

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains about Research Design, Research Subject, Data Collection, and Data Analysis.

#### 3.1 Research Design

The research approach in this study is qualitative design. Descriptive Qualitative research initiates the analysis phase by prompting researchers to initially examine their data. Practical recommendations for commencing this analysis involve gaining an overall understanding, extracting factual elements, pinpointing significant themes or prominent narratives, expanding upon the informational depth, and employing frameworks to streamline the data (Sandelowski, 1995). This approach was chosen to enable observation of how teachers implement learning in the classroom using technology, which prompted the author to examine how teachers interact with students during direct classroom instruction. Descriptive Qualitative Research is a research approach that aims to provide a detailed description of a particular phenomenon or context. This research focuses on a deep understanding of the experiences, perspectives, and context of research participants without seeking causal relationships or making predictions commonly used in social phenomenology. Descriptive qualitative research focuses on answering research questions about the who, what, where, and how of events and experiences, and ultimately examining the details to find patterns that emerge in the events. In summary, Descriptive qualitative is a research method that uses a simple qualitative approach using an inductive flow. This inductive flow means that qualitative descriptive research begins with a descriptive process or event, from which generalizations can be drawn which ultimately represent the conclusions of the process or event (Nurmalasari & Erdiantoro, 2020).

### **3.2 Research Subject**

The subject of the research is one English teacher who teaches grade 4 at Elementary School Precisely on JL. Raya kembangbahu no. 116 Tikung, Bakalanpule Village, Kec. Tikung, Kab. Lamongan Province. East Java.

### **3.3 Data Collection**

The data collection techniques for the qualitative research design on factors causing difficulties in teacher perception of the use of E-books and YouTube in Teaching English at Elementary Schools can be comprehensive and multifaceted, incorporating observation, interviews, and documentation. These methods are essential for gaining a deep understanding of the experiences and perspectives of a teacher on the use of E-books and YouTube in Teaching English at Elementary Schools. Purdiyanto et al., 2021 Highlighted the use of observation, interview, and documentation in enhancing students' learning outcomes through the implementation of the Outing Class Strategy (Istapra et al., 2021).

#### **3.3.1 Questionnaire**

Qualitative data collection using questionnaires can be a valuable technique for gathering insights into the perceptions of elementary school teachers regarding the use of technology in teaching English as a foreign language. The questionnaire design should be carefully structured to align with the research objectives (Brown et al., 2020). Additionally, the content validity of the questionnaire can be examined using both qualitative and quantitative approaches, ensuring that the questions effectively capture the intended constructs (Brown et al., 2020; Shafie et al., 2021). It is important to note that the questionnaire design is a crucial aspect of qualitative data collection, and

attention to detail in this phase can significantly impact the quality of the data obtained (Brown et al., 2020).

### **3.3.2 Interview**

Interviews are a well-established and widely used method for collecting qualitative data (DiCicco-Bloom & Crabtree, 2006). They offer the opportunity to gather in-depth insights and perceptions from participants, particularly in the context of educational research (Demir & Arı, 2023). The use of interviews as a data collection tool is particularly relevant in the field of education, as it allows for the exploration of teachers' views and experiences regarding the integration of technology in language teaching (Demir & Arı, 2023).

### **3.3.3 Observation**

Observation is one of the data collection techniques used in this research to obtain a clear picture of the use of e-books and YouTube in teaching English at SDN Bakalanpule 2. This observation method is carried out by directly observing the learning process taking place in the classroom, especially when teachers use e-books and YouTube as learning media.

According to (Rachman Arif, Yochanan, Samanlangi Andi Ilham, 2024), observation is a data collection technique that is carried out by directly observing the object under study to obtain data that is relevant to the research. In the context of this research, researchers observed learning activities that involved the use of e-books and YouTube in class. Observations are carried out systematically and structured to record various activities, interactions and responses of teachers and students during the learning process.

### 3.4 Data Analysis

Data analysis is one of the processes of processing data through grouping, observing relationships, comparisons, and similarities so that the properties of the data can be understood to find useful information for making decisions about data, research problems or questions studied, etc. Meanings. For example, in the analysis of data to convert research data into information used in research decision-making (Moleong, 2014). says that qualitative research is research that focuses on propositional confrontation so that complex human psychological states (influenced by many facts) can be better understood, which is not enough if only based on one scale is measured. This is based on the assumption that humans are symbolic animals (symbolic beings) looking for meaning in their lives. Therefore, this research requires a qualitative role to see the human being in its entirety. Data analysis in research occurs parallel to the data collection process. This includes three qualitative data techniques, namely data reduction, data presentation, and drawing inferences. This process occurs directly and continuously throughout the investigation, even before the data is collected. Qualitative data analysis techniques are as follows:

#### 1. Data reduction

Data reduction is one of the qualitative data analysis techniques. It is a form of analysis that sharpens or classifies, directs and discards unnecessary data and organizes it in a way that definitive conclusions can be drawn.

## 2. Drawing a conclusion

Conclusions are the results of analysis that can be used to act. From these explanations, one can understand that some express teacher feelings and focus on teaching with technology.

