned Behaviour.

As emphasized by (Miles et al., 2014), qualitative data analysis involves three interrelated components:

1. Data Condensation

Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming raw data into more meaningful forms. This process begins before data collection, as the researcher determines what to observe, who to interview, and which instruments to use. Condensation continues until the final report is completed. Rather than reducing the data in a limiting way, condensation strengthens the data by making it more manageable and analyzable. The data reduction involves condensing, selecting key elements, concentrating on significant aspects, and identifying themes and trends.

2. Data Display

The second flow of activity involves displaying the data visually and organized. A data display organizes information to show patterns, relationships, or trends. Displaying data helps overcome the limitations of working with long textual transcripts by presenting the information in a way that supports analysis, making decisions, and interpreting results. These

visual formats help researchers draw conclusions and guide the next steps of analysis.

3. Drawing and Verifying Conclusions

Interpreting the data is the final step, which begins during collection. Drawing conclusions involves identifying regularities, explanations, causal pathways, or themes. These initial conclusions are vague but become more explicit as analysis deepens. Verification tests the accuracy and trustworthiness of findings. This may involve revisiting field notes, seeking alternative explanations, comparing data, or checking interpretations with participants or colleagues. Without verification, researchers risk invalid conclusions. The interpretive phase of this study further employed a deductive theoretical analysis drawing on two complementary frameworks. Following the inductive identification of patterns through the condensation and display process, the researcher interpreted the meanings of those themes using Rogers' five attributes of innovation perception, such as relative advantage, compatibility, complexity, trialability, and observability, which were used to examine how teachers evaluate TPACK as an instructional innovation within their vocational school context. Ajzen's three determinants of behavioral intention, which include the attitude toward the behavior, subjective norm, and perceived behavioral control were used to interpret why teachers' perceptions of urgency translate, or fail to translate, into consistent instructional practice.