

CHAPTER III

METHODOLOGY RESEARCH

This chapter elaborates on the methodology used in the present study involving research design, research site and participants, research procedure, data collection, and data analysis procedures. The research design adopted a case study to collect the data and was analyzed through thematic analysis with three main stages; organizing and familiarizing, coding and reducing, and interpreting and representing.

3.1 Research Design

The present study employed a qualitative case study to investigate the implementation of oral story sharing with digital flashcards in young EFL learners to engage in speaking activities. Coles and McGrath (2010) state that qualitative research concerns people about subjective attitudes and beliefs. A case study was selected as the research design because it can explain concerns about using a particular media. With the result (Yin, 2009) utilizing case studies, the study can investigate a profound contemporary phenomenon within its real context (Yin, 2009). In other words, the present study investigates a real-life phenomenon of a young EFL learner based on contextual conditions in which oral story sharing were implemented to engage the students in speaking activities focusing on participating in story sharing.

This field of study, similar to any other research study, could not be oversimplified as it only included a small group of young EFL learners. Several potential drawbacks may emerge, such as unsystematic procedures, biased views on elaborating the results, and an insufficient foundation for scientific generalization (Yin, 2009). Even though subjectivity was the most considerable limitation of this study, as it increased the risk of obtaining what a person thought rather than what was objectively present, it is argued that what should be considered an essential part is how a person views the experiences and what was chosen to record (Jones, 1994, p. 444). A case study is a design to be selected when circumstances and research problems are suitable

rather than an ideological pledge to be obeyed whatever the circumstances (Platt, 1992, p.46).

3.2 Research Site and Participants

As a part of a qualitative study, the present study aims to broadly discuss a phenomenon by focusing on smaller samples. It is the nature of a qualitative study to have a small number of participants and to present a comprehensive investigation (Hameed, 2020). The primary participant in this study was a class of young EFL learners from an English course in Jakarta consisting of four students. The reason for selecting this class will be considered the accessibility to conduct research in that course. In addition, the students in that particular class have great motivation to learn English, according to what the researcher observed for more than a year as a teacher.

The present study specifically was chosen a class of young EFL learners consisting of four students aged 7-8 years as participants. It is due to the evidence that several studies have shown that young learners are at their optimal age in acquiring a skill while learning a language (Cahyati & Madya, 2019; Hopp et al., 2019). If a learner starts to learn it from a younger age, they will have more exposure, leading to successful language acquisition and skills in that particular language that lasts longer (Cadierno & Eskil, 2019; Nikolov & Djigunovic, 2006). After selecting the participants, the researcher selected the stage oral story-sharing activity and digital flashcards relevant to their current topic materials, then designed the story-sharing activities to engage the students in speaking activities.

3.3 Research Procedure

This research was carried out through several procedures, including designing a lesson plan, implementing the lesson, collecting data, and analyzing data. The section below describes all the procedures for this research.

3.3.1 Designing a Lesson Plan

Designing a lesson plan was the first step in this research. The lesson plan was created based on the current curriculum in this course, adjusted by the young EFL learners' pleasure. This course's current theme was "Our Day at the Beach". Therefore, the researcher designed four story sharing with 18 Digital Flashcards such as; seagull, ship, jellyfish, sand, bucket, shovel, shell, listen to music, drink juice, eat ice cream, fish, swim in the ocean, run on the beach, read a book, throw a ball, play soccer, fly a kite, and surf.

This research used three stages in oral story sharing activities to design a lesson plan by implementing oral story sharing with digital flashcards. The three stages include; preparing oral story sharing, modelling oral story sharing, and joint oral story sharing. These stages were focused on students' development in linguistic competence, such as vocabulary, pronunciation, grammar, and fluency. During the preparing oral story sharing, the students recognized the digital flashcards by the drills and guidance of the teacher. Then following the modelling oral story sharing stage and joint oral story sharing to engage the learners participating in oral story sharing. A lesson plan is prepared for four meetings for 60 minutes in each session. A lesson plan summary, in general, can be seen in the table below.

Table 3.1 Summary of Lesson Plan

1st Meeting	<p>The preparation for oral story sharing was carried out to provide the background knowledge the students need while participating in the story-sharing sessions. In the first meeting, they were guided to recognize five digital flashcards.</p> <p>Then in the modelling oral story sharing, the students participated in the first story, "Buzzy's Day at the Beach" which consisted of five digital flashcards about; sand, bucket, shovel, eat ice cream, and swimming in</p>
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	<p>the ocean. The teacher engaged the students' participation in reading along the stories and responding to some stimulated questions during the story-sharing session.</p> <p>Furthermore, in joint oral story-sharing activities, the students were directed to answer the teacher's stimulated questions. Each student will reshare the part of the story that appeared in the story with digital flashcards and express their feelings.</p> <p>During the speaking phase in this meeting, the teacher also focused on the student's participation and linguistic competence, such as vocabulary, pronunciation, grammar, and fluency development.</p>
2nd Meeting	<p>This stage aims to encourage students to participate more in oral story sharing by using digital flashcards and also with appropriate aids. The oral story-sharing preparation was carried out to provide the background knowledge the students need while participating in oral story-sharing sessions. In the first meeting, they were guided to recognize seven digital flashcards.</p> <p>Then the students participated in the second story entitled "Our Sweet Summer", which consisted of seven digital flashcards: shells, fly a kite, drink juice, listen to music, fly a kite, throw the ball, and play soccer. The teacher drilled the students' participation in reading along the stories and responding to some stimulated questions during the story-sharing session.</p> <p>Furthermore, in joint oral story-sharing activities, the students were directed to answer the teacher's stimulated questions. Each student will reshare the part of the story that appeared in the story with digital flashcards and express their feelings together. This stage was expected to stimulate the students to produce more vocabulary than the previous</p>

	<p>meeting.</p> <p>During the speaking phase in this meeting, the teacher also focused on the student's participation and linguistic competence, such as vocabulary, pronunciation, grammar, and fluency development.</p>
3rd Meeting	<p>Students still do the same activities as in the second meeting. In this meeting, the teacher also focused on the student's participation and linguistic competence, such as vocabulary, pronunciation, grammar, and fluency development. Moreover, it is expected to encourage them to participate more in story sharing by displaying digital flashcards with relevant aids. Then, the teacher will give feedback on the student's improvement. At this meeting, the students were given a story entitled "Let's Go Surfing," which consisted of three Digital Flashcards: ship, seagull, and surf.</p>
4th Meeting	<p>Students still do the same activities as in the previous meeting. In this last meeting, the teacher also focused on developing students' participation and linguistic competence, such as vocabulary, pronunciation, grammar, and fluency. Moreover, it is expected to encourage them to engage more in story sharing by displaying digital flashcards with relevant aids. Then, the teacher will give feedback on the student's improvement. In this meeting, the students were given a story entitled "The Dinosaurs' Day at the Beach", which included three Digital Flashcards: running on the beach, reading a book, and fishing.</p>

3.3.2 Implementing the Lessons

In implementing the lessons during the research, it was conducted for three weeks with a total of four meetings involving four story-sharing sessions and 18 Digital Flashcards. The procedure for conducting the lessons adopted from Damayanti (2017) is presented as follows:

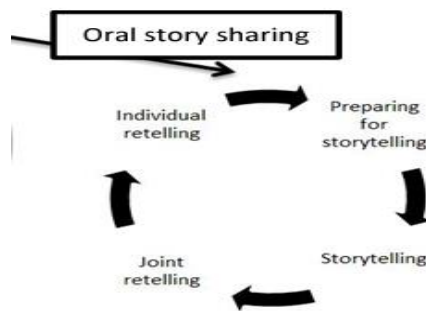


Figure 3.1 Research procedure

The first step, preparing for speaking, was to recognize the Digital Flashcards adjusted to the course's curriculum. In addition, this step also aims to get the students exposure to speaking. At the first meeting, before modelling oral story sharing, the teacher displayed all of the vocabularies to the students, which will be used using Digital Flashcards.

The second step is the modelling oral story-sharing. The teacher engaged the students' participation in reading along the stories and responding to some stimulated questions during the phase. During modeling oral story-sharing, the teacher used pauses and intonation so that the students could concentrate on the story content. While reading, the teacher showed each Digital Flashcard to help students connect with the part of the story.

The next step is joint oral story sharing, in which the students were directed to answer the teacher's stimulated questions. Each student will reshare the story that appeared in the story together with digital flashcards and express their feelings. During

the speaking phase in this meeting, the teacher also focused on the student's participation and linguistic competence, such as vocabulary, pronunciation, grammar, and fluency development. Each student's development in speaking activities was transcribed and analyzed following the speaking rubric assessments and micro-speaking skills adopted from (Brown, 2004).

In this study, students were only examined up to the joint construction stage because, in terms of students' linguistic competence, they were still inadequate. In addition, it is considered that students in phase A-B still have to develop themselves in enriching vocabulary and simple sentences according to simple grammatical structures. Therefore, individual oral story-sharing stages were not yet been studied.

Implementing the Digital Flashcards in speaking skills focused on students' participation in story sharing. This study adopted Damayanti's steps (2017) about the pedagogy cycle with oral story sharing. The instruction was modified to suit the present study's data collection needs. It also involved the process of getting to know the learners' engagement in speaking and the act of utilizing Digital Flashcards for the learners' speaking performance. How the guideline as the intervention will be included in the procedure of utilizing Digital Flashcards in the present study is presented as follows:

Table 3.2 Guideline of the Utilizing Digital Flashcards

Meetings	Activities
1-4	<p><i>Preparing for Oral Story Sharing (15 minutes)</i></p> <ul style="list-style-type: none"> ● Ask the students to look forward to the Digital Flashcards as keywords for the story. ● Discuss with the students to recognize the words in Digital Flashcards. <p><i>Speaking session (45 minutes)</i></p>

	<p><i>Modelling Oral Story-sharing</i></p> <ul style="list-style-type: none"> ● Teacher read aloud the story by showing each Digital Flashcard. ● Students will follow the teacher to read along the story. ● Students will respond to some stimulated questions from the teacher. ● Students will participate in oral story sharing. <p><i>Joint construction</i></p> <ul style="list-style-type: none"> ● Drill students with the stimulated questions ● Students retell part of the story together that appeared during the story.
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Through this intervention, the researcher explored students' preferred topic to speak in English and their usual speaking style while implementing oral story sharing in digital flashcards. Furthermore, in collecting the digital flashcards as speaking materials to collect the data for the present study, this study used the digital flashcards provided in the course based on the course's current lesson curriculum. The tool's rationale is mainly due to its practicality and usability. The practicality in the present study refers to the ease of oral story sharing stages and the accessible Digital Flashcards from the particular students' book in this course. Whereas usability refers to the usage of the speaking aids that are suited to this particular course which implemented online learning mode.

The Digital Flashcards were 18 digital flashcards collected based on this class' following materials which will be on the topic "Our day at the beach" based on English for Everyone Junior Beginner's Course Book. Besides, those flashcards were selected due to the progress of students' learning in this course's curriculum, with the consideration of the learner's English language proficiency and the learner's preferred topic to learn.

3.4 Data Collection

Prior to the data collection, consent of the participant's parents or guardians was obtained because the participant is still a minor (aged under a legal age, in Indonesia, below 17 years old). This parental consent is necessary to inform the learner's parents about the research and its impact on the learner after the research.

In the present study, the research question addressed how implementing oral story sharing with digital flashcards engages young EFL learners in speaking activities, which will be provided through video recording and field notes from real-time observations. The field notes reflected the learner's development during the sessions. Therefore, detailed information is viewed through the field notes below.

Field Notes			
Student's name :			
Day/Date :			
Meeting :			
No.	Codes	Checklist on Classroom Observation Data	Notes

Field Notes			
1.	The students can produce the vocabulary in the appropriate context (SV)		
2.	The students can pronounce the words correctly (SP)		
3.	The students can produce sentences in an appropriate structure (SG)		
4.	The students can speak smoothly and easily with clear pronunciation (SF)		
5.	The students repeat the words (SRW)		

Field Notes			
6.	The students complete the sentence (SCS)		
7.	The students answer the question orally (SAQ)		
8.	The students retelling the part of the story (SRP)		

Figure 3.2 Field Notes

Furthermore, there were three stages in-class observation: preparing oral story sharing, modelling oral story sharing, and joint oral story sharing (Damayanti, 2017). All interactions between teachers and students are observed through all observation stages. Important information from the video recording is then transcribed and checked in the list on the field notes provided. In classroom observation, the video recordings are only transcribed in parts related to the research question. Then, the students' responses were analyzed using thematic analysis.

3.5 Data Analysis

A qualitative data analysis investigates how and why a particular phenomenon appeared. Many argued that analyzing qualitative data might appear overwhelming due to the different kinds of data collected. However, once the data are segmented and taken apart (like peeling back the layers of an onion) into prominent stages, it can be managed

easily (Creswell, 2014). Commonly, in analyzing qualitative data, the steps taken cover organizing the data, getting familiar with the data, coding and organizing themes, and interpreting and representing the data (Razavieh et al., 2009; Creswell, 2013). The qualitative research analysis process cooperates with other parts of the research, including the data collection and the writing of findings (Creswell, 2014).

The present study employed a thematic analysis to analyze the data by utilizing the data analysis spiral guideline proposed by Creswell and Poth (2018). The researcher preferred this method in analyzing the data because it can benefit the researcher in terms of upholding the coherence of the data and focusing the reader on the intention of the present study.

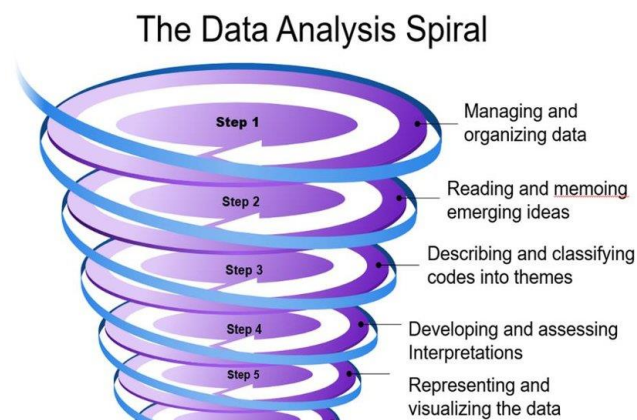


Figure 3.3 The Data Analysis Spiral (Creswell & Poth, 2018, p.186)

Referring to step 1, the recommended step from the guideline is to organize the data into files and create a filing system (Creswell & Poth, 2018). In the present study, the data was transcribed. All the transcribed data came from the observation's video recordings and field notes. Transcribing is intended to first put all the data into a form ready to be analyzed to give more depth and comprehensiveness to analyzing (Ary et al., 2010).

These data were arranged by dividing into two different folders for each kind of data. The files were named according to the kind of data collected and the date it

was taken, such as Observation Transcript and Field Notes. After organizing all the data, the researcher read and reread the transcripts several times and listened to the video recordings collected repeatedly by writing a memo in a separate note and labeling it after the file's name.

The heart of qualitative data analysis relies on the third stage, which is to describe and classify the data, made into codes and eventually made into themes. This process is called data reduction, which focuses on the chosen problem in answering the research question addressed (Cohen et al., 2017; Schreier, 2012). This stage made it easier for the researcher to make sense of the data in constructing the findings. This study used eight codes to analyzing all data from a video recording listed in the table below.

Table 3.3 List of Codes and Themes

No.	Codes	Themes
1.	The students can produce the vocabulary in the appropriate context (SV).	Students' linguistic competence in speaking engagement
2.	The students can pronounce the words correctly (SP)	
3.	The students can produce phrases and sentences in grammatically correct (SG)	
4.	The students can speak smoothly and easily with clear pronunciation (SF)	
5.	The students repeat the words (SRW)	Students' participation in

6.	The students complete the sentence (SCS)	oral story sharing
7.	The students answer the question orally (SAQ)	
8.	The students retell the part of the story (SRP)	

The next step in analyzing qualitative data based on the data analysis spiral (Creswell & Poth, 2018) is interpreting and representing the data. Interpreting allows the researcher to make meaning and connections from the data collected in answering the research question. In interpreting the results, this study will be analyzed based on a speaking rubric assessment and theory of micro-speaking skills adopted by Brown (2001); Beckley (2014), as shown below.

Table 3.4 Speaking Rubrics

Criteria	Score	Indicators
Pronunciation	5	Pronunciation is fully accepted by the examiner.
	4	Errors in pronunciation are quite rare.
	3	Errors never interfere with understanding and rarely disturb.
	2	Accent is understandable though often faulty.
	1	Error in pronunciation is frequent, but the examiner can understand what the speaker is talking about.
Vocabulary	5	The examiner fully accepts Speech on all levels, including the width of vocabulary and idioms,

		colloquialisms, and cultural references.
	4	Can understand and engage in any conversation within the range of the speaker's experience with a high degree of accurate vocabulary.
	3	Vocabulary is broad enough that the speaker rarely has to grope for each word.
	2	Has speaking vocabulary sufficient to express what the speaker is going to talk.
	1	Speaking vocabulary is insufficient to express anything.
Grammar	5	Grammar is equivalent to that of an educated native speaker.
	4	Errors in grammar are quite rare. Able to use the language accurately on all levels related to professional needs.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy.
	2	Can handle basic constructions quite accurately but does not have the confidence to control the grammar.
	1	Errors in grammar are frequent, but the speaker can be understood by the examiner.
Fluency	5	Has complete fluency in the language such that the speaker's speech is fully accepted by a native speaker.

	4	Able to use the language fluently on all levels related to professional needs.
	3	Rarely has to grope for each word.
	2	Can handle hesitation with confidence, but usually forced into silence by language limitation.
	1	(No specific fluency description).

Finally, the researcher represented the result of the interpretation by serving it through excerpts, tables, and figures that defined the data collected and related it to the theory contemplated. The criteria for choosing excerpts to be presented are the statements produced by learners that reflect the process of students' engagement in speaking through the implementation of oral story sharing with Digital Flashcards.

3.6 Concluding Remark

This chapter has discussed the research methodology used to collect and analyze the data needed to answer the research question in the present study. The following chapter will further present the findings and discussions obtained from the data collection and data analysis done in this chapter.