

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Location of the Research**

This research conducted at the English Education Department, Universitas Muhammadiyah Kalimantan Timur (UMKT), Jl. Ir. H. Juanda No. 15, Sidodadi, Kec. Samarinda Ulu. Kota Samarinda, Kalimantan Timur, 75124. The researcher chose this major because it ranks with B accreditation according to BAN-PT No.4425/SK/BAN-PT/Akred/5/VIII/2020.

Additionally, English Education Department major provides information technology (IT) based education that is integrated in teaching methods and teaching materials so that it can provide and carry out teaching-learning activities that are in accordance with the needs of education world that is ready to compete in the technological era, along with research investigation related to pre-service English teacher TPACK integration.

#### **3.2 Research Design**

The researcher employed a qualitative descriptive case study methodology for this study. Creswell (2014) asserted the qualitative approach showed through words, drawings, and designs while also having a particular approach to data processing. This preceding statement describes the qualitative methodologies utilized to assist the researcher in describing the data. The outcome of the analysis served as a description of the inquiry conducted by observing the individual or group. Specifically detailing qualitative approaches is the greatest strategy to assist the writer in data analysis.

Considering the description above, the researcher used qualitative descriptive: case study research approach to analyze the pre-service English teachers' in English Education Department UMKT perceptions toward TPACK and how they integrate it into their teaching practice specifically in Microteaching class. The researcher chose this particular class was because the pre-service English teacher have their teaching practice, where they practice any techniques or strategies in their teaching practice.

### **3.3 Subject of the Study**

Students from Universitas Muhammadiyah Kalimantan Timur were the subject of this study. Three English Education Department students who are enrolled in a microteaching course or class were chosen by the researcher. The subject of the study shared certain characteristics such as students who have experienced technology implementation from their participation in online classes for 1 year. The identities of the participants mentioned as Amy (Pre-service English Teacher 1), Anna (Pre-service English Teacher 2), and Nora (Pre-service English Teacher 3)

### **3.4 Technique of Data Collection**

The researcher employed interview to acquire the data. The study data collection method relied on semi-structured interviews. In order to disseminate the data, it is either written down or recorded in some sort of audio, video, or audio-visual format.

### **3.5 Technique of Data Analysis**

According to Lacey & Luff (2009), a general theme analysis method can offer a structured analysis framework for the analysis process. The stages were transcription (transcribe data from the audio or video recording of the interview), organization (in units form), familiarization (process of listening to interview audio and re-reading the transcription to get familiar with the data), coding (based on its similarity), and themes (based on the responses given by the respondents). According to Miles & Huberman (1994), the process of assessing qualitative data consists of the following three steps:

#### **1.) Data Reduction**

The data obtained through interview, observation and document should be reduced based on the need of the research. In other words, only the information relevant to the interview question will be used in this study.

#### **2.) Data Display**

The data that has been reduced can be displayed through many forms such as text, charts, graphs, matrices and network with structured and organized information. As a result, the researcher may easily analyze data through the data display process.

#### **3.) Drawing Conclusion**

Drawing conclusions is a continuous process that occurs after the two steps above which is used to determine the final results or conclusion of the research. As a result, the conclusion consists of description from the object of the study.