CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology. It will focus on the procedure and steps in conducting the research. This chapter has five main points, including research design, site and participant, research instrument, data collection technique and procedure, and data analysis.

3.1 Research Design

This research focused on the mixed method to obtain the data. Quantitative and qualitative data can be designed to find out how digital storytelling affects students' English-speaking skills descriptively in depth related to the research (Martens, 2015, p. 296). In improving English speaking skills there are some factors that affect students' English speaking skills, such as pronunciation, intonation, vocabulary, fluency, expression, confidence, and accuracy. For this purpose, qualitative research was employed because this method can find out how far the factor affects students in speaking improvement by using digital storytelling. By using the qualitative method, the writer gets results in a complex and easy to understand way about what is being researched (Martens, 2015, p. 339). In the qualitative method, the writer used a qualitative case study design for research. Case study is a design that can analyse a process or activity in research in detail (Cresswell, 2014, p. 241). This means that this design is a summary of the results of a series of learning processes carried out in the class. The case study has several units of analysis, including individuals, groups, classes, schools, or an event (Martens, 2015, p. 305). This research was used individually and in classes unit. This design can make the writer understand the case easily (Yin, 2018, p. 15). To make it easier to analyse an activity and a process that occurs in the class, the writer used two instruments, namely a questionnaire and an interview. Questionnaire is a research instrument that consists of a series of questions posed to respondents that can assist researchers in collecting data (S, et.al., 2014, p. 143). Roopa and Rani (2012) mention that questionnaire is a series of questions asked to the participants that are useful information for the researcher. To strengthen the data, the writer used

interviews as the main data of this research. Interview is an instrument that can collect data by expanding the understanding of an activity or a process of the research (Phillipps & Mrowczynski, 2021, p. 59-75). Furthermore, this research used a qualitative case study to determine the improvement of students' speaking skills by using digital storytelling.

3.2 Site and Participants

This research used young learners as participants. This research was conducted in a state junior high school in Bandung of seven grade students. Since the writer conducted the research using a qualitative case study design, the writer identified the participant and site on purposeful sampling. It can help the writer understand the phenomenon's point based on people and place (Creswell, 2012). The writer involved 30 students in the population to fill out the questionnaire and choose three students who are suitable with the criteria to conduct the interview for this research. The criteria were those who improve their English speaking skills.

This research was conducted at one of the junior high schools in Bandung, which allows the student to use their phone to show digital storytelling as one of the actions of this research. The writer used this place because the writer wants to find out more about the development of student's English speaking skills and to solve the case by using digital storytelling that can improve students' speaking skills. Besides that, the access to this place is easy for the writer because it was a place where the writer was teaching practice.

3.3 Research Instrument

In this research, the role of instruments is very important because it can make it easier to get some data for the analysis. Therefore, the writer used two instruments, namely a questionnaire and an interview. Filling out the questionnaire is intended to find out whether students have improved their speaking skills or not. The questionnaire adapted by Hava (2019) with eight statements used from 11 existing statements because the three statements did not relate to with the aim of this research. The questionnaires were given from the Google Forms link and

distributed to all students in one class. The questionnaire had the purpose to see and select the potential participants for the interview.

Moreover, the writer used interviews to strengthen the statements from the questionnaire and the aim of this research. The interview was conducted at the end of all activities in order to find out how digital storytelling affects students' English-speaking skills. Then, the participants were asked several questions for the interview adapted by Hava (2019) with an addition from the writer by connecting it with the aim of this research. The statements of the questionnaire and the questions of the interview were in Bahasa Indonesia to make it easier for the participant to understand it. At the end of the results, the data from the questionnaire and interview were analysed by representing and reporting the findings by using descriptive qualitative.

3.3.1 Questionnaire

The questionnaire is an instrument that can assist researchers in obtaining information related to students' understanding. Brown (2001, p. 6) as cited in Dörnyei (2003, p. 6) defined that a questionnaire is a written instrument containing questions to be given to the respondents and filled out by the respondents. In the questionnaire, the writer gave some questions for students to find out whether students have improved their speaking skills or not. The writer had to pay attention to the statements asked in this research. A study Roopa and Rani (2012) mentions that making statements in the correct questionnaire could provide more accurate results and could help the writer analysed the data. Due to the importance of the questionnaire, in this research, the writer adapted the statements from the instrument in the research by Hava (2019). The writer used eight statements out of eleventh existing statements because the three statements did not relate to the aim of this research. This research used close-ended questions to gain the data. Roopa and Rani (2012) mention that respondents in close-ended questions were limited in answers to the statement. Therefore, due to the limitation of the participants' response, the writer used Likert scale type from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). This Likert scale is used to make it easier for respondents to answer the statement of the questionnaire. Likert scale was used

to see whether the respondents agreed or disagreed with the statements given in the questionnaire (Sullivan & Artino, 2013). For this reason, the writer used it to make it easier to analyse the data.

These are the statements used in the questionnaire:

Table 3. 1Statement of Questionnaire

Number	Statements
1.	Digital storytelling can improve my English vocabulary.
2.	Digital storytelling improves my English speaking skills.
3.	Digital storytelling is a great activity to improve my pronunciation of English speaking skills.
4.	Digital storytelling can improve my intonation skills in speaking.
5.	Digital storytelling can improve my fluency in speaking skills.
6.	Digital storytelling improves my precise language expression in telling stories.
7.	Digital storytelling can improve my confidence in speaking English.
8.	Learning English using digital storytelling can improve my accuracy in speaking English.

This questionnaire is based on the involvement of digital storytelling in influencing students' English skills, especially speaking skills. The writer asked the students to answer the statements that had been provided. In this research, the writer distributed the questionnaires online through Google Forms to make it easier for respondents to fill them.

After filling out the questionnaire, the writer selected students who had a criterion on their understanding and views of digital storytelling from the data that the students have answered. There was a criterion for the selected student to do the interview. The criterion was students had an improvement in their English speaking skills.

3.3.2 Interview

The interview is one of the important instruments in the qualitative method. Holland and Edward (2013, p. 11) defined the interview as an instrument that can assist the writer in examining a person's understanding of what is being studied. The study from Meriam (2016) also agreed that most of the data collected in the interview is needed so that the writer could understand the phenomenon from the participant's story. For this reason, the writer used interviews to find out the aim of this research of "how digital storytelling affects students' English-speaking skills". The writer used a semi structured interview. The study carried out by Aslans (2016) states that semi-structured interviews are suited with open-ended questions. For this reason, the writer used this interview to find out how digital storytelling affects students' English-speaking skills. Beside that the use of semi-structured interview, the writer not only focuses on the question they might develop during the interview (Fraenkel et., al., 2012). The data from the interview can be considered an important data collection strategy for qualitative research to answer the research question (Merriam, 1998).

The interview is very important hence the writer adapted the questions of the open-ended question in the questionnaire from Hava (2019).

There are the questions used in an interview:

Table 3. 2Questions of Interview

Number	Questions
1.	What do you know about digital storytelling?
2.	Do you think the use of digital storytelling improves your English speaking skills?
3.	How can the use of digital storytelling improve your English speaking skills?
4.	What aspects improved in your English speaking skills? Give the reason.

After distributing and screening the participants through a questionnaire, the writer selected 3 participants to be interviewed. The participants were willing to conduct interviews based on the criteria needed by the researcher. The criterion was students had an improvement in their English speaking skills. The writer conducted the interview by calling via WhatsApp and recording it to make it easier to analyse.

3.4 Research Procedure

There are two procedures in order to gain the data of how to answer the research question of this research, namely preparation for the research and implementation of the research.

3.4.1 Preparation

Before the writer implemented the research, the writer prepared some preparations. The writer prepared some lesson plans that were used in this research, selected the video that was used in this research, compiled statements for the questionnaires, and compiled questions for the interview.

3.4.1.1 Preparing Lesson Plan

The writer prepared some lessons planned to make the research easier to utilize the activities. The lesson plan's design was concerned in improving speaking skills by using digital storytelling. The following table is a summary of the lesson plans.

Table 3. 3Summary of Lesson Plan

Lesson Plan	Activities
Lesson plan 1	1. Teacher introduces recount text by PPT, Games, and Video. 2. The teacher gave an example about recount text. 3. The teacher was introduced to the structure of the recount text. 4. The teacher provides the worksheet about recount text for students.

	5. The teacher and students discuss their answers.
Lesson plan 2	1. Teacher introduces digital storytelling.
	2. Students are given the example of digital storytelling from youtube in Alyarez Key channel entitled "Personal Recount Text, 'My Holiday in Bali'", Muhammad Fuadi channel entitled "Personal Recount Text", and Devi Kusumawardani Ertanto channel entitled "Personal Recount Text Example".
	3. Students started to make a group.
	4. Students started to make the draft with their group and their own story.
Lesson plan 3	1. Students started to made their digital storytelling in groups and individually
	2. Students choose their picture, text, music that is used in their digital storytelling.
	3. Students started to record their voice to make it as a narration in their digital storytelling.
	4. Students edited their digital storytelling.
	5. Students collect their project of digital storytelling into Google Drive when they are done.
Lesson plan 4	1. Some students presented their digital storytelling as a representative.
	2. The teacher and students gave some comments and suggestions from their digital storytelling.

3.4.1.2 Selecting the Video of Digital Storytelling

In this research, the writer selected some videos to help participants understand about digital storytelling. There were some difficulties in selecting the videos due to the important videos that were used as an example for students.

Because of this reason, the writer chose the video based on the criterion. The criterion was they should have a story, picture, text, audio, and music.

3.4.1.3 Compiling Statements for the Questionnaire

The writer used questionnaires to find out whether participants have improved their speaking or not and to select the potential participants for the interview. The writer used eight statements of questionnaires. In the questionnaire, the writer made eight statements related to this research question to find out the purpose of this research about how digital storytelling affects students' speaking skills. There were seven aspects of speaking, namely vocabulary, pronunciation, intonation, fluency, expression, confidence, and accuracy. Therefore, the statements should include these aspects. Besides that, the writer used Likert Scale to make it easier for participants to respond to it and the writer easier to analysed the data. The questionnaire used close-ended questions by using a Likert scale from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The following statements were used in this questionnaire of the research.

Table 3. 4Students' Questionnaire

Number	Statements	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
1.	Digital storytelling can improve my English vocabulary.				
2.	Digital storytelling improves my English speaking skills.				
3.	Digital storytelling is a great activity to improve my pronunciation of				

	English speaking skills.				
4.	Digital storytelling can improve my intonation skills in speaking.				
5.	Digital storytelling can improve my fluency in speaking skills.				
6.	Digital storytelling improves my precise language expression in telling stories.				
7.	Digital storytelling can improve my confidence in speaking English.				
8.	Learning English using digital storytelling can improve my accuracy in speaking English.				

Table 3. 5Indicator of Students Response to the Implementing Digital Storytelling in Improving Speaking Skills

No	Indicator	Number of Item

1.	Students' response to improving their speaking skills.	1,2,3,4,5,6,7,8

3.4.1.4 Compiling Questions for the Interview

The writer used interviews as the main data of this research. Therefore, the writer should pay attention to the question that was used in this research. The questions had a relationship with the aim of this research of how digital storytelling affects students' speaking skills. This also had a relation with speaking aspects that the writer used, namely vocabulary, pronunciation, intonation, fluency, expression, confidence, and accuracy. The Likert Scale was from These are the questions used.

Table 3. 6Students' Interview

Number	Questions
1.	What do you know about digital storytelling?
2.	Do you think the use of digital storytelling improves your English speaking skills?
3.	How can the use of digital storytelling improve your English speaking skills?
4.	What aspects improved in your English speaking skills? Give the reason.

Table 3. 7Indicator of Students Response to the Implementing Digital Storytelling in Improving Speaking Skills

No	Indicator	Number of Item
1.	Students' response to digital storytelling.	1,2
2.	Students' response to improving their speaking skills.	3,4

3.4.2 Implementation

There were several activities in the implementation, such as the teaching process, administering questionnaire, and administering interview.

3.4.2.1 Teaching Process

In the teaching process, there were a lot of activities that students did. The activities are conducted based on the lesson plan that has been done in preparation. The procedures in this teaching process were students watched some videos about digital storytelling and the example of it, made a draft, created a story, recorded a voice, selected some pictures, and edited as the final process. The teaching process was done in four meetings.

3.4.2.2 Administering Questionnaire

In administering the questionnaire, the writer distributed the questionnaire to 30 students. They responded to the questionnaire after all activities in teaching processes were done. The participant had to fill out the questionnaire at that time because the distributed questionnaire was only one day. Furthermore, the students can respond to the implementation of digital storytelling to improve students speaking skills. The participant had to answer this questionnaire answered honestly. There were eight statements that had to be answered by the participants.

3.4.2.3 Administering Interview

In administering the interview, the writer conducted the interview by calling via WhatsApp and recorded by using the audio recording to make the writer easier to analyse the data. The writer selected three students in order to discover students' responses to the implementation of digital storytelling in improving students' speaking skills. The interview used a semi structured interview to make the writer easier to analyse the data. This interview was the last activity in implementing the research. There were 4 questions that had to be answered by the participants.

3.5 Data Collection Technique

The data collection technique used in this research is using he questionnaires and interview results.

3.5.1 Questionnaire

The data from a questionnaire used in the research is students' experiences or responses after they learn English to improve their English speaking skills by using digital storytelling to find out whether students had an improvement or not in their English speaking skills. The question was distributed to 30 students as a participant in this research. There were eight statements that had to be answered by the participants. The questionnaire used close-ended to make the writer easier to analyse the data. Besides that, to make students easier in understanding the questionnaire, the statements in the questionnaire were used in the Indonesian language.

3.5.2 Interview

Not only the data from a questionnaire, but after distributing and screening the participant through the questionnaire, the writer conducted interviews and used interview results as the main data of this research. There were four questions that had to be answered by the participants. The writer conducted the interview by calling via WhatsApp and recorded it to make it easier for the writer in analysed the data.

3.6 Data Analysis

This research used a descriptive qualitative method to analyse the data. There are two types of data, the data from the questionnaire which was a student's response to the digital storytelling through Google form by using s Likert scale and the data from the interview. In the Likert scale, the writer used 4 numerical scores (1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree). In the questionnaire, the responses are collected and converted into percentages, as seen in Table 3.4 below.

Table 3. 8Sample of the Result of the Questionnaire

No.	Statements	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
1.	Digital storytelling can improve my English vocabulary.			70% 20 students	30% 10 students
2.	Digital storytelling improves my English speaking skills.			70% 20 students	30% 10 students

As states above, the questionnaire used percentages of the data to simplify the presentation due to questionnaires not being the main result of the data. Besides that, the questionnaire is an instrument for screening the participants. After that, the participants who have been selected conduct the interview via WhatsApp. This interview was conducted using semi structured interviews. This interview aimed to find out how digital storytelling affects students' English-speaking skills. The study carried out by Aslans (2016) states that semi-structured interviews are suited to open-ended questions. For this reason, the writer used this interview to find out how digital storytelling affects students' English-speaking skills. Beside that the use of semi-structured interview, the writer not only focuses on the question, they might develop during the interview (Fraenkel et., al., 2012). The data from the interview can be considered an important data collection strategy for qualitative research to answer the research question (Merriam, 1998).

The writer checked the data twice to check the accuracy of the data to prevent data inaccuracy. This research involves a real context by describing and explaining by using many types of data, therefore it was analysed descriptively (Cohent et al., 2007).

After that, the writer represented and reported the findings. The results were presented in descriptive analysis, which is the main data of analysing and reporting results in the qualitative method.

3.7 Concluding Remark

This chapter has presented methodology related to the topic of this research. In this research, the methodology will be conducted on one research question. The method that used mixed methods by using case study design to obtain the data. In this method, there are site and participant, research instrument, data collection and procedure, and also data analysis.