

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used qualitative research. According to Creswell (2014) it is a method for investigating and comprehending the meaning that individuals or organizations assign to a social or human issue. Emerging questions and techniques are part of the research process, as are data collection in the participants' environment, inductive data analysis (developing from specifics to broad themes), and interpretations of the data's significance. The writing structure of the final written report is customizable.

This research is written in the form of a description. Creswell (2014) stated that descriptive qualitative research focus on descriptive inquiry of the central phenomenon. This research is aimed to describe about how the teacher integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy in teaching English.

B. Research Setting

The location of this research took at MAN 1 Banjarmasin. It is located at Kampung Melayu Darat Street No. 31 Banjarmasin. The basic reason why this place was chosen as the research place because this place corresponded to the research subject where the teacher integrated literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature

with digital literacy. Teacher also used various literature and digital technologies during teaching and learning activities, such as learn a video shown on TV. Teacher uses various digital technologies to present the lesson, such as, Google Classroom, Google Quiz, and WhatsApp group.

C. Subject / Participant

MAN 1 Banjarmasin has three science classes, two social classes, and two religion classes in the eleventh grade. Every class in the eleventh grade has the same English teacher; so that the research can run effectively, researcher chose eleventh science grade at MAN 1 Banjarmasin as participants because the students more active than other majors when teaching and learning activities took place. Moreover, the researcher also chose an English teacher who was teaching in the eleventh science grade as participants in this research.

D. Data and Source of Data

1. Data

The researcher needs all of the data about how the teacher integrated literature with digital literacy and what challenges faced by the teacher in integrating literature with digital literacy in teaching English. The researcher gathered the data from observation, interview, and documentation.

2. Source of Data

An English teacher who is teaching in the eleventh science grade and eleventh science grades students at MAN 1 Banjarmasin has become a

source of data for this research. The researcher also used several books and journals related to this research that will support it.

E. Technique of Data Collection

According to Arifin (2012) data collection aimed to define the focus of attention, develop analytical questions, and provides a basis for post-data collection analysis. Also, Creswell (2014) said that setting the study's boundaries, gathering information through unstructured or semi structured observations and interviews, documents, and visual materials, and defining the technique for capturing information are all steps in the data collection process. The researcher gathered the data from observation, interview, and documentation. The research instruments used by researcher were field notes, interview guideline, and document.

1. Observation

Cresswell (2014) stated that the researcher captured observations and took field notes on people's behavior and activities at the research site. The researcher observed activities of the teacher and students during teaching and learning process. The researcher used field notes as a research instrument. It gathered information about how the teacher integrates literature with digital literacy in teaching English at senior high school. The researcher also used digital technology and join the application that teacher used when teaching English.

There are a few things that can be utilized as a point of reference on the observation sheet. This observation sheet corresponds to the

Department E-Learning's digital competency categories (2015). One aspect of digital competences, information, is represented by numbers one through four on the observation sheet. This point aims to find out if teachers are able to find, identify, and analyze information from various sources of literature and digital technology.

The fifth and sixth points are predicated on the second criterion, which is communication. This point demonstrates whether professors can effectively communicate with students through the use of digital technologies. The numbers seven and eight are derived from the third point, which relates to the production of content. This point aims to find out if teachers create their own learning materials and tasks or edit them from the internet.

In this research, the researcher observed teaching and learning activity in science class one on April 19th, 20th, and 26th; in science class two on April 24th and May 1st; and in science three on April 24th and 26th 2021. Look at the following table to see the observation activities:

Table 3. 1 Observation Schedule's List

| NO | DAY/DATE | CLASS | OBSERVATION COMPONENT |
|----|--|----------|--|
| 1. | Monday/ April 19 th 2021 | XI IPA 1 | <ol style="list-style-type: none"> 1. Teacher reminded her students to give their name on the assignment paper before collecting it to make it easier for her to correct and assess their assignment. 2. Teacher started the class with Salam and said, "Marhaban ya Ramadan" to her students. |

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|--|--|--|--|
| | | | <ol style="list-style-type: none"> 3. Teacher asked students to learn Explanation Text on page 52 4. Teacher asked students to complete the "How Season Happen" and "Butterfly" assignment in the text book in section 5. Teacher sent students a link to fill their attendance 6. Teacher asked students to write the answer in a piece of paper and took picture of the paper and send it to WhatsApp private chat |
| | <p>Tuesday, April 20th 2021 / 10.30-11.30</p> | | <ol style="list-style-type: none"> 1. Teacher asked students who had collected the assignment, but no name listed there and the teacher advised her students to write their name on their paper to facilitate the assessment process of their assignments 2. Teacher asked students to learn about Song Lyrics page 57-60 text book 3. Teachers reminded students to collect assignments in advance for those who have not collected 4. Students replied to teacher's comments and answered orders given 5. Teacher sent students a link to fill their attendance |
| | <p>Monday, April 26th 2021 / 12.00-12.30</p> | | <ol style="list-style-type: none"> 1. Teacher gave students an assignment to learn independently by answering the multiple choice questions in the textbook as an exercise before the test via voice note in WhatsApp class group 2. The teacher reminded students to more diligent in worshipping in Ramadan 3. Students replied to teacher's comments and answered orders given 4. Teacher sent students a link to fill their attendance 5. Teachers also reminded students to improve their worship, such as completing the Quran and praying |

| | | | |
|--|--|----------|---|
| | | | <p>dhuha</p> <p>6. Teacher confirmed there was an error creating student attendance link</p> |
| | <p>Saturday, April 24th 2021 /</p> <p>10.30-12.00</p> | XI IPA 2 | <p>1. Teacher gave students an assignment to complete it via voice note in WhatsApp class group</p> <p>2. The teacher reminded students to more diligent in worshipping in Ramadan</p> <p>3. Teacher checked the students attendance via the FormsApp application</p> |
| | <p>Saturday, May 1st 2021 /</p> <p>10.30-12.00</p> | | <p>1. Teacher sent students a link to fill their attendance</p> <p>2. Teacher checked the students attendance via the FormsApp application</p> <p>3. The teacher asked students to learn independently by answering the multiple choice questions in the textbook as an exercise before the test</p> |
| | <p>Saturday, April 24th 2021 /</p> <p>09.00-10.00</p> | XI IPA 3 | <p>1. Teacher gave students an assignment to complete it via voice note in WhatsApp class group</p> <p>2. The teacher reminded students to more diligent in worshipping in Ramadan</p> <p>3. Teacher checked the students attendance via the FormsApp application</p> |
| | <p>Monday, April 26th 2021 /</p> <p>09.00-09.30</p> | | <p>1. The teacher asked students to learn independently by answering the multiple choice questions in the textbook as an exercise before the test via voice note in WhatsApp class group</p> <p>2. Students replied to teacher's comments and answered orders given</p> <p>3. Teacher sent students a link to fill their attendance</p> <p>4. The teacher reminded students to more diligent in worshipping</p> <p>5. Teacher confirmed there was an error creating student attendance link</p> |

2. Interview

According to Creswell (2014) qualitative interview is when the researcher performs face-to-face interviews with participants, conducts telephone interviews with participants, conducts Internet interviews with participants, or conducts focus group interviews with six to eight interviewees per group. Arifin (2012) gave example of interview guideline that contained research problem, research objectives, questions, and question forms. This interview guideline contained a grid of questions to be asked to the teacher. It was an open ended question. Syamsuddin and Damaianti (2009) stated that open ended questions are participant answers the questions deeply.

Then, Arifin (2012) also gave example of interview guideline format that contained aspects interviewed, answers summary, and notes. The researcher interviewed the teacher about how integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy in her class. This interview guide format contained the teacher's answers to the questions asked by researcher.

There were several things that served as a reference to make interview questions. Researcher created a list of questions for students and teacher. Researcher created a list of questions based on theories from the Department of E-Learning (2015), Common Sense Media (2011), and Faridi (2009). On the list of questions for teacher, number one through

three refer to one of the five areas of digital competencies by the Department of E-learning. It was about how teacher provide, analyze, and select information that will be passed on to students using learning apps. Number four and six indicated content creation. It was about how teachers create content, both in the form of material to be delivered and assignments to be tested to students.

Then, number five related to communication where the teacher ensured what application is used to communicate with students. Number seven refers to the teacher's view of integrating literature with digital literacy which includes some digital literacy capabilities according to Common Sense Media (2011), use technology wisely, communicate with the right tool, and consider the ethical opportunities and challenges that the digital world presents. In addition, at number eight and nine related to the challenges faced by teachers according to Faridi.

The researcher interviewed a teacher who taught English in eleventh science grade face to face. Also, the researcher interviewed two students per class, so there were six students the researcher asked. Researcher interviewed the teacher on April 27th, 2021 at school. Meanwhile, researcher interviewed students in different dates. Look at the following table to see the interview schedule:

Table 3. 2 Interview Schedule

| DAY/DATE | PARTICIPANT | NOTE |
|--------------------------------------|--------------------|-------------|
| Tuesday, April 27 th 2021 | Teacher | Researcher |

| | | |
|--------------------------------------|----------|-----------------------|
| | | interviewed in school |
| Tuesday, April 27 th 2021 | Students | Via Google Form |

3. Documentation

Besides observation and interview, researcher also gathered the data from documentation. Sugiyono (2017) stated that document is a complement to the data collection observations and interviews. In this research, researcher took pictures or screenshot when researcher observing teaching and learning activity with digital technology or learning application. According to Wahyuni (2012), recording the interview process can make data collection more accurate than just write it in note book. So, researcher also recorded the conversation with participant when interviewing them so that no important information is forgotten or even lost. Then, researcher wrote down them in result of interview. It gathered information about how the teacher integrates literature with digital literacy in teaching English at senior high school.

F. Data Analysis

In this analysis method, the researcher described and analyzed descriptively from the results of the study that has been done, namely, describing integrating literature with digital literacy in teaching English at senior high school. Thus, the researcher used following techniques of Miles, Huberman, and Saldana

(2014) to analyze the data, there are, data condensation, data display, and drawing and verifying conclusion.

1. Data Condensation

According to Miles, Huberman, and Saldana (2014) data condensation referred to the process of selecting, concentrating, or transforming the data collection. Researcher selected important information from the data collection. Then, researcher described through summarized it one by one and categorized it based on the object of research. It is about how the teacher integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy at senior high school.

2. Data Display

According to Miles, Huberman, and Saldana (2014), data display are intended to bring together structured data in a lightweight, easily accessible format so that the analyst can see what's going on and either draw justified conclusions or move on to the next level of research that the show indicates may be useful. In this step, researcher displayed the data after going through the condensation step so that the researcher can draw conclusion from it. Researcher organized and compressed assembly of data condensation which is contained about how the teacher integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy at senior high school.

3. Drawing and Verifying Conclusion

Miles, Huberman, and Saldana (2014) stated that depending on the size of the corpus of field notes, the final result does not appear until the end of data collection, but as an analyst progresses, the conclusions are also verified. Verification can be as simple as a fleeting thought passing the analyst's mind while writing, followed by a quick return to the field note; or it can be more involved, or comprehensive efforts to reproduce a finding in another data set.

In this step, researcher drew a final conclusion by comparing the data condensation, data display, and the problems in this study, namely how the teacher integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy at senior high school.