

CHAPTER III

METHODOLOGY

This chapter explains the methodology used in this study. It elaborates research design, data collection, procedure, data analysis, and conclusions remarks.

3.1 Research Design

Classroom Action Research (CAR) was employed online in this research to see how the DDS promotes HOTS in teaching English to young learners. CAR seeks to improve teaching and learning methods to make them more rational, efficient, and sustainable, meet classroom needs and solve problems (Kemmis, McTaggart, & Nixon, 2013). They further stated that CAR usually includes teachers using qualitative, interpretive investigation modes and data collection to enhance their practices.

This research aimed to show how DST can promote HOTS in teaching English to young learners, thus containing qualitative data. The method of collecting data in this study was the sequential exploratory design method because it consisted of qualitative data. Qualitative data in this study showed the teaching and learning activity process and how HOTS were promoted. Besides, it analyzed in what category HOTS of EFL young learners were promoted. It also provided reasoning on the benefits and challenges in promoting HOTS with DST in teaching English to young learners.

This research had two cycles following the research result in promoting HOTS with DST in teaching English to young learners. Each cycle has four main steps: Planning, Acting (Execution); Observing, and Reflection. Two cycles needed to be done until the desirable result was achieved.

3.2 Data Collection

The data were collected through online classroom observation, interviews with the teacher and students, and document analysis of the teacher's lesson plan and students' written works.

3.2.1 Participants of the Research

The research was conducted during the Coronavirus pandemic. It was conducted in a private elementary school in the Sukabumi regency. This study participants were a teacher and sixth grade. The class contained 15 students, with six males and nine females. For many factors, the site was selected. First, the school was chosen by considering the facilities (McMillan & Schumacher, 2001). The school applied English as an important subject in the curriculum. The school and the participants were open to researchers who benefited from the analysis's quality, including factors such as expenditure in time, financial, and resources. Then, the school applies English as an essential subject to be learned by students. A teacher also participated in this research with the researcher as the collaborator in promoting HOTS of EFL young learners through DST. It was purposed gaining more exploration in the implementing process and investigating the benefits and challenges.

3.2.2 Instruments

As mentioned before, the data were collected through online classroom observation, interviews with the teacher and students, and analysis of the teacher's lesson plan and students' written works. A qualitative method was employed in this research, especially in analyzing the data. The qualitative data sources were captured through the narrative description of what students and teachers do and say, providing rich descriptive and contextual information about the people, actions, and interactions in classrooms (Curtis, Webb-Dempsey, & Shambaugh, 2010).

The first is the Online Classroom observation checklist for the researcher. This checklist was used when the DST was tried to see whether it fulfills good digital storytelling criteria. The checklist was made based on the criteria of good digital storytelling by Robin (2008). The checklist has Y=Yes (the aspect is observed and happened in class) and N=No (the aspect is not observed in class) for the observation aspects.

Table 3. 1 Observation Checklist on Good Digital Storytelling

No	Observation Elements	Y	N
1	Point of view		
2	A dramatic question		
3	Emotional content		
4	The gift of your voice		
5	The power of the soundtrack		
6	Economy		
7	Pacing		

Moreover, the other observation checklist was conducted, especially in identifying the implementation of HOTS in teaching. The observation checklist was made based on the implementation HOTS of EFL young learners by Saiffer (2018). Those main criteria are critical thinking and creative thinking.

Table 3. 2 Observation Checklist on Implementing HOTS

No	Observation Elements	Y	N
	Critical Thinking		
1	Parsing		
2	Evaluating		
3	Inferring		
4	Shifting perspective		
5	Transferring		

Creative Thinking		
1	Imagining	
2	Interpreting/Synthesizing	
3	Inducing/Theorizing	
4	Reframing	
5	Generating	

The researcher also noted the DST implementation, mainly promoting HOTS in collecting the well-founded data in observation. The researcher made a conversation informally with the teacher during the observation to encourage this. This was done to discuss the phenomena identified in the observation and examine them. Therefore, the conversation was asked based on the teacher's activities, what type of aim she does by conducting an activity, and the efficacy of the activity she performs. The researcher had more precise information about the study's objective.

The next set of instruments was the teacher and students' interview about their comments on DST implementation to promote HOTS. One teacher and four students were involved in the interview activities. The semi-structured interview technique was employed in this research to maintain the focus and flexibility in practice, as discussed by Creswell (2003, 2011). A semi-structured interview was open to generate new ideas following what the participant said. In a semi-structured interview, the interviewer generally had a framework of themes to be explored through a "Zoom" video conference. Questions for the first interview were derived from challenges in conducting DDS. In answering the question, the interviewee is freely used Bahasa Indonesia to get more explanation of the question. The questions were as below:

1. How was your teaching using DST? Was there any problem?
2. Have you done using DST in your teaching before?

3. How did you promote HOTS in your teaching? Were there obstacles in promoting HOTS through DST?
4. Did you feel the difference in your teaching before and after using DST?
5. What do you think might be the impact of DST on promoting HOTS of EFL young learners?

The last instrument is the document analysis of the teacher's lesson plan and students' written works. The teacher's lesson plan analysis was purposed as a reflection of teaching. Curtis, Webb-Dempsey, and Shambaugh (2010) added that it makes the teacher think deeply and carefully about the students, especially their challenges and strengths, difficulties, potential solutions, and other issues, which was critical to navigating the complex reality of classrooms present. Besides, the students' written works analysis is purposed to gain the students' HOTS data. According to Curtis, Webb-Dempsey, and Shambaugh (2010), it focuses on how students interpret the teachers. Those documents examined how the teacher promotes HOTS in the teaching practice and finds out students' HOTS level. The analysis was designed based on HOTS principles of young learners (Saifer, 2018).

3.3 Procedure

This research followed the process of CAR proposed by Lewin (1946). The researcher investigated DST in promoting HOTS in teaching English to young learners in this research. The research had four main steps: Planning, Acting (Execution); Observing, and Reflection. As needed, these steps were done for two circles until they fulfilled the observation checklist requirements and the teacher's and students' interviews.

The research was a critical participatory classroom action research because the researcher participated in the field. According to Kemmis, McTaggart, and Nixon (2013), Critical participatory action research expresses a commitment to bring together broad social analysis, the self-reflective collective self-study of practice, and transformational action to improve things. Furthermore, Kemmis, McTaggart, and

Nixon (2013) add the advantages of critical participatory classroom action research as follow:

- 1) They provide conditions for researchers to understand and develop procedures from the practice patterns that guide and direct them.
- 2) They provide the requirements for researchers to speak a common language using interpretation categories and engage in interactions and meaningful discussions with those whose activities are the behaviors under review.
- 3) It establishes and develops action mode and interaction in which the practice is performed for the researchers to participate.
- 4) Provide the researchers' conditions to participate and create communities of practice, whether in the relations between different participants at a given site or in a collection of practices related to jointly responsible people for the practice.
- 5) It provides conditions for researchers to adjust the actions and the results of their work in person and collectively by resolving and overcoming three kinds of unfavorable effects of their practice to meet the needs of time and circumstances.

The researcher's treatment included explaining the DST, teaching students with DST in online classes, and evaluating students' work with the teacher. The teacher's role was to be an active participant in discussing the lesson plan with the researcher and coordinating the class. The students understand the teacher's authority, observe the course to assess the lesson's progress, and give their views on enhancing the teaching method online. Furthermore, the researcher did the reconnaissance step. This step was done by observing promoting HOTS with DST by a teacher. In this research, the researcher implied the CAR model of Kemmis and McTaggart model (1988) as provided by figure 3.1.

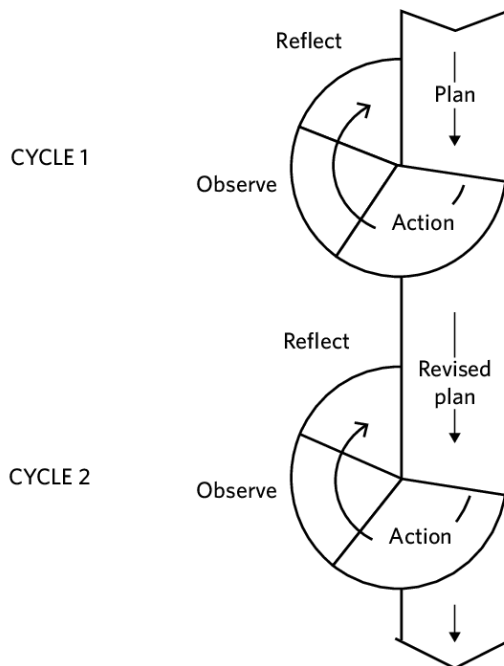


Figure 3. 1 Kemmis and McTaggart model (1988)

3.3.1 Planning

Planning began with a general understanding of what needed to be done. In this stage, the researcher searched for ideas on what Disney storytelling was chosen and how to incorporate it into online teaching and learning activities. The researcher drew up a new lesson plan with the teacher's aid that could theoretically change the trend of encouraging HOTS with DST for the better. Then, the researcher and the teacher designed the DST based on Frazel (2010). For the first cycle, the preparation was based on the acknowledgment results, and for the second cycle, the data was based on the reflection process of the previous cycle.

3.3.2 Acting (Execution)

In the acting process, the researcher has enacted or introduced a strategy. The DST was selected based on the lesson plan. The researcher collaborated with the teacher to show the DST and monitor the students. The acting phase would be screening the DST and the lesson as a whole.

This research was a critically participatory class action research, so the researcher served as a participant who cared for the students with the teacher's aid. Treatment may include directing students to watch the DST, facilitating students to understand the DST, providing worksheets to assess the HOTS level, and determining students' comprehension by providing more examples at the end of the lesson. The role of the teacher in this research was discussed in the lesson plan significantly to help the researcher coordinate the class and the teaching authority. Besides, it helped the researcher observe the class, judge the lesson's progress, and give an opinion on what can be done to enhance the classroom activity.

3.3.3 Observing

To track how the result of 'doing' achieves the goal, the observation was used as a data-gathering activity. The collaborative observation was done in this research to compare and contrast both the teacher and researcher (Burns, 2010). A checklist for teacher observations will be used to monitor the progress of this project. When the DST was being taught in the classroom, this was the format that was employed. The observation phase gives information on whether the DST could be used to assist HOTS in teaching young English learners. Moreover, there were several things done in this observation, from assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes (Burns, 2010).

3.3.4 Reflecting

Reflection was to objectively assess improvements in learning and learning practices for pupils, learners, and teachers. In this stage, the researcher evaluated whether the 'action' operation results in any improvement or progress, whether the progress has been achieved and whether the change has been positive or negative. In this step, the researcher reviews the effects of the previous stage's concerns and examines the first functional improvements' successes and shortcomings. The researcher also discussed with the teacher what happened and what needs to be done next in this phase. When improving the education and learning process, we must note

and think about the improvement made and the anticipated consequences (Kemmis et al., 2013).

Furthermore, the analysis results were used to determine whether or not the DST was used to enhance HOTS in teaching practice. Additionally, it reflected the students' HOTS level in accordance with the framework. Meanwhile, the researcher continued to consult with the teacher regarding the teaching process and its outcomes.

3.4. Data Analysis

The data analysis concentrated on the checklist of observation, interview, lesson plan of the teacher, and the students' work. The checklist indicated whether all elements of the suitability of interactive classroom storytelling have been observed. If it appears from the observation's checklist, the researcher provided additional analysis of the probable causes of those aspects not observed. Explaining whether the item was observed or not in the Observation Checklist is provided in definition to provide more transparent data.

The interview was recorded with the consent of the participants that would be transcribed. The transcribed interview was submitted to the participants for confirmation. This collaboration between the researcher and the participants is described by Kemmis et al. (2013). Then, the interview transcript was coded until it was analyzed.

Moreover, the teacher's lesson plan examined how the teacher promotes HOTS in the teaching practice. It could be seen from the teaching process. Meanwhile, students' spoken, and written works were analyzed based on the framework (Saifer, 2018) to determine the students' HOTS level after learning with DST. Those analyses were based on the reflection and change in the next cycle.

This study's data were taken from multiple interlinked sources involving interviews, document analysis, and classroom observations to validate the results. In addition, those data were analyzed qualitatively based on data triangulation.

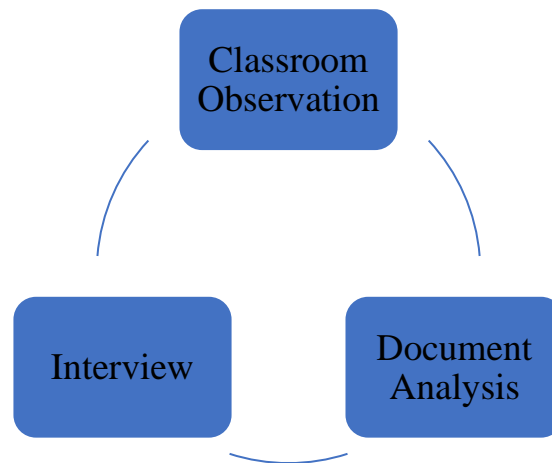


Figure 3. 2 Data Triangulation

3.5 Concluding Remarks

This chapter has presented the research design, data collection, procedure, and data analysis applied in this research.