

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a qualitative research approach. 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 (Creswell & Creswell, 2018).

This qualitative research method uses a case study approach. Creswell and Creswell, (2018) defined Case studies are a research design found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. The case is bounded by time and activity, and the researcher collects detailed information using a variety of data collection procedures over a sustained period of time. On the other hand, case study research is an approach where a researcher a bounded system (case) or multiple bounded systems (cases) over a period time through comprehensive and systematic collection or data using various information sources (e.g. observations, interviews, audio-visual materials,

documentations and reports) and summarize the results as case descriptions and case centered narratives (Creswell, 2007).

Assyakurrohim et al., (2022) pointed out that a case study is a form of exploration of a “bounded system” or “one or several cases” observed over a period of time through in depth-data collection. This study involves a variety of rich sources of information and is conducted in a specific context. This delimited system refers to the boundaries of time and place, while the case studied can be a program, event, activity, or individual.

The research procedure was taken from Yin, (2003) in (Yona, 2014), consisting of clear and comprehensive stages to conduct a case study. The procedure was then operationalized in the research context. The steps are described below:

1. Determine and define the research questions

In this step the researcher created a research question related to with the phenomenon or object to be studied and the objectives to be achieved in the research. In this research, the researcher focuses on the implementation of digital learning media in English classrooms within the implementation of an independent curriculum. There are two research questions examined in this research, namely they are the implementation digital learning media in English class and the challenges of its implementation digital learning media within the implementation an independent curriculum.

2. Determine the research design and instruments

In this second step, the researcher determined whether to use a single or multiple case design in the research and select the appropriate instrument with the research question. In this research, researcher used a single case study. A single case study design is case study research that emphasizes research on one case unit only. The selected case focused on an English classroom that integrated digital learning media within independent curriculum. To collect relevant data, the study employed observations and interviews as primary instruments. These methods were considered for obtaining an understanding of the implementation practices, encountered challenges and perceptions related to the use of digital learning media in the English classroom.

3. Collecting data

In this step, the selection of instruments that are in accordance with the research objectives is an important thing for researcher to consider before starting a study. For this reason, researcher need to pay attention to evidence or previous research as a reference in determining instruments that are in accordance with the research objectives. As explained earlier, case study research data can be obtained from several techniques, such as interviews, participant observation, and documentation. In this study, data was collected through interviews, observation of how digital learning media is implemented in the classroom and documentation.

4. Determine data analysis techniques

In this step, the data obtained from observations and interviews were analyzed through a coding process, in which the information was categorized according to relevant themes. The researcher manually grouped the data based on thematic similarities to identify emerging patterns and insights. In the context of this study, which explores the implementation of digital learning media in an English classroom within independent curriculum, the researcher analyzed, described, compared, and synthesized the codes to construct a comprehensive understanding of the instructional practices. This process ultimately contributed to the development of the final research framework that reflects the use, benefits, and challenges of digital media in the classroom.

5. Prepare a case study report

The final step of the research activity is to create a research report. At the end of the study, the researcher provides a written or verbal report on the final results of the research. The research report serves as an accountability measure for research activities and should be presented in clear and concise language for the public's understanding and interest.

B. Research Setting

This research was carried out at MAN Tanah Bumbu and SMP Negeri 6 Banjarmasin. MAN Tanah Bumbu represents the senior high

school level, while SMP Negeri 6 Banjarmasin represents the junior high school level. This difference allows researchers to explore the implementation of digital learning media at different levels of education in the context of Independent Curriculum.

Both schools were chosen because they have started to adopt Independent Curriculum in some of their classrooms, thus making them suitable places to investigate the use of digital learning media in English language teaching. Prior to conducting classroom observations and interviews, the researcher obtained preliminary data regarding the types of learning media used by English teachers. It was found that teachers in both schools had integrated various forms of digital media into their lesson plans. The research was conducted during teaching and learning activities to ensure the authenticity of the data. The digital learning media used in English classes included educational platforms such as Wordwall and Quizizz, multimedia tools such as PowerPoint presentations and YouTube videos, as well as artificial intelligence tools such as ChatGPT and Gemini.

C. Participants

The participant in this research is English teacher that have implemented digital learning media. There are two English Teacher namely Teacher A from MAN Tanah Bumbu and Teacher B from SMP Negeri 6 Banjarmasin. The sampling technique employed was purposive sampling, a method wherein the researcher chooses samples based on their

usefulness and representativeness. This sampling method is deliberately chosen in line with research objectives. The researcher generate data related to the teacher's views and the learning process in the classroom, such as the challenges of using digital learning media in implementing an independent curriculum when teaching English. In addition, the implementation of digital learning media in the classroom.

Purposive sampling is a sampling design based on the researcher's judgment of who will provide the best information to achieve the study's objectives. The research should focus on individuals who share the same opinion and are willing to provide the necessary information. It is important to target those who are willing to share their thoughts and insights to ensure accurate and reliable data (Etikan, 2017).

D. Data

1. Data of The Research

The data in this research were obtained from three instruments, namely observation, interview and documentation. This research covers the implementation of digital learning media in English learning and the researcher wants to explore the activities of teachers and students.

2. Source of Data

In the data source, the researcher obtained data by observing teachers in the classroom while teaching English and conducting in-

depth interviews with teachers. Finally, the researcher too documentation to strengthen the research.

E. Technique of Data Collection

This research employs case study, employing both classroom observation and interviews to gather data. Additionally, documentation was employed as supplementary information. The process begins with observation, which is conducted during lessons instructed by the teacher. Observation provides insights into the learning process and serves as the foundation for analyzing data. Throughout the study, close attention was paid to the learning media utilized by the teacher during instruction. The second method is conducting interviews, which can involve in-person or phone interviews, or focus group interviews with six to eight participants per group in qualitative research (Creswell and Creswell, 2018). Consequently, the researcher conducted interviews to augment data from observations. The third approach involved documentation, whereby photographic evidence was taken during the learning or interview process. This documentation was carried out during observations and interviews.

The research employed observation sheets and interview guidelines as research instruments. The observation sheet is given to researchers as a checklist and contains statements that assist in data collection. On the other hand, interview guidelines are used to direct data collection during teacher interviews. Both instruments were prepared based on the grand theory utilized.

1. Observation

Qualitative observation involves the researcher making field notes on the behavior and activities of individuals at the research site. These notes are recorded in an unstructured or semi-structured manner, using some prior questions that the researcher wants to know. Qualitative observers may also engage in roles that vary from non-participant to full participant (Creswell and Creswell, 2018).

In this research, the researcher carried out observations to examine the English learning process in the classroom and to illustrate how digital learning media were implemented by the teacher. The researcher was not directly involved in the activities being observed. Instead, the researcher simply observed the use of digital learning media by the teacher during the English lessons in the classroom.

Table 3.1 List of Observation

No	Teacher	Date	Class
1	Teacher B	26 November 2024	IX I
2	Teacher B	29 November 2024	IX J, IX G
3	Teacher B	15 January 2025	IX J, IX G
4	Teacher A	22 January 2025	XA
5	Teacher A	03 February 2025	XA

2. Interview

One of the most important sources of case study information is the interview. The interview will appear to be guided conversations rather than structured questions (Yin, 2003). An interview that is related to a specific event is considered a short story. On the other hand, life history interviews are used to tell a person's life story. Finally, an oral history interview covers topics beyond the interviewee's personal history and delves into communal history.

The semi-structured interviews are the most commonly used format in language teaching and learning research. The researcher uses an interview guide with pre-prepared questions as a resource that can be used in any way and to whatever an extent is appropriate. In addition, the researcher conducted face to face meeting and online interview flexibility, open, instructed and non-standard manner. By teaching and learning English using digital learning media in the class, the researcher wants to identify the challenges that teacher faced when implementing digital learning media.

Table 3.2 List of Interview

No	Teacher	Date
1	Teacher B	03 December 2024
2	Teacher A	03 February 2025
3	Teacher A	13 March 2025
4	Teacher B	13 March 2025

F. Data Analysis

The data analyzed in this research refers to the information collected during the research process. The purpose of data collection is to obtain important information needed to achieve the research objectives. After the data is collected, it is analyzed to be presented in a clear and easily understandable manner and to draw meaningful conclusion. The findings from this analysis can contribute the development of theories based on the collected data. The study employed Miles et al., (2014) interactive model for data analysis, which consists of three parts: data condensation, data display, and drawing and verifying conclusions.

1. Data Condensation

Data condensation involves the process of choosing, concentrating, simplifying, abstracting, and altering data from all available written field notes, interview transcripts, documents, and various other empirical materials. The researcher extracts significant patterns, pertinent details, and themes from the gathered data for inclusion in the analysis, eliminating anything considered unimportant. In this research, data compression was accomplished via direct observations and interviews with the teacher, leading to data that was more organized and succinct.

2. Data Display

Data display involves organizing, combining, and summarizing information. Displaying data in this way aids in grasping the context of

the study by enabling a more comprehensive analysis. A display typically comprises a structured set of data that aids in forming conclusions and making choices. In this research, following the gathering of data on the use of digital learning media in English classes, the researcher will detail and discuss the findings from direct observations and interviews.

3. Drawing and Verifying Conclusions

The third stage of the analysis process is the drawing and verification of conclusions, which includes forming and validating conclusions. Beginning with data collection, qualitative analysts discern meanings by recognizing patterns, explanations, causal links, and underlying assumptions.

In this context, the researcher draws conclusions from the onset of data collection, focusing on identifying patterns, observing consistent explanations, and discerning causal relationships, which ultimately leads to conclusion derived from all the gathered data. In this research, the researcher drew conclusions about the process of implementing digital learning media in English classes.