

CHAPTER III

RESEARCH METHOD

A. Research Design

Case study research was qualitative research, and what researchers had to do was explore in-depth processes, activities, and events. Researchers collected detailed data using appropriate procedures (Sugiyono, 2018). Case study research, with a qualitative approach, explored real-life situations involving various sources of information, such as interviews, documentation, and others (Creswell, 2015).

The characteristics of case study research (Creswell, 2015) were as follows:

1. In a case study, it began by identifying concrete cases such as individuals, groups, organizations, etc.
2. Case studies were prepared to understand issues in life.
3. A good case study showed a deep understanding of the case.
4. Case study research involved descriptions of the cases raised.
5. Case study ended with a conclusion formed by the researcher about the overall meaning of the case.

The procedures for carrying out case study research (Creswell, 2015) were as follows:

1. First, the researcher determined more carefully whether the case study approach was suitable for the research to be conducted. The case study approach proved to be a good method when the researcher had defined limits on the cases to be studied and wanted to delve deeply into the cases. The researcher taught and observed during teaching practices at SMKN 4 Banjarmasin. Three cases were identified in class X RPL 1 and X RPL 2, as explained in the background of this research.
2. Second, there was a need for identification of the cases to be studied. The researcher identified by asking several questions to

the English teachers teaching in class X RPL 1 and X RPL 2, such as how students used digital media in the classroom.

3. Third, various data collection techniques were employed; the researcher used observation, interviews, and documentation. Observation took place in the classroom during English teaching, interviews were conducted with one English teacher, and documentation was done during the use of digital media in the classroom.
4. Fourth, through data collection, the researcher described all the events that occurred in class X RPL 1 and X RPL 2. The researcher recorded the results of observations and interviews on the prepared instrument sheets.
5. Finally, the researcher compiled the research findings, which were written in the findings and discussion section of chapter five of this research

In accordance with the five procedures proposed by (Creswell, 2015), this research used a case study because it looked at the background stated by the researcher in the initial observation at SMKN 4 Banjarmasin (Auliana, 2023).

B. Research Setting

The researcher conducted the study at State Vocational High School 4 Banjarmasin, abbreviated as SMKN 4 Banjarmasin, which was located at Jalan Brigjen Jend. Hasan Basri No.7, Sungai Miai, Kec. North Banjarmasin, Banjarmasin City, South Kalimantan 70123. The choice of SMKN 4 Banjarmasin as the research site was due to its status as a technology-savvy school. English teachers at SMKN 4 Banjarmasin employed teaching and learning processes through YouTube, blogs, websites, quizzes, and learning materials from the internet.

Furthermore, English teachers at SMKN 4 Banjarmasin implemented digital projects as learning assignments. Therefore, this school was deemed

suitable for the study, which delved into how teachers utilized digital literacy to teach English and the strategies employed by English teachers to enhance students' reading skills.

C. Participant

SMKN 4 Banjarmasin had many departments, including Fashion Design, RPL, Music Arts, and others. Specifically, the RPL (Software Engineering) department had two classes each year. To ensure the effectiveness and efficiency of the study, the researcher selected the RPL class as research participants because they were deemed capable of utilizing digital literacy, aligning with their chosen majors. The number of students in classes X RPL 1 and X RPL 2 was the same, totaling 39 students. Additionally, the researcher involved an English teacher as a participant in this study because the teacher implemented digital projects and used various digital technologies in the classroom.

The specific criteria for participants in this study were that they needed to understand how to operate digital technology or applications, as they were tasked with finding and managing information from digital media. The researcher chose participants from X RPL 1 and X RPL 2 because these classes did not have industrial classes for departmental practice like class XI and internships like class XII. The X RPL class was considered capable of using digital literacy and met the expectations of the researchers. Furthermore, the X RPL class did not follow a block schedule like the XI and XII class schedules, making it easier for the researchers to collect data.

D. Data

The researcher needed all the data about how an English teacher used digital literacy to teach English to students, the components the teacher used in the classroom, and the metacognitive strategies employed in the classroom. To obtain this data, the researcher conducted observations, interviews, and documentation. In this study, the data sources were the English teacher at SMKN 4 Banjarmasin

and Class X RPL 1 and X RPL 2 (Software Engineering). Additionally, researchers also utilized several books, journals, and articles related to supporting theories in the study.

E. Technique of Data Collection

To collect data in the field in order to answer the focus of research, the researcher then used data collection methods as follows (Creswell, 2015) :

a. Observation

Observation was a data collection technique carried out regularly and deliberately through observing and recording the symptoms investigated. The observation was the basis of all science, as facts were discovered through observation (Sugiyono, 2018). The observation took place at SMKN 4 Banjarmasin four times, both during the field experience (teaching practice) at SMKN 4 Banjarmasin and after completing the teaching practice. The steps in conducting the observation were as follows (Creswell, 2015) :

1. The researcher determined the observation topic with the assistance of an English teacher at SMKN 4 Banjarmasin. The chosen topic for investigation is reading.
2. The researcher entered classes X RPL 1 and X RPL 2 to observe the reading instruction from the beginning to the end of the lesson.
3. Field notes were collected by observing as a researcher in classes X RPL 1 and X RPL 2, using research instruments.
4. The field notes were then analyzed through data analysis using the Miles and Huberman method.

b. Interviews

An interview An interview was a meeting between two individuals to exchange information through questions and answers, allowing the researcher to find those answers (Sugiyono, 2018). In this research, the

researcher utilized a structured interview, for which written questions were prepared. The interview was conducted once, with additional clarification sought through personal chat with the teacher in case of unclear responses. The steps in conducting the interview were as follows (Sugiyono, 2018):

1. The researcher interviewed an English teacher at SMKN 4 Banjarmasin who teaches in classes X RPL 1 and X RPL 2.
2. The researcher prepared fourteen questions for digital literacy components, seventeen questions for the implementation of digital literacy in the classroom, and thirteen questions for metacognitive strategies through a research instrument created based on the theories presented in Chapter 2 of this thesis.
3. The interview began with the researcher greeting the teacher and initiating the conversation in accordance with the prepared instrument.
4. The interview took place in the library of SMKN 4 Banjarmasin, and the teacher responded to each of the researcher's questions.
5. Once the interview was complete and all questions were answered, the researcher concluded the interview.
6. The researcher identified the interview results obtained through the Miles and Huberman data analysis.

c. Documentation

Documentation was a record of every event that had passed. Documentation could be in the form of writing, pictures, works, and so on (Sugiyono, 2018). Documentation was carried out when the researcher entered classes X RPL 1 and X RPL 2, and the documentation continued throughout the course of the lesson. The steps in carrying out documentation were (Creswell, 2015):

1. Documenting every activity of students and teachers inside the classroom in the form of photos.
2. Recording the exercises provided by the teacher through digital media inside the classroom.

F. Data Analysis

Data analysis, according to Miles and Huberman (Hardani et al., 2020), was divided into three streams, namely data reduction, data display, and drawing conclusions.

1. Data Reduction

Data reduction was defined as the process of selection, concentration, and simplification of the field-acquired data. This process continued continuously throughout the research. In this study, data collection involved categorizing, organizing, discarding unnecessary data, and ultimately drawing conclusions. In this situation, the reduced data pertained to teachers who taught digital literacy in class. During the research, the researcher continually reduced or discarded unnecessary data that was not needed for inclusion in the research results.

2. Data Display

The most common form of data presentation in qualitative research was narrative presentation. In qualitative research, data presentation could take the form of descriptions, charts, relationships between categories, and so on. Through data display, the researcher could understand what was happening and plan further research based on the insights gained. The researcher presented the research findings through a matrix of data analysis in the form of a table describing how teachers at SMKN 4 Banjarmasin applied metacognitive and digital literacy.

3. Drawing conclusions

Conclusions were the essence of a research study. The conclusions in this study were made relevant to the research focus, and the research findings had to align. Thus, the conclusions of this study could address the problem formulated from the beginning. The researcher wrote the findings obtained at SMKN 4 Banjarmasin through the findings and discussions in chapter five of this research.

Tabel 3.1 Matrix of Data Collection and Data Analysis

No (R Q)	Technique of Data Collection	Tools of Collecting of Data	Participants	Data	Design	Analysis Data
1	Observation and interview	Field Notes and interview guidelines	Teacher and Students (X RPL 1 and X RPL 2)	<ul style="list-style-type: none"> • Components of digital literacy used by teachers. • Implementation of digital literacy components within the classroom. 	Qualitative, case study	<ul style="list-style-type: none"> • Data reduction • Data display • Drawing conclusion
2	Observation and interview	Field Notes , interview guidelines, and documnetations	Teacher and Students (X RPL 1 and X RPL 2)	<ul style="list-style-type: none"> • The process of implementing digital literacy in classes X RPL 1 and X RPL 2 	Qualitative, case study	<ul style="list-style-type: none"> • Data reduction • Data display • Drawing conclusion
3	Interview	Interview guidelines	Teacher	<ul style="list-style-type: none"> • Metacognitive stages in digital literacy applied by the teacher in the classroom. 	Qualitative, case study	<ul style="list-style-type: none"> • Data reduction • Data display • Drawing conclusion