

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research, the researcher uses one of five approaches in qualitative research that is phenomenological research methods. Creswell (2013) stated that a phenomenological research are generally indicates the common meaning of many people's experiences with a specific and same topic or phenomenon. Phenomenologists are primarily concerned in describing the same characteristics shared by all participants of an event (e.g., grief is universally experienced). Creswell (1998) noted that when the investigated topic demands a thorough understanding of individual experiences in same and also shared by a group of people, phenomenology is the ideal method to apply. It is proposed that the researched group have 3 to 15 members of sample. The group members should be capable to communicate what their felt related to the experiences. The more diverse the participants' experiences, also the more complicated it is going to be for the researcher to recognize the underlying essences and the common meanings attached to the investigated phenomena. In addition, Moustakas (1994) pointed that Phenomenology examines meanings in conscious actions of experience, which leads to ideas, conceptions, judgments, and acknowledgment.

The phenomenological research going to be employed by the researcher in current research with the aims to explore, examine, and

comprehend the participants' experiences of using technology in teaching English during the teaching practice course and cross-checking the experiences with the existed theory of TPACK Framework. The research procedure in this study was taken from Dukes (1984), Tesch (1990), Giorgi (1985, 1994, 2009), Polkinghorne (1989), Moustakas (1994), and Creswell (2013). The research procedures bellows represented a detail and significance stages in conducting this phenomenological research. The following are the primary procedural phases in the process :

**Step 1. Using a phenomenological method, the researcher selects the most suitable topic for examination.**

In this step, the researcher determined that the focused study in this research is the understanding of PSTs in teaching English with technology and implementing the TPACK Framework in their teaching experience.

**Step 2. A phenomenon of interest to study.**

The phenomena that focused in this research was the experience of teaching with technology that performed by English PSTs in English Language Education Department on teaching practice course. This phenomenon has occurred a lot in the present where technological developments have accelerated and have been applied in various domains, one of which is education. Nowadays, there are so many teachers that teaching their course using technology. Therefore, the researcher interested to studying about this phenomenon.

**Step 3. Recognizes and defines the fundamental philosophical assumptions of phenomenology.**

Teachers throughout many educational institutions should use technology to assist learning. They should also act as change agents to increase the usage of technology in the classroom. Moreover, instructors have a wide range of competencies in terms of the technology usage and application in the classroom. In addition, it is necessary for instructors to learn how to utilize technology to teach concept in way that could enhances students learning experiences, especially for PSTs that need to prepare to become a good qualities future teacher. Hence, this knowledge and ability to integrate technology and teaching to make a successful learning with technology based is called TPACK. Therefore, in this research the researcher interested to studying about this phenomena.

**Step 4. Data are gathered from people who have experienced the phenomena.**

The data in this research was collected from the PSTs of English Language Education Department that have the same experiences in teaching English with technology integrate. The data collected through an observations and depth interview with the participants.

**Step 5. Data analysis.**

The data was analyzed using Thematic Analysis (TA). Thematic analysis is the most suitable approach for a research that is attempts to discover people's perspectives, opinions, knowledge, experiences and

values from a set of qualitative data, such as survey and interview transcripts. Therefore, the researcher think this is the most appropriate data analysis technique for this phenomenology research.

**Step 6. Writing a narrative of the experiences of the participants.**

The researcher described the experiences of the respondents using substantial statements and themes (textual description). In addition, the researcher must describe the environment or setting that affected how the subjects perceived the occurrence (imaginative variation or structural description).

**Step 7. From the structural and textual explanations, the researcher then composes a combined description that conveys the "essence" of the examined phenomena, known as the essential, invariant structure (or essence).**

After writing the textual explanation and the structural one, then the researcher writes and arrange a devolved and composite explanation to presents the essential description related to the phenomena of teaching and learning integrated with technology.

**B. Research Setting**

This research has been carried out at Antasari State Islamic University, at Tarbiyah and Teacher Training Faculty, especially in the English Language Education Department. Possibly, the researcher were also conducted the observation at the school where the pre-service

teachers do their TPC II. The researcher chose this setting due to the suitability with the research being carried out.

### **C. Participants**

The participants in this research were 10 pre-service English teachers of English Language Education Department, class of 2020. With the consideration, they are students of English Language Education Department who were participated and experienced a Teaching Practice Course II (TPC II) in a school or actual classroom environment.

### **D. Data**

The data for this research was collected through classroom observations and interviews with pre-service English teachers who implemented technology-enhanced learning, aligning with the TPACK framework in their teaching practices. Additionally, the researcher explored several challenges faced by pre-service English teachers during the implementation of TPACK.

### **E. Data Collection Procedure**

As Creswell (2013) stated that the Participant information for phenomenological research is frequently gathered through in-depth and numerous interviews. Furthermore, Polkinghorne (1989) suggests that researchers conduct interviews with five to twenty-five persons who have already experienced the phenomena. Other types of data collection include observation, journaling, poetry, music, and other artistic expressions. Also,

Van Manen (1990) discusses taped conversations, formal written answers, and testimonies of vicariously experienced drama, movie, poetry, and literature.

Therefore, referring to this expert's opinion and suggestion, the researcher decided to applied observations to observe the phenomena in which it occurs with carefully. In the process of observing the phenomena, the researcher took a field notes to capture the data written and a documentation if needed. The researcher were also applied in-depth interviews in order to gather deep information related to their experiences and understanding of the phenomena. In the process of the interviews, the researcher captured the data through audio taped, notes, transcripts document.

#### **F. Research Instrument**

The researcher applied semi-structured interviews and observation as the instrument for the current research. The current instrument matched as the design used in this research is phenomenology. As Cresswell (2013) stated that a phenomenological research indicates the common meaning of many people's experiences with a specific and same topic or phenomenon. Therefore, the researcher applied observation as one of the instrument in order to observe in-depth phenomenon in the field that occurs. The researcher also used semi-structured interviews as secondary instrument to deeply dig the investigated topic or phenomena.

## **G. Data Analysis**

The data analysis in this research were done by analyzing the results from field notes of observations and transcribed interviews through qualitative method. Specifically, the researcher applied thematic analysis to analyze the gathered data from observations field notes and interviews transcripts. Clarke & Braun (2017) pointed that Thematic Analysis (TA) is an approach for analyzing, identifying, and interpreting recurrent ideas or concepts through (themes) from qualitative data. "Experiential" research that aims to comprehend whatever participants think, feel and do may employ TA to find patterns within and across data on participants' lived experience, viewpoints, behavior and practices. TA offers procedures for extracting codes and themes from qualitative data that are both approachable and systematic. Codes are the smallest analytical units which represent (potentially) valuable data features regarding research question. Themes, or (larger) patterns of meaning, are formed of codes that are sustained by a fundamental organizing concept – common core idea. Themes provide a framework for organizing and reporting on the findings of the researcher's analytical observations. The objective in TA is not only to summarize the data, but to discover and define essential, but not necessarily all, data features that are dictated by the research question.