

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was a case study because it described and explored the detailed information of the English literature learning process and activities limited by certain activities done by a lecturer (Creswell & Creswell, 2018). This study approach was used to explore and understand specific social problems or situations based on the responses from an individual or group of people, so this research process involved participants in getting the data. It also continually used various data collection procedures. It was analyzed by the researcher and written with a flexible structure (Creswell & Creswell, 2018), where the researcher inferred or interpreted the data obtained in the field. Based on the above explanation, the researcher obtained, explored, and interpreted the data received in the field in-depth related to research questions and concepts that need to be described.

The researcher also examined or analyzed an object, condition, system of thought, or event and the related subjects carried out in the present to explain certain phenomena. This research wrote in the form of a description describing an event in detail and finding out the phenomenon's developments that can be seen physically or factual (Putri, 2019). Accordingly, this study described the stages used by the lecturer to utilize digital literacy for teaching English literature and the challenges students faced in implementing digital literacy through flipbook projects.

Rahardjo (2017) pointed out that a case study is a sequence of research processes undertaken intensively, in greater depth or in the level of detail about an event or activity, at the individual, bunch of people, institution or organization to gain in-depth information about the tangible and differentiated things. Here which the procedures that the researcher took in this case study:

1. Chose a theme

Students frequently use digital media as a source of reference; the majority of them employ the information they obtain from the internet as learning resources or to work on assigned tasks and projects. This case is crucial to investigate because of improvements in the primary source of digital-based lessons and tasks.

2. Expanded the literature

The researcher gathered as many reading sources associated with digital literacy as possible in the types of books, journals, handouts, and previous studies to enhance the researcher's basic knowledge and the depth of analysis afterwards.

3. Formulated research questions

This study investigated two research questions, notably the use of digital literacy in the application of digital literacy in English Literature courses and students' challenges in implementing it through digital projects.

4. Collected the data

The data was gathered through observation and interviews. The researcher has prepared research instruments, such as observation sheets about learning stages and interview guidelines, which were distributed to students and were developed based on existing literature studies to ensure adequacy.

5. Processed and analyzed the data

The researcher processed the data by checking and categorizing the information in the field notes and categorizing the interview transcripts. The researcher then analyzed the data by reading the entire set of findings to obtain general and particular information, which was then described based on the order of events.

6. Sum up the study's results

The researcher double-checked the collected data, compared it to research questions and discussions, and then summarized it into a conclusion, and the researcher reported the research results in the form of a description.

B. Research Setting

The researcher did this research in a State Islamic University in Banjarmasin, UIN Antasari Banjarmasin, located on Jalan Ahmad Yani Km.4,5 RW.5 Kebun Bunga Kec. Banjarmasin Timur, City of Banjarmasin, South Kalimantan. The reason for selecting this university as a research setting was

because UIN Antasari is a technology-literate campus. The lecturer applied teaching and learning activities using multiform digital sources, such as Google Classroom, Google Meet, Zoom, YouTube, Kahoot, Quizizz, and much more, as well as learning materials from the Internet. Besides, English literature courses in English Education Department at UIN Antasari applied digital projects as its final project, so this university was appropriate for this study, which explored in-depth how a lecturer utilizes digital literacy for teaching English literature and students' challenges in implementing digital literacy while working on projects.

To undertake this research, the researcher has sent a research permission letter to the department that has been mentioned. After obtaining the research permit, the researcher conducted research about six meetings or one month and two weeks directly and indirectly (three weeks for offline meetings and three weeks for online appointments) with the participants, a lecturer, and 30 students in Introduction to Literature classes.

C. Participants

UIN Antasari Banjarmasin, specifically in English Education Department, has three classes in the Introduction to Literature course. And each class has the same Introduction to Literature lecturer; so that this research run efficiently, the researcher chose ten representatives of each class (A, B, and C class), which are the second-semester students in the English Education Department, because the students learned Introduction to Literature in this

semester. So that the data represented the entire participants, the researcher chose a random participant as a representative from each class. In addition, the researcher also chose a lecturer who teaches the Introduction to Literature subject as a participant in this study because she applied digital projects and used various digital technologies in her class. The specific criteria for participants in this study were that they must be familiar with operating digital technologies or applications. That is because they are asked to produce a digital project in literature class by utilizing information from digital sources.

D. Data

The researcher needs all data about how a lecturer utilizes digital literacy to students for teaching English literature as well as what challenges students face in implementing digital literacy in English Literature class through a flipbook project. To obtain these data, the researcher conducted observations and interviews. In this study, the data sources were an Introduction to Literature lecturer who teaches second-semester students of the English Education Department at UIN Antasari Banjarmasin and 30 second-semester students of the English Education Department at UIN Antasari Banjarmasin. Besides, the researcher also used several books, journals, and articles related to supporting theories in the study.

E. Technique of Data Collection

Creswell and Creswell (2018) highlighted that the steps in data collection included sampling, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, and establishing protocols for recording information (p.268). The researcher required two instruments to collect the data: observation and interviews.

1. Observation

Observation in a qualitative study is a way of collecting data by making field notes about the research participants' attitudes or activities. On that note, the researcher wrote all critical information in an unstructured or semi-structured way based on several pre-made questions that the researcher wanted to know related to activities in the research area (Creswell & Creswell, 2018, p.262). In this study, the researcher observed the activities of a lecturer in utilizing digital literacy in English literature classes, as well as the procedures for implementing digital literacy during the teaching and learning process of English Literature classes in a university. Based on this, the researcher used field notes as a research instrument to collect the necessary information.

In addition, the researcher also used digital technology and joined the applications used by a lecturer when teaching English literature. Further, this observation was carried out six times or one month and two weeks, starting from the preliminary introduction of the material until the students completed the project given. It fulfilled to see how far the

lecturer's ability to utilize and integrate digital literacy to teach English literature, as well as step by step to implement digital literacy in the English Literature class.

2. Interview

Elmusharaf (2018) claimed interview is a data collection technique that involves oral questions posed to participants. Then, the answers to these questions can be recorded or written down so they can be presented in the findings. Correspondingly, Creswell and Creswell (2018) pinpointed that interviews in qualitative research can be conducted face-to-face, by telephone, or engaged in focus group interviews with six to eight people interviewed in each group interview. Interviews are intended so that the researcher can obtain opinions or views from participants regarding the phenomenon or concept being studied. Still, the questions in interviews are generally unstructured, open, and in small quantities.

In this study, the researcher selected two types of interview questions, namely experience and feeling questions, because the main subjects of this interview are the second-semester students of the English Education Department at UIN Antasari Banjarmasin, where the researcher asked about their experiences and feelings in learning English Literature by implementing digital literacy through flipbook project, continued by sharing about the challenges they face when completing the project given. Thus, interviews were conducted face-to-face and via voice calls. The interview discussed students' challenges, experiences, and feelings when

implementing digital literacy into the flipbook project in English literature class. Also, the students were interviewed one by one; seven were interviewed face to face at the SAC (Student Access Center) when working on the project, and others were interviewed online via voice call. Besides, the researcher also interviewed a lecturer about the stages of implementing digital literacy in teaching and learning activities. The researcher also prepared a list of interview questions students should answer to make it easier. So, the results of this interview could help the researcher to answer research question number two.

F. Data Analysis

In this analytical method, the researcher described and analyzed the data from the research results carried out descriptively by describing integrating digital literacy through a flipbook project in teaching English literature at the university. Moreover, the researcher collected the data, analyzed, compiled, and presented it by describing the data according to what the researcher found. And because this is a qualitative method, the researcher did not use statistical procedures to present the data. According to Miles, Huberman, and Saldana (2014), to analyze the data, there are data condensation, data display, and drawing and verifying conclusions.

1. Data Condensation

Data condensation is selecting, choosing, focusing, simplifying, or changing the data collection contained in field notes. The researcher

selected, summarized, narrowed, simplified, and transformed the data on how a lecturer utilizes digital literacy for teaching English literature and what challenges are faced by students in implementing digital literacy through the flipbook project (Miles, Huberman & Saldana, 2014).

2. Data Display

The presentation of data was data analysis in a light form and easy to understand. In this research, the data was presented in a structured, light, and easily accessible description so that the reader can see what happened and draw conclusions that can be justified or proceed to the next level of research. According to Miles, Huberman, and Saldana (2014), in this step, the researcher displayed the data after going through the condensation stage so that the researcher could conclude the data. The researcher organized and condensed a collection of data about how lecturers utilize digital literacy to teach English literature and what challenges students face in implementing digital literacy through the flipbook project. Through the presentation of the data, the data was organized and structured so that it could be understandable.

3. Drawing and Verifying Conclusion

This stage contains concluding the analysis that has been carried out and re-checking the evidence or data that has been found in the field. According to Miles, Huberman, and Saldana (2014), the initial conclusions are still being determined. They will change if no substantial evidence supports the following data collection stage. The conclusions in this study

answered the formulation of the problem formulated in chapter one. The researcher concluded by comparing data condensation, data display, and problems in this study, namely how a lecturer utilizes digital literacy to teach English literature and the challenges students face in implementing digital literacy through the flipbook project.

The following matrix displays the techniques of data collection of this research, the tools of collecting data, the participants, the investigated data. This study design, also the data analysis used for this research.

Table 3.1

Matrix of Data Collection and Analysis

No of RQ	Technique of Data Collection	Tools of Collecting Data	Participants	Investigated Data	Design	Data Analysis
1	Observation, In-depth interview	Field notes, interview guideline	Lecturer, Students	<ul style="list-style-type: none"> The process of applying digital literacy in teaching English Literature The lecturers' pattern of planning digital project work, selecting the topics and learning activities Lecturer's assessment system Students' learning experience on group discussion activities, lecturer's instruction, and project time management 	Qualitative Case Study	<ul style="list-style-type: none"> Data condensation Data display Drawing and verifying conclusion
2	In-depth interview	Interview guideline	Students	<ul style="list-style-type: none"> Students' problem in finding a source of reference Challenges the students faced in completing the digital project work The venture of students to overcome their difficulties The learning experiences the students have after completing the flipbook project Students' challenges in learning English Literature 	Qualitative Case Study	<ul style="list-style-type: none"> Data condensation Data display Drawing and verifying conclusion