CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method carried out in the study. The research method in this chapter is arranged based on the problem analyzed and the main purpose of the research. This chapter consists of several sections, those are the purpose of the study, site and participants of the study, research design and method, data collection technique, and data analysis.

3.1 Purpose of the Research

The purpose of the study is to examine the influence of digital storytelling as a media to teach writing recount text. Therefore, this study was conducted to answer the problem formulated in the questions.

1. How does the use of digital storytelling help students in learning writing recount text?
2. What are students' responses to the use of digital storytelling in teaching writing?
3. What are students' difficulties in writing recount text through digital storytelling?

3.2 Site and Participants

This study was conducted in one public junior high school in Bandung. The reasons for choosing this school as the site of this study were accessible of the school; the school authorities allowed the researcher to conduct this study, the topic in the syllabus of eighth grade of junior high school that was appropriate for the purpose of this study.

The participants involved in this study were an eighth-grade class of junior high school consisting of 38 students. This study used purposive sampling technique to select one class to become sample of the research based on the consideration of the school authority. Purposive sampling technique is primarily used in qualitative studies and may be defined as selecting units, (e.g., individuals,

group of individuals, or institutions) the sample size is typically small based on the specific purposes associated with answering a research study's question (Teddie & Yu, 2007). Furthermore, Maxwell (1997) defines purposive sampling as a type of sampling in which "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices".

Besides, the participants as stated above were chosen because the students in the eighth grade of junior high school were required to learn recount text as stated in the competence standard of junior high school curriculum of English subject.

3.3   Research Design

This study employed mixed methods to obtain the data for answering the research questions. According to Creswell and Clark (2007), mixed method is defined as "both a method and methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry". Creswell and Clark (2007) also state that the use of mixed method is aimed to provide the better understanding of research problems than either approach alone. There are four major types of mixed methods design, which are the triangulation design, the embedded design, the explanatory design, and the exploratory design (Creswell and Clark, 2007).

Exploratory design was selected in this research. Exploratory design is based on the assumption that an exploration is needed for one of several reasons such as the instruments are not available, the variables are unknown, or there is no guiding framework or theory (Creswell and Clark, 2007). This design is beneficial for a researcher who needs to expand and test the instrument when another instrument is not available. This design has two models, the first model is instrument development, and the second model is taxonomy development model. Those models start with a qualitative phase and end with a quantitative phase. The instrument development model was used for this research because as stated by Creswell and Clark (2007) this design is easily applied to multiphase research studies in addition to single studies, then the separate phases make this design easy

to describe, implement, and report. The Instrument Development model which adapted from Creswell and Clark (2007) is illustrated below

Figure 3.1

The Instrument Development Model
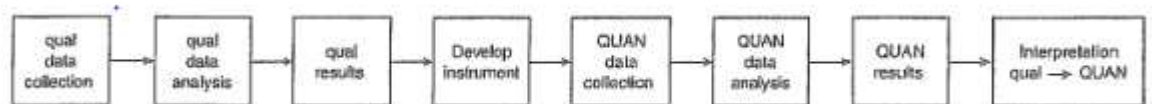
Adapted from Creswell and Clark (2007)

The principles of mixed methods design are to answer different question by more than a single data type (Hamied, 2014). Hamied (2014) further explains that one single data is not enough to answer the questions.

3.4 Data Collection

Some instruments were used in collecting the data to answer the research questions which gained a richer and deeper understanding of the phenomenon under the study. The processes of data collection are elaborated as follows.

3.4.1 Instruments

The instruments used in this study were classroom observations, interview, and questionnaire. The detail explanation is explained as follows.

3.4.1.1 Classroom Observation

Classroom observation is "the process of gathering open-ended, firsthand information by observing students and classroom during the teaching-learning activity" (Creswell, 2012). While according to Alwasilah (2009), classroom observation is "a systematic and planned observation to gather information in which its validity and reliability are controlled". Based on two statements before, observation is a way to find some information which is needed for the study.

There were two observers in this study; a teacher-researcher as a participant observer and a colleague as an external observer to increase the validity of the

instrument. The observation sheet was filled by the external observer during the classroom activity, and the external observer used Bahasa Indonesia in taking some notes. Meanwhile, the participant observer filled it soon after the activity was finished. Regarding this, Creswell (2012) states that researcher has to record the information by taking observation notes when the researcher is participating in activities. The observation sheet was about the teacher's and students' activities in the use of digital storytelling in the teaching writing recount text. Not only taking observation notes, the researcher also did the videotaping to get more accurate information. It is said by Gall and Borg (2003) that "the observation was conducted through videotaping in order to get accurate data". Frankel and Wellen (2009) also says that videotaping can be replayed several times for checking and correcting the data. Moreover, the observation was conducted in two weeks which consist of four meetings. Each meeting took 80 minutes in a class. The detail of observation sheet can be seen in the Appendix

3.4.1.2 Interview

According to Burn (1995), interviewing the research objects in one of the most important sources of information. Creswell (2008) states that interview is an appropriate method to get deeper information in qualitative research. Moreover, Fraenkel & Wallen (2009) adds that interview aims to gain more information related to the issue and find out what the respondents think or feel about something. This technique was conducted to find out students' responses towards the use of digital storytelling to help them to write a recount text.

The questions used in this instrument, as follows:

1. What is the most difficult skill in English subject?
2. Do you think that writing is one of the most difficult skill to be learned?
3. Did you enjoy the learning activity through digital storytelling? Was it help you to understand the material?
4. What do you think about writing recount text through digital storytelling? Was it fun?
5. Did you find some difficulties during operating digital storytelling to write recount text?

The interview was conducted after the observations were finished. It was delivered in Bahasa Indonesia to make the respondents easier to answer and avoid misunderstanding. The interview aimed to gather more individual and personal experience from the participants.

3.4.1.3 Questionnaire

Questionnaire is a technique to collect the data by giving a set of questions or a written statement to be answered by the respondents (Sugiyono, 2010). In this study, a questionnaire was given by the researcher to the students to get their response toward the use of digital storytelling in teaching writing recount text. The questionnaire used in this study was the close-ended questionnaire. As Creswell (2007) states that close-ended questionnaire is useful to deliver data that is identified with the issue of the research.

Since this study employed exploratory sequential design, the questionnaire was distributed to the students after all the qualitative data were analyzed. The questionnaire consisted of ten questions. The aspects covered by the questionnaires were students' interest towards the use of Digital Storytelling in teaching writing recount text, and the difficulties faced by the students while they wrote recount text through digital storytelling.

The following table is the form of questionnaire

Table 3.1

Questionnaire Contents

NO	STATEMENTS	RESPONSE			
		STS (Strongly disagree)	TS (Disagree)	S (Agree)	SS (Strongly Agree)

The statements were divided into 2 categories. The questions number 1 to 5 were categorized as the positive questions. The questions number 1 to 5 were aimed to find out whether the digital storytelling was helpful for the students' or not. The scoring scale for each question are:

Answer	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Meanwhile, the questions number 6-10 were aimed to find out students' difficulties when they wrote a recount text through digital storytelling. And these questions were aimed to answer the research question number 3, which try to investigate the challenges faced by the students when they write a recount text through digital storytelling. The scoring scale for each question are:

Answer	Score
Strongly agree	1
Agree	2
Disagree	3
Strongly disagree	4

Both the positive questions scoring scale and the negative questions scoring scale were adapted from Sugiyono (2010).

3.5   Research Procedure

The procedures of this research were described as follows.

3.5.1 Choosing Materials

The material chosen for the teaching and learning process during the treatement is taken from the book titled Bright: An English Course for Junior High School Students. The material consisted of recount text.

3.5.2 Preparing the Lesson Plan

There were four lesson plans designed to be implemented in this research. Those lesson plans aimed to find how digital storytelling helped students in learning writing recount text. The following table is the summary of the lesson plans, the detail can be seen in the appendix A.

Table 3.2

Summary of Lesson Plan

No	Lesson Plan	Material	Activities
1	Lesson Plan 1	Past participle. Linguistic features of recount text	1. Showing pictures. 2. Asking about students' experience. 3. Showing text. 4. Discussing the text. 5. Explaining one of the linguistic features of recount text. Past participle. 6. Playing game "Let's Memorize it!". 7. Showing the digital storytelling. 8. Group discussion.
2	Lesson Plan 2	Generic structure of recount text	1. Showing the text with its generic structures. 2. Explaining the generic structures of recount text.

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			3. Class discussion.
			4. Group discussion.
			5. Showing the digital storytelling.
			6. Group discussion.
3	Lesson Plan 3	Brainstorming and Drafting Phase	1. Listing students' ideas for their digital story. 2. Writing the first draft.
4	Lesson Plan 4	Constructing the storyboard and Producing Phase	1. Accessing the website. 2. Choosing the background for each events. 3. Producing the digital story.

3.5.3 Conducting the Pilot Study

The pilot study was conducted before the instrument delivered to the subject. This step was done in order to measure the validity and the realibility of the instruments. Therefore, this step was delivered to non samples students in the same school.

By conducting this step the researcher found that the use of "Powtoon" as the application is not suitable for the students. The website was not accessible to some students' handphone. So, the researcher decided to change the application for this research.

3.5.4 Conducting interview

Interview was conducted after all the teaching session were done. Interview addressed to 15 students as the representative of the higher, middle, and lower achievers.

3.5.5 Distributing Questionnaire

Since this study employed exploratory sequential design, the questionnaire was distributed to the students after all the qualitative data were analyzed. The questionnaire consisted of ten questions.

3.6   Data Analysis

The procedure of analyzing the data was conducted based on the instruments used in the research. The data from classroom observation and interview were analyzed qualitatively. Moreover, the data from questionnaire were analyzed quantitatively.

3.6.1   The Analysis of Classroom observation

The observation data was analyzed from recorded videos during the activities in the classroom. The recorded videos were very beneficial to see the real situation in the classroom and to get more information about the classroom activities. Moreover, it also supported the data from observation sheet and teacher's field notes. The observation results from teacher observer's observation sheet and an external observer were compared. Then, the results were elaborated descriptively supported by some evidence to strengthen the result.

1.6.2   The Analysis of Interview

There were several stages in analyzing the data through the interview. The data collected from students' interview were transcribed, categorized, and interpreted to answer the research question. First, the researcher transcribed the data based on the audio recording from a spoken interview into a written text. Second, the researcher determined which materials might be relevant to the study and reduced inappropriate data. Third, the data were connected to the theories in order to address the research questions.

1.6.3   The Analysis of Questionnaire

Data from the questionnaire were calculated with the frequency of the students who answered the questions given. These data revealed the use of Digital Storytelling in teaching writing recount text. The result of the questionnaire was calculated using the formula below:

$$P = \frac{Fo}{N} \times 100\%$$

Note:

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P   = Percentage

Fo   = Frequency of students' answer

N   = Number of samples

To determine the average score of the students' answers to each statement the formula used is as follows

$$r = \frac{\Sigma Fo \times S}{Smax}$$

Note:

r   = Average score of the students' answers to each question

Fo   = Frequency of students' answer

S   = Total score of each statement

Smax = Ideal maximum score

The classification used is presented as follows:

Table 3.3

Students' Response Category

Range	Category
$0\% \leq r < 25\%$	Very not good
$25\% \leq r < 50\%$	Not good
$r \leq 50\%$	Enough
$50\% \leq r < 75\%$	Well
$75\% \leq r < 100\%$	Very Well

(Adapted from Sugiyono, 2009, p.177)

1.7 Concluding Remarks

This chapter has presented the methodology of the research that covers the purpose of the research, site and participants, research design, and research procedure; data collection and data analysis. After explaining the related methodological aspects of the research, the next chapter is going to discuss and analyze the data obtained from the research data collection technique.