

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is descriptive research with a qualitative approach. This study aims to describe the digital literacy competencies of English teachers. This research focuses on the ability of teachers to use technology wisely during learning. This study adopts a qualitative approach, intending to collect and analyze data relevant to the outlined research objectives. Qualitative methods focus on understanding people's beliefs, experiences, attitudes, and behaviors without relying on statistical measurement or analysis (Marczyk, DeMatteo, and Festinger, 2005).

This investigation is rooted in a conceptual examination that concentrates on multiple assessments of digital literacy's efficacy in supporting continuous student learning. Qualitative research methodology stands as the preferred choice for this inquiry due to its aptness in allowing the researcher to observe the application of digital literacy among English educators.

As highlighted by the researcher, the study intends to undertake interviews and observations. Furthermore, post-implementation interviews with both teachers and students are envisioned. The primary objective of this study revolves around scrutinizing and comprehending the present

utilization of digital literacy in English education, aiming to discern how teachers and students integrate these tools and practices into their learning processes.

Therefore, this study is suitable for using qualitative methods. In addition, this research is a case study and observation because it analyzes an ongoing process and requires researchers to be directly involved in the field.

B. Research Setting

The research will be carried out at Nahdlatul Ulama Pekauman, Banjarmasin Middle School. The main reason for choosing this area is because my reach of schools here is quite wide and easy to access. The aim of this research is to find out how teachers integrate digital literacy with various current technologies for English language learning,

By using digital literacy, teachers will create teaching media through various digital platforms during teaching and learning activities. For example, such as learning videos that are made and then broadcast on YouTube, as well as various digital technologies such as Google Classroom, Quizzes, and WhatsApp groups.

C. Population and Sample/Participant

The participants in this study were English teachers at the Nahdlatul Ulama junior high school level in Banjarmasin City and students at the

junior high school level. The selection of participants is based on schools that still have English subjects.

For the interview at the end of the study, the researcher took an English teacher and 8 students who were selected not randomly, but from their learning results to be interviewed regarding their responses to the use of digital literacy and its effectiveness in learning English.

D. Data

Researchers need all data on how teachers use digital literacy as a medium for learning English on students' reading abilities and its effect on improving students' reading abilities with digital literacy. And researchers carry out documentation by taking pictures during the research process. In addition, the researcher refers to a number of books and journals that are relevant to this research and will help support it.

E. Technique of Data Collection

To collect data, the researcher used two instruments. The instruments used in this study were observation and interviews.

1. Observation

In qualitative observation, researchers compile field notes regarding an individual's actions while present at the research site. These notes serve two primary purposes. First, they involve posing

questions about the observed activities, allowing for an unstructured or semi-structured research approach. Second, they entail recording activities witnessed during the research site visit (Creswell, 2009).

Observations will occur during the time when teachers employ digital literacy via various technologies in their teaching methods. This allows researchers to gather both general information and specific data that can serve as research inquiries to be further explored. The focus of these observations revolves around the effective utilization of digital literacy by teachers in the English language teaching process.

Researchers will closely observe how instructors employ diverse technologies and assess the impact of using digital media on English language learners.

Following data collection, researchers will analyze the process to determine whether all aspects of digital literacy are effectively and adequately utilized. Furthermore, they will investigate any obstacles encountered during English language learning via these diverse digital platforms. Once all relevant data is gathered, researchers plan to conduct interviews with randomly selected students. These interviews aim to delve deeper into students' perspectives and opinions regarding the obstacles or

challenges they face, as well as their opinions on learning English using digital literacy.

2. Interview

Gathering data through interviews involves verbal communication in the form of questions and answers. These interviews can take place either face-to-face or over the phone (Kothari, 2004).

Through interviews, researchers aim to delve deeper into students' experiences, allowing for a more detailed exploration of various aspects.

Researchers in this study will employ structured interviews when engaging with students. This method involves using a consistent set of sequential questions (Kumar, 2011). Structured interviews ensure uniformity in the information gathered and enable easier comparison of data.

During these interviews, researchers will inquire about the challenges encountered and the implementation process when learning English through diverse digital media. They will seek the students' opinions on the impact of using digital literacy on their English learning. The researcher will document these interviews

using written notes and may also record them via telephone conversations.

F. Research Instrument

This research was carried out with the necessary instruments as a source of data to be studied. The instruments used were observation sheets and interview guides.

In the observation sheet, the researcher made a table with reference to the characteristics of the title and related it to the theory obtained. The researcher made observations by entering the class for several meetings. The researcher carefully observed the learning process in the classroom to see whether the learning process was included in the observation sheet made by the researcher. Then, related to the interview guide, the researcher created questions based on his own writing, following several sources as well as expert theories. The sources obtained were through observations during several meetings and the results of student learning in class, as well as the results of the material taught in class.

G. Data Analysis

In this analytical method, researchers describe and analyze descriptively the results of the research conducted, namely the implementation of digital competence in teaching English in secondary schools.

Therefore, the researcher used data condensation, data display, and conclusion drawing and validation techniques to analyze the data.

1. Data Condensation

Data condensation involves the selection and modification of gathered information. Researchers decide which data is pertinent to their research inquiries. Each piece of condensed data is explained and categorized based on the researchers' interests, specifically focusing on how teachers integrate digital methods into English teaching and the challenges encountered in secondary schools (Miles, Huberman, and Saldana, 2014).

2. Data Display

Data display aims to organize data into a structured format that's easily accessible, aiding analysts in comprehending trends and drawing valid conclusions for further research. This stage involves reviewing condensed data collected on how teachers integrate digital techniques into English language instruction and the associated challenges in secondary school settings (Miles, Huberman, and Saldana, 2014).

3. Drawing and Verifying Conclusions

Drawing and verifying conclusions involve the examination of collected field notes. While initial results may emerge during data collection, conclusions are confirmed and refined during the analysis (Miles, Huberman, and Saldana, 2014).

However, reproducing these results across other datasets may prove more intricate. This phase focuses on the comparison of data presentation and condensation, aiming to understand how effectively teachers use various technologies in the learning process and their impact on students, necessitating a conclusive phase in the study.