

CHAPTER 3

RESEARCH PROCEDURES

A. Research Design

This research adopts a qualitative approach with descriptive case study as the methodological framework. The purpose of descriptive research is to describe a phenomenon and its attributes (Nassaji, 2015). It can delve deeper into the real experience and in a specific context of the teacher who uses digital media in English language teaching. A descriptive case study gives a contextualized and extensive description of the entity being investigated (Nunan et al., 2009). Through this method, the researcher seeks to gain insight into the emotional, pedagogical, and reflective dimensions of digital media integration. The TPACK framework is used as an analytical lens to interpret the data, helping to organize and understand how the teacher blends technology, pedagogy, and content knowledge.

B. Setting and Participants

This research took place at one of the Islamic Boarding Schools, where English is taught as a foreign language. The participant was selected using purposive sampling based on the following criteria: a minimum of five years of English teaching experience, active use of digital media tools in classroom instruction (Digital media, Digital Material, and Digital Assessment), availability to participate in multiple interview sessions. One English teacher was involved in this study; she has been teaching English since 2014, using digital media like YouTube, assessment media like Quizizz and Liveworksheet, and digital material such as PowerPoint or Canva slides. The research was conducted to gain an in-depth understanding of the teacher's experience in integrating digital media into English language instruction. To maintain confidentiality, the participant was assigned the pseudonym Miss Risa.

Table 3. 1 Participant's Demographic Information

Gender	Female
Age	34
Highest Level of Education	Bachelor's degree in English Education
Grade Level Teaching	10 th – 12 th
Subject Taught	English
Frequency in Use Digital Media	Twenty times in a week
Self-evaluated Digital Media Competence	Very Good
Digital Media Usage	Webs, Slides Presentation, Learning Apps

C. Data Collection

Data collection is the process for collecting data in attempt for gaining knowledge regarding the researcher's topic (Taherdoost, 2021). This study used semi-structured interview to cover teacher experience in utilizing digital media in English class, and documentation.

1. Interview

The interview is a conversational process that aims to construct knowledge about individuals, events, activities, organizations, motivations, feelings, and so on (Allam & Elyas, 2016). Semi-structured interviews are ideal for earnings that require multiple open-ended questions with follow-ups (Adams, 2015). The method was chosen to explore the participant's lived experience in utilizing digital media for teaching English.

The language used during this interview was the participants' mother tongue, Indonesia, and that was to avoid misunderstanding during the interview. In the interviews, the researcher used an interview guideline to explore the teachers' experience in using digital media in teaching English. The first interview was conducted face-to-face the second interview was carried out by sending messages

by WhatsApp, due to the limited distance between researcher and participant. WhatsApp provides services that are all instant and fast, so that users can connect with each other at the same time (Lubis & Alfikri, 2022). Each interview was around 25 to 60 minutes.

Before conducting the interview, the researcher conducted an informal discussion with the participant to get information about her teaching background, location, and schedule she teaches English, and the last asked for permission to participate in this study. Interviews were recorded, transcribed, and translated into English to discuss their experiences with digital media. The interview guideline can be seen in the (enclosure 2).

2. Documentation

Documentation was used to strengthen the credibility of the findings and serve as a triangulation technique. Documentation in qualitative research refers to the use of existing records or artifacts produced naturally as part of participants' activities (Scharp & Sanders, 2019). The documents collected included:

1. Lesson plans (RPP) containing descriptions of learning objectives, teaching procedures, learning materials, and references to the use of digital media.
2. Slides/ PowerPoint or Canva presentations used by the teacher as digital instructional materials.
3. Samples of student worksheets and assignments, particularly those resulting from the use of digital platforms or digital-based tasks.

D. Data Analysis

In guiding the data collection process, the interview guideline followed the three- indicators of teacher's experience developed by Rahmawati1 et al. (2015) which consists of years of experience, level of knowledge, and mastery of work.

To analyze the data, this study applied thematic analysis. Thematic analysis (TA) is a method for detecting and organizing patterns of meaning in a data set. TA

through focusing enables the researcher to see and make sense of collective or common meaning and experience (Braun & Clarke, 2006).

According to Braun & Clarke (2006), there are six steps to thematic analysis:

1. Familiarizing with data

In this phase, the researcher paid close attention to the recorded interviews and reread the transcript several times. Provided the foundation for developing initial codes, identifying themes, and structuring the data structure.

2. Generating initial codes

Explore the data by looking at the similarities and patterns that appear in the data. Each initial codes (Shifting to a digital learning environment, Student unfamiliarity of digital assessment, Interactive classroom environment, Technology-supported space, Students' response of interaction digital-based material, Teacher views digital tools as practical, Traditional to technology teaching integration, Use of digital tools in assessment, Interactive content as engagement strategy, Student creativity through digital tasks, Using authentic content for engagement, Digital tools promoting pronunciation accuracy, Adapting resources to current teaching trends, Teacher views in the importance of technology, Limited teacher access to digital tools, Self-initiated teacher development, Time and access limitations in digital learning) was marked with a different color to ease differentiation. Additionally, the frequency of each code was tallied to support further research.

Table 3. 2 Generating Code

Data item	Codes
<i>Dari 2020 udah coba-coba karena pas itu covid dan kita dituntut untuk aktif jadi pembelajaran interaktif itu gimana</i>	Shifting to a digital learning environment
<i>untuk latihan nya itu Quizizz-based, cuman waktu itu kendalanya dari anak-</i>	Student technological incompetency

<p>anaknya karena mungkin sebelumnya kita tidak ada pembelajaran seperti itu</p>	
<p>Iya, paling juga saya kaya Wordwall itu juga sering kya misal TTS atau crossword, itu kan langsung ank-anak maju kedepan ngisi, mungkin seperti itu sih the</p>	Interactive classroom environment
<p>Kaya bahasa Inggris tuh kebantuannya di lab saya suka pake liveworksheet</p>	Technology-supported space
<p>Jadi yang bener bener membantu nya itu mereka antusias, jadi yang kesatu mungkin menghindari bosan yang kedua menghindari tidur atau rasa ngantuk dari anak</p>	Students' response of interaction digital-based material
<p>Jadi emang apa yah web-based itu bener-bener ngebantu sih the untuk kondisi di lapangan itu seperti apa, dan juga bisa menyesuaikan kira-kira jenis website untuk materi ini tuh apa sih yang cocok, selain untuk proses pembelajaran untuk assessment juga</p>	Teacher views digital tools as practical
<p>kalau dulu itu kan lebih ke apa yah metode ceramah nah kalau sekarang yah lebih banyak metode kaan, dari metodenya dari tekniknya, terus kan di sesuaikan sama zamannya juga, ini teh anak-anak sekarang tuh ga kaya anak-anak dulu, anak dulu di kasih gini oke di kasih gini oke dari yang tadi nya pasif jadi aktif dari yang tadinya gaptek</p>	Traditional to technology teaching integration

<p><i>jadi lebih melek teknologi itu sih pasti teaching style pasti menyesuaikan lagi</i></p>	
<p><i>Untuk ulangan harian kadang pake Quizizz kadang Kahoot juga atau di Wordwall juga bisa saya pakai nya yang crossword. Kadang saya pake untuk ujian akhir juga.</i></p>	<p>Use of digital tools in assessment</p>
<p><i>Canva itu biasanya untuk penjelasan materi, karena di canva kan aplikasi sama elemnya lebih banyak dan saya suka animasikan yang tulisannya muncul itu jadi anak-anak tuh lebih interaktif</i></p>	<p>Interactive content as engagement strategy</p>
<p><i>dan di bahasa Inggris saya sering banget pake canva itu kaya nyuruh mereka bikin poster kaya misalkan materinya congratulation, invitation card, jadi bukan invitation letter tapi yang informalnya invitation card.</i></p>	<p>Student creativity through digital tasks</p>
<p><i>Biasanya saya di youtube sih teh, jadi lebih kaya pakai live worksheet. Misalkan materinya terkait recount text, recount kan lebih ke someone experience yah mereka mendengarkan cerita cerita orang nah writer menceritakan apa sih nah terus nanti dari sana itu untuk menggunakan poin yang mereka dapat juga itu juga ada pertanyaan pertanyaan</i></p>	<p>Using authentic content for engagement</p>

<p>Biasanya pakai yang Cambridge dictionary, missal dari reading comprehension di check per group misal ada pengucapan yang tidak tahu, ayo kita check bareng-bareng biasanya saya pake apa sih teh apa Namanya yh disana pronunciation phonology ada, phonetic, kaya misalkan huruf yang gini tuh apa, kadang anak-anak kalua ga di kenalin sama kita...., sok kaya gini ada apostrophe di atas it's means you have to rise the intonation ada koma titik dua , yaa kaya phonetic nya saya cari di website,</p>	<p>Digital tools promoting pronunciation accuracy</p>
<p>Kalo saya itu gabisa yang konsisten sama satu aplikasi sih teh, sekarang kan banyak konten kreator pendidikan kan yah</p>	<p>Adapting resources to current teaching trends</p>
<p>Kalau dari saya si teh ikuti perkembangan zaman, jadi guru sekarang itu ya intinya teknologi itu kayaknya no.1 begitupun dalam dunia pembelajaran</p>	<p>Teacher views in the importance of technology</p>
<p>kalau dari segi kekurangan pake web-based ini yaitu yang pertama jaringan harus selalu bagus, yg kedua tidak semua guru bisa mengakses website,</p>	<p>Limited teacher access to digital tools</p>
<p>Jadi saya mulai ikut diklat online gratis yg bahas2 pembelajaran berbasis gamifikasi, metode ajar digital media</p>	<p>Self-initiated teacher development</p>

<i>dll. Dari situ saya mulai coba terapkan sedikit2 di kelas sesuai kemampuan & fasilitas yang ada.</i>	
<i>Tantangannya paling soal waktu dan alat yang terbatas, karena harus berbagi pakai.</i>	Time and access limitations in digital learning

Table 3. 3 Frequency of Codes

Initial Codes	Frequency
Shifting to a digital learning environment	3
Student technological incompetency	1
Interactive classroom environment	1
Technology-supported space	1
Students' response of interaction digital-based material	3
Teacher views digital tools as practical traditional to technology teaching integration	6
Use of digital tools in assessment	2
Interactive content as engagement strategy	1
Student creativity through digital tasks	1
Using authentic content for engagement	1
Digital tools promoting pronunciation accuracy	1

Adapting resources to current teaching trends	2
Teacher views in the importance of technology	1
Limited teacher access to digital tools	1
Self-initiated teacher development	1
Time and access limitations in digital learning	2

3. Searching for Themes

In this phase, the researcher looked for potential themes by analyzing the initial codes and grouping those with similar meanings. These broader categories served to emphasize patterns and recurring ideas in the data that were important to an English teacher's experience with the use of digital media in English language teaching class.

Table 3. 4 Searching for Themes

Initial codes	Potential themes
Shifting to a digital learning environment	Transition to Digital Learning
Traditional to technology teaching integration	
Adapting resources to current teaching trends	
Teacher views digital tools as practical	Teacher Perceptions and Roles in Technology Use
Teacher views in the importance of technology	
Self-initiated teacher development	
Use of digital tools in assessment	

Digital tools promoting pronunciation accuracy	Use of Technology in Teaching and Assessment
Technology-supported space	
Students' response of interaction digital-based material	Student Engagement and Responses
Student creativity through digital tasks	
Using authentic content as engagement strategy	
Interactive content as engagement strategy	
Interactive classroom environment	Barriers and Challenges in Digital Learning
Student technological incompetency	
Limited teacher access to digital tools	
Time and access limitations in digital learning	

4. Reviewing potential themes

Refining some of the themes by re-examining the themes that have been found to ensure that they fit with the overall data. This process involved aligning each theme with the three-indicators of teacher's experience proposed by Rahmawati1 et al. (2015), which includes years of experience, level of knowledge, and mastery of work.

Table 3. 5 Reviewing Theme

Initial Codes	Reviewing Theme
Shifting to a digital learning environment	Teachers' Adaptation in the Digital Era
Traditional to technology teaching integration	
Adapting resources to current teaching trends	

Teacher views digital tools as practical	
Teacher views in the importance of technology	
Self-initiated teacher development	
Use of digital tools in assessment	Technology-Supported Engagement
Digital tools promoting pronunciation accuracy	and Learning Practices
Technology-supported space	
Students' response of interaction digital-based material	
Student creativity through digital tasks	
Using authentic content as engagement strategy	
Interactive content as engagement strategy	
Interactive classroom environment	
Student technological incompetency	Barriers to Effective Digital Learning
Limited teacher access to digital tools	Implementation
Time and access limitations in digital learning	

5. Defining and naming themes

Provide clear explanations and descriptions related to each theme that can reflect the essence of what is being expressed.

Table 3. 6 Defining and Naming Themes

Themes	Definition
Teacher's adaptation toward the use of digital media in language teaching	Teacher's Adaptation toward the Use of Digital Media in Language Teaching emphasizes on how teachers adapt their

	attitudes toward employing digital media in language teaching.
Students learning engagement promotion through digital media	Students Learning Engagement Promotion through Digital Media refers to how students engage in learning activities and respond when digital media is employed in the classroom. It involves their engagement, motivation, creativity, and participation in the classes that use videos, games, and online assessment.
Institutional support in implementing digital media in Islamic boarding school.	Institutional support in implementing digital media in Islamic boarding school refers to the ways in which the school as an institution provides facilities, and assistance that enable teacher to effectively integrate technology into the teaching and learning process.

6. Producing the report

At this phase, the researcher interprets the findings of the themes of Teacher's Adaptation toward the Use of Digital Media in Language Teaching, Students Engagement and Learning Process through Digital Media, and Challenges in Implementing Digital Media in Islamic Boarding School, a narrative that includes evidence from the data, such as quotes that can support the interpretations and conclusions drawn.

E. Research Schedule

Table 3. 7 Research Timeline

Description	Sept. /2024	Oct. /2024	Des. /2024	Feb. /2025	June /2025	Nov. /2025	Des. /2025
Research Proposal writing	■						
Research Proposal examination			■				
Data Collection				■			
Data Analysis Report					■		
Thesis Result Seminar						■	
Thesis Examination							■