CHAPTER III

METHODOLOGY

3.1 Research Approach and Design

This study employed a qualitative case study approach to explore English teachers' perception of their readiness in using myON LMS for in-service English reading training. A qualitative approach was selected because the study aims to understand participants' experiences, interpretations, and contextual challenges rather than to measure outcomes numerically (Creswell, 2014; Creswell & Poth, 2018; Yin, 2018).

A case study design is appropriate when a contemporary phenomenon is examined within its real-life context and when contextual conditions are integral to the phenomenon under investigation (Yin, 2018). In this study, teachers' perception of their readiness to use myON LMS is inseparable from the institutional setting and early-stage implementation context in which the platform was introduced. Case study methodology is particularly suited for investigations that seek to understand the "how" and "why" of a bounded phenomenon, making it an appropriate choice for this exploratory inquiry (Arya, 2021; Merriam & Tisdell, 2016).

3.2 Research Setting

The study was conducted at Islamic International School Pesantren Sabilul Muttaqin (PSM) Magetan, a secondary-level institution that requires English as a medium of professional communication. myON LMS was introduced at the school as part of an in-service English reading training program designed to support sustained professional reading and English literacy development among teachers.

3.3 Data Sources and Participants

The sources of data in this study were selected purposively based on direct involvement in the myON program (Etikan et al., 2016). The respondents consisted of three participants:

1. One English teacher from the Elementary level who actively participated in the myON-based in-service English reading training as a primary respondent.
2. One English teacher from the Secondary level who actively participated in the myON-based in-service English reading training as a primary respondent.

Both English teachers were selected because they represent the two main academic levels at which the myON program was implemented, allowing for a more complete contextual understanding of teachers' experiences across the institution.

3.4 Research Instrument

The primary research instrument was a semi-structured interview guide, supported by relevant institutional documents for contextual understanding. Semi-structured interviews were chosen because they allow consistency across interviews while providing flexibility for participants to elaborate on their experiences in depth (Creswell, 2014; Merriam & Tisdell, 2016).

3.4.1 Development of the Interview Instrument

The interview instrument was developed through a systematic and theory-informed procedure:

1. Aligning interview objectives with research questions, ensuring that each question addressed perception of readiness, perceived usefulness, challenges, or support needs.
2. Identifying guiding theoretical constructs, including:
   - perceived usefulness and perceived ease of use from TAM (Davis, 1989),

- performance expectancy, effort expectancy, social influence, and facilitating conditions from UTAUT (Venkatesh et al., 2003),
- principles of teacher professional development (Desimone, 2009; Darling-Hammond et al., 2017).

3. Constructing interview domains, namely perception of readiness, usefulness and relevance, ease of use, institutional influence, support, challenges, and sustainability.
4. Drafting open-ended questions to encourage reflective and experience-based responses without leading participants.
5. Preparing probing questions to clarify and deepen responses.
6. Reviewing language and readability, with interviews conducted in Indonesian to ensure clarity and depth.
7. Conducting a brief pilot review and revising questions for clarity and flow.
8. Finalizing the interview protocol, including opening statements, main questions, probes, and closing reflections (Lincoln & Guba, 1985).

3.5 Data Collection Technique

Data were collected through semi-structured interviews conducted either face-to-face or via video call, depending on logistical feasibility. The use of video call interviews was necessary due to the geographical distance between the researcher and the research site, as well as time constraints related to participants' professional responsibilities.

The use of video conferencing in qualitative interviews is methodologically acceptable when direct physical access is limited, provided that certain quality conditions are met (Creswell & Poth, 2018; Merriam & Tisdell, 2016). Qualitative research guidelines recognize that video-mediated interviews can produce data of comparable depth and richness to face-to-face interviews, particularly when the research focuses on participants' perceptions and reflective experiences rather than direct observation of physical behavior. The key consideration is maintaining the quality of interaction and ensuring that ethical and procedural standards are upheld throughout the process (Lincoln & Guba, 1985).

To ensure the quality and trustworthiness of the video call interviews, several conditions were applied in this study. First, interviews were conducted synchronously using a stable and familiar video communication platform to allow real-time interaction. Second, participants were interviewed individually in a quiet and private setting to minimize distractions and ensure confidentiality. Third, informed consent was obtained prior to the interview, and participants were informed that the session would be audio-recorded for research purposes. Fourth, the researcher maintained active engagement through verbal probing and clarification to compensate for the absence of physical co-presence. Finally, interviews were conducted in Indonesian to allow participants to express their experiences clearly and reflectively.

These procedures are consistent with qualitative research standards that recognize video-mediated communication as a valid alternative to face-to-face data collection when interaction quality, ethical conduct, and data integrity are carefully maintained (Creswell & Poth, 2018; Miles et al., 2019).

3.6 Data Analysis Techniques

The collected interview data were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). This method was selected because it allows systematic identification, organization, and interpretation of patterns of meaning within qualitative data. The approach is particularly appropriate for studies that seek to understand participants' experiences and perceptions without being constrained by a single theoretical framework (Braun & Clarke, 2021; Miles et al., 2019).

3.6.1 Familiarization with the Data

In the first phase, the researcher immersed himself in the data by repeatedly reading the interview transcripts while listening to the original audio recordings. This process aimed to ensure accuracy and develop an initial understanding of participants' experiences and perspectives. During this stage, preliminary notes and reflective memos were written to capture early impressions and recurring ideas related to teachers' perception of readiness, perceived usefulness, and challenges.

3.6.2 Generating Initial Codes

In the second phase, the researcher systematically coded the data by identifying meaningful segments of text relevant to the research questions. Coding was conducted manually by assigning descriptive labels to excerpts that reflected key ideas, such as "initial confidence," "reading motivation," "technical difficulty," or "institutional support." This phase focused on organizing the data into manageable units without yet attempting to interpret broader patterns.

3.6.3 Searching for Themes

In this phase, the initial codes were examined and grouped into potential themes that represented broader patterns of meaning. Codes related to similar concepts were clustered together, such as codes associated with readiness, perceived benefits, or challenges. At this stage, provisional themes were developed to reflect how teachers experienced and interpreted the use of myON LMS during in-service English reading training.

3.6.4 Reviewing Themes

The fourth phase involved reviewing and refining the provisional themes to ensure internal coherence and distinctiveness. The researcher checked whether the data within each theme formed a meaningful pattern and whether the themes accurately represented the dataset as a whole. Themes that were too broad were divided, while overlapping themes were merged. This iterative process ensured analytical rigor and conceptual clarity (Miles et al., 2019).

3.6.5 Defining and Naming Themes

In the fifth phase, each theme was clearly defined and named to capture its core meaning and relevance to the research questions. The researcher articulated the scope and focus of each theme, explaining how it related to teachers' perception of readiness, perceived usefulness, or experienced challenges. Clear definitions were established to avoid ambiguity and to strengthen analytical transparency.

3.6.6 Producing the Report

The final phase involved integrating the analyzed themes into a coherent narrative for reporting the findings. Representative quotations from the interview transcripts were selected to illustrate each theme and to preserve participants' voices. The analysis was then linked back to the research questions and relevant theoretical frameworks discussed in Chapter II, ensuring coherence between data, analysis, and interpretation.

3.7 Data Validation

Data validation was ensured through trustworthiness strategies proposed by Lincoln and Guba (1985), including:

1. Triangulation, by comparing data from the two English teachers to identify convergent and divergent patterns across participant perspectives.
2. Member checking, by confirming interpretations with participants to ensure that findings accurately represent their experiences.
3. Audit trail, through systematic and transparent documentation of all stages of the research process, enabling others -including thesis examiners -to trace how data were collected, analyzed, and interpreted, rather than simply evaluating the final results (Lincoln & Guba, 1985; Miles et al., 2019).

In this study, the audit trail was maintained through the following documentation practices:

1. Preserving the interview guides used with both the English teachers and the myON administrator, including the original Indonesian-language versions and their rationale for design.
2. Retaining audio recordings and interview transcripts in their original form, including bilingual versions (Indonesian and English translation) to ensure accuracy of representation.
3. Documenting the thematic analysis process step by step, including the progression from raw data → initial codes → code groupings → provisional themes → finalized themes, in accordance with Braun and Clarke (2006, 2021).
4. Recording analytical decisions, such as justifications for merging overlapping codes, dividing overly broad themes, or excluding data segments as peripheral to the research questions.
5. Maintaining a reflexive research journal throughout data collection and analysis, capturing the researcher's evolving interpretations, emerging insights, and self-critical reflections to minimize the risk of bias.

These documentation practices collectively constitute a transparent audit trail that supports the dependability and confirmability of this study's findings (Lincoln & Guba, 1985; Merriam & Tisdell, 2016).

These strategies were applied to enhance the credibility, dependability, and confirmability of the findings, in accordance with qualitative research standards for trustworthiness (Lincoln & Guba, 1985; Merriam & Tisdell, 2016).