

CHAPTER III

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 investigate the influence of transmedia storytelling in supporting students to learn English language. Therefore, this study was conducted to answer the problem formulated in the questions.

1. How does Transmedia Storytelling foster students' transliterate reading?
2. What are the enabling and inhibiting factors for learning transliterate reading?

3.2 Research Site and Participants

This study was conducted in one of the "A" level accreditation public junior high school in Bandung, Indonesia. The reason why the writer chose this school as the site of the study was because the researcher was familiar with the students in the school. Furthermore, the researcher was given the permission to conduct a research by the headmaster and teachers of the school. The last reason was because the school was equipped with facilities to support instructional media such as LCD projector which was one of the important equipment for teaching Transmedia Storytelling.

The participants involved in this study were an eighth-grade class of junior high school consisting of 24 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. The purpose of using this technique is to ensure the researcher would get more effective data from the participants. The reason this class has been chosen to be the participants are because they are considered as "bilingual" students by the class' English teacher. Purposive sampling technique is primarily used in qualitative studies and can be shortly described as a type of sampling in which particular settings, people, or events are deliberately selected for important information they can provide that cannot be gotten as well from other choices (Maxwell, 1997). Furthermore, Seanwright and Gerring (2008) explain purposive sampling as a stratified sampling that can be linked to whether a single case or a subset of the whole population of interest in order to see which case/cases can fulfill the pre-determined required criteria.

3.3 Research Design

This study employed a case study research. It is common to say that case study can be derived into multiple meanings. Case study research explores the wide range of pre-defined phenomena. However, it is not based on explicit control or manipulation of variables. The focus of a case study is solely on the in-depth comprehension of a phenomenon and its context (Cavaye, 1996).

It is stated by Merriam (1991) that case study can be defined as an observation of a specific phenomenon such as a case, an event, a process, a person, an institution, social group and etc. A case study is usually focused on an instance of some concern, hypothesis or issue that has been raised into question. Meanwhile, Yin (1984) describes case study as an observed inquiry that explores a present-day phenomenon within its real life context where the gaps between the phenomenon and context are not distinctly apparent and it needed various instruments to be used in order to complete the jigsaw puzzle.

According to Stake (1995), case study can be interpreted as a specific, complex and functioning phenomenon. Well-known scholars have identified case studies as the main choice of research method since it needs an explorative mind during the data collection and it does not follow a formal research method. This type of investigation is better utilized when the researcher has less control of occurrences and when the aim is on a phenomenon that occurs in a real life context (Yin, 1984).

Yin (1994) also added that case study method is commonly used in research that is related to technology in education as it allows a researcher to solely examine data within a particular situation. Case studies are usually developed to assist in constructing a theory that is related to poorly comprehended phenomena (Cepeda & Martin, 2005).

There are reasons why case study is deemed suitable for the research method of this study. By using case study, the researcher can investigate the problem in a natural setting, explore from experiencing in the environment that should be focused upon and also discover with theories from the teaching and learning session that will be conducted. Another reason why it is deemed suitable is because the case study method enables the researcher to answer “how” and “why” questions. Furthermore, case study can also assist to comprehend the nature and complexity of the processes that are taking place during the research.

3.4 Data Collection Technique

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 observation and student response sheet. The detailed explanation can be seen below.

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 experience (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 the two statements above, observation is a way to find some information which is crucial 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. During the observation, the participant observer also engaged with the activities such as asking questions to the students, clarifying problems that occurred in the learning process. Other than that, the participant observer also interviewed the students during the activity. The observation sheet was filled by the external observer during the classroom activity. Regarding this, Creswell (2012) states that researcher has to record the information by taking observation notes when the researcher is participating in activities. Hence, explaining the role of external observer in this matter. The observation sheet was about the teacher’s and students’ activities in the use of transmedia storytelling in the teaching-learning session. In order to get a more accurate detail regarding the observation, the researcher also videotaped the teaching-learning session. As it is stated by Gall, Gall and Borg (2003), an observation that was conducted through videotaping can obtain more accurate data. In addition, through videotaping, the observation can be replayed several times in order to check and fix the corresponding data (Frankel & Waellen, 2009). Moreover, the observation was conducted in one week which consists of one meeting, with the meeting took 80 minutes in a class.

3.4.1.2 Student's Response Sheet

Student's response sheet consists of questions that need to be answered by the participant in written form. Student's response sheet is similar to interview. However, instead of sharing opinions by speaking, student's response sheet requires students to write their opinions and views regarding various matters. According to Burn (1995), getting students' response as the research objects is one of the most significant sources of information in the research. Creswell (2008) adds that students' responses are appropriate to get deeper information in qualitative research. Furthermore, Frankel & Wallen (2009) state that written interview is aimed to gain more information related to the issue and to find out what the respondents think or feel about something. This technique was conducted to find out students' responses towards the use of transmedia storytelling in the teaching-learning session.

The questions that were used in this instrument, as follows

1. Explain how you read the story – did your eyes scan each screen from left to right? How did you feel about the sound, images and words that would appear all at the same time on certain screens?
2. Write about what you liked the most in the story and why?
3. Write about the most difficult part of reading the story and why?
4. When you read the story, what help you to understand the story better?

The students' response sheets were distributed to the students after they have finished watching the transmedia storytelling material. The questions were translated into Bahasa Indonesia to make the respondents to answer smoothly and avoid any misunderstanding. The student's response sheet is aimed to gather more individual and personal experience from the participants.

3.5 Research Procedure

3.5.1 Choosing Materials

The materials chosen to be taught in this study needed to be related with real life experiences of the students. This is to ensure that the materials can attract students' focus during the teaching and learning session. This issue is considered from the theory by Cunningsworth (1984) who state that students, particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner make up such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity. Based on the statement by Cunningsworth, the material chosen for the teaching and learning process during the research was taken from a transmedia series called *Inanimate Alice* by Bradfield Company Production. This transmedia series consist of materials that are being projected through multiple channels such as pictures, animation, sounds, music and interactive activities that can be related with students' daily lives. Furthermore, it is suitable for the 8th grade students since the story is for beginner to intermediate level of proficiency in English language.

3.5.2 Preparing the Lesson Plan

The lesson plan was adapted from the Episode 1: Literacy Resource pack from the main website of "Inanimate Alice". The lesson plan focused on Episode 1: China of *Inanimate Alice*, which follows the story of a girl aged eight years old named Alice. She was living in a base camp in far north China with her family. Her dad, John is works as a scout for oil. However, he was two days late in coming home from his latest trip. Alice and her mother, Ming hadn't heard from him for days. They were both worried. Both of them explored to the dessert to find John (Alice's father) with the help of her ba-xi player. (a portable gadget)

It was adapted from the website because the lesson plan itself promotes the use of transmedia storytelling during the teaching and learning session and it would help the researcher in answering the research questions.

3.6 Data Analysis

3.6.1 The Analysis of the 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 what happened during the classroom activities. Moreover, the analyzed data was compared and combined from the teacher-observer's observation sheet and the observation results from external observer's observation sheet. Then, the results were elaborated descriptively supported by some of the evidences from the recorded videos to strengthen the result.

3.6.2 The Analysis of the Student's Response Sheets

There were several stages in analyzing the data through student's response sheets. The data collected from the students' interviews were collected, categorized according to the questions that had been given in the response sheet and interpreted to answer the research question. After collecting the students' response sheets, the students' answers were divided accordingly to the questions that had been given to the students. The answers were tabulated in the form of table in order to make it easier for the researcher to refer the answers of the students.

No.	Questions	Answers
1.	Explain how you read the story – did your eyes scan each screen from left to right? How did you feel about the sound, images and words that would appear all at the same time on certain screens?	
2.	Write about what you liked the most in the story and why?	
3.	Write about the most difficult part of reading the story and why?	
4.	When you read the story, what help you to understand the story better?	

The purpose of tabulating the data is to make it easier for the researcher to analyze the answers that had been written on the students' response sheets. The answers from the students' response sheets were then elaborated precisely in order to answer the research questions that have been stated before.

3.7 Concluding Remarks

This chapter has presented the methodology of the research that covers the purpose of the research, site and participants, research design, research procedure data collection and data analysis.