CHAPTER III

RESEARCH METHODOLOGY

3.1 Location of the Research

This research was conducted in English education department, faculty of teacher training and education, Universitas Muhammadiyah Kalimantan Timur (UMKT). It is located at Jl. Ir. H. Juanda No.15, Samarinda 75124. The location of this research was chosen because UMKT has collaborated with the government in conducting *Kampus Merdeka* for two consecutive years and ran successfully. In the *Kampus Merdeka* program there is a *Kampus Mengajar* that invites students from various study programs to contribute. Furthermore, pre-service English teachers in the English education department are expected to implement good digital literacy in their teaching experiences in the *Kampus Mengajar* program.

3.2 Research Design

Throughout this study, a qualitative case study method deployed in order to acquire the related information from the participants regarding their perspectives about digital literacy based on teaching experiences during *Kampus Mengajar*. This study explored understanding and perspectives of pre-service English teachers on digital literacy. Furthermore, it is so appropriate to learn about those specific issues, qualitative research is used when the specific issue needs to be discussed in detail and with full explanation, when the researcher

want to write in a flexible style, and when the researcher tries to understand the context or background of the participants (Creswell & Poth, 2016).

3.3 Subject of the Study

The participants of this study were pre-service English teachers of the English education department from the sixth semester who had carried out the fourth batch *Kampus Mengajar* program. In total, there were four pre-service English teachers of the Universitas Muhammadiyah Kalimantan Timur who have conducted *Kampus Mengajar* in different schools. The participants were chosen because the researchers expected to know the understanding and perspective of pre-service English teachers about digital literacy in *Kampus Mengajar*.

3.4 Technique of Data Collection

This study is collected through two main instruments: Online Open-Response Questionnaires and Semi-Structured Interviews.

1. Online Open-Response Questionnaires

Online open-response questionnaires were conducted through an online web-form platform. Online open questionnaires were used to help underlie semi-structured interviews to obtain the information that required in the interview. The questionnaire was adapted from previous research by Son et al.(2017), the questionnaire contains four sections that the researcher expected the participants to answer. The first section, the researcher attempted to acknowledge the participants' habits of using technology, the types of digital applications they use to practice their digital literacy skill, and their experience

of learning activity through digital platforms. The second section focused on the participants' information literacy. The third section, the researcher emphasized the participants' digital literacy strength and weakness. The fourth section presented the main point to analyze the participants' perspectives on digital literacy towards teaching experiences.

2. Semi-Structured Interview

Semi-structured interviews are a complementary part of the questions that have been asked in online open-response questionnaires. Semi-structured interview is the instrument used in research to see the understanding and perspective of the respondents. The interviews covered topics related to the perspectives of pre-service English teachers and their understanding of digital literacy in their teaching experiences at *Kampus Mengajar* program.

3.5 Technique of Data Analysis

The data was analyzed through content analysis. In order to gain a better understanding of the research topic, content analysis was used to draw conclusions from the data. Excerpts from the open-response questions are provided for each participant to present the data.

According to Miles & Huberman (1994), three stages of qualitative analysis to analyze the data are data reduction, data display, and conclusion. The researcher analyzed through data reduction, data display, conclusion, and collected the data from online open-response questionnaires and semi-structured interviews.

1) Data Reduction

Focusing, simplification, abstraction, and transformation of the data present in written field notes or records are referred to as data reduction. Throughout fieldwork, the data reduction and transformation process continue until a full report is complete.

2) Data Display

Data display is a structured, condensed collection of information that enable analysis and conclusion-drawing. The researcher would act on what they understand by furthering their analysis or taking action based on that understanding thanks to data visualization.

3) Conclusion

Conclusion is another analytical step. The validity of the meaning that emerges from the data must be evaluated for its plausibility, sturdiness, and confirmability.