

CHAPTER III

RESEARCH METHODOLOGY

Chapter three provides the methodology in conducting the research and a description of the research procedure to find out the answer to research questions stated in Chapter I. This chapter presents three main parts of the research methodology, namely research design, techniques of collecting data, and data analysis.

3.1 Research Design

The study employed a qualitative design focusing on a case study. It was selected due to the aim of this research to capture the phenomenon occurring in the classroom, grasping detail in every activity carried out, such as teacher-students interaction, various interesting learning activities observed in the classroom. In a qualitative case study, descriptive method was used because the researcher gave detail on the collected data from the setting where the participants' problem emerges through observing activities and interviewing (Creswell, 2009). Besides, a qualitative design has more advantages in giving details of definite phenomenon and matters by forthcoming the problems directly with flexibility for the researcher to select the way of doing the research (Alwasilah, 2002).

This study aims to explain the implementation of Digital Storytelling to help promote students' critical thinking skills. In addition, this study also aims to find out what category of critical thinking skills appeared in the classroom in a junior high school classroom involving one teacher as well. Therefore, it is a qualitative case study since the researcher provides an in-depth exploration of a bounded system (e.g., an activity, an event, a process, or an individual) based on thorough data gathering (Creswell, 2007).

3.2 Research Site and Participants

This study took place at a junior high school in the Bandung West Regency. The learning procedure was conducted online due to the COVID-19 pandemic. In order to deal with this situation, the researcher used an online platform to collect data. The data was collected in a 9th-grade classroom. The school is a public school in the regency with a good reputation.

A total of 30 students were involved in this study. This lesson was led by an English teacher with more than a decade of experience in the classroom. Furthermore, this teacher has been

recognized as an outstanding / top teacher in the West Bandung Regency. This teacher had attended a Digital Storytelling workshop hosted by SEAMEO SEAMOLEC, a regional center for distance education, a few years earlier. With her long experience and sufficient knowledge on Digital Storytelling, this will contribute to the process of data collection and the result of this study.

This site was chosen as it was recognized as one of the most reputable public junior high schools in West Bandung Regency. Researcher had conducted a study a few years ago involving Mrs. Mira (a pseudonym), the English teacher who also involved in this study. It was known that she has a long experience in teaching English and implemented Digital Storytelling in her classroom. In this research, Mrs. Mira developed and delivered the digital storytelling by herself starting from choosing the story, creating the lesson plan, Power Point Presentation, and even hosting the Zoom Meeting. Therefore, her role was very crucial in this research as She led the classroom from the beginning until the closing.

3.3 Data Collection Techniques

This study employed three major instruments to collect the data, namely observation, interview, and document analysis. All the data collection was conducted online by optimizing Zoom Meeting as well as WhatsApp application. The observation was assisted by observation rubric in order to gain the data regarding critical thinking promoted as well as the digital storytelling emerged. All the instrumentations and data collection procedures will be elaborated as following.

3.3.1 Instrumentations

To gather the data, three instruments were used namely observation, interview, and document analysis. Observation checklist was provided to help the researcher in collecting the data from the observation and interview session. The observation was conducted to investigate how digital storytelling could help promote students' critical thinking skills as well as to find out which part of the teaching process was critical thinking most likely to be found. Researcher was not involved in the teaching and learning process. This observation was carried out by entering the meeting room and recording the session. The observation checklist was optimized to assist the data collection and discover the details found. The observation rubric was derived and adapted from the Digital Storytelling elements from Lambert (2002). In addition, this observation rubric was also developed by inserting the critical thinking sub-skills classification proposed by Facione

(1990). These two elements were later double-checked along with the classroom learning recording from Zoom Meeting.

The interview session was also guided with several questions. This question list was adapted from the theory of Digital Storytelling by Lambert (1990) as well as Abdel-Hack and Helwa's (2014) regarding Digital storytelling implementation. Some guiding questions addressed covering some details on how the teacher implemented digital storytelling in the classroom. This question was also aimed to discover the digital storytelling benefit experienced by the teacher.

3.3.2 Procedures

The three data collection methods were fully conducted online. Due to physical distancing reason and school policy, zoom meeting and WhatsApp were utilized to collect the data. The observation was conducted in 2 classroom meetings due to the strict school time management. Researcher joined the meeting room and recorded the session. To help the data collection during observation, the observation checklist was used to help researcher in gaining the data from the activities during the teaching and learning session. The recording was utilized to recheck the data gained from the observation checklist earlier. Furthermore, the interview session was conducted by using the Zoom meeting platform. This session was recorded, transcribed, and analyzed. The document analysis was carried out covering the elements stated in the lesson plan used by the teacher. All of the data collection was conducted online and avoided direct physical meetings due to the high-risk category of COVID-19 spread where the school is located.

The researcher carried out observations that aim to monitor the implementation of Digital Storytelling in the learning process and how it impacts students' critical thinking. These observations were fully carried out online and the learning process was recorded. In order to assist the observation process, the researcher used an observation rubric and field notes which were then cross-checked using the records that had been obtained. The rubric was aimed to help the researcher in identifying the critical thinking that appeared during the lesson took place.

The notes consisted of several interesting phenomena that occurred during the learning process was taking place. For instance, when there was a silent moment that appeared during the discussion session. This is in line with Wragg's (2012) argument that a researcher could capture a chronology of events, a detailed portrait of an individual or people, a picture or map of the environment, or a verbatim of individuals or people, a picture or map of the setting, or a verbatim

of individuals through classroom observation. Therefore, the observations made in this study were also carried out to obtain and capture the phenomena that occurred during the learning process related to the implementation of Digital Storytelling on the promotion of students' critical thinking skills. The notes taken from the observation was used to strengthen the data obtained from another instrument, such as the classroom interaction which was transcribed.

Previously, researcher had conducted initial observation before the COVID-19 pandemic era struct. The result of that observation became valuable basis data to proceed to the main observation. The observations were originally planned for 5-6 meetings, however due to school policy and changes in learning hours during COVID-19, these could only be done twice. Despite this, researchers were able to collect data on Digital Storytelling implementation and critical thinking during the learning process. The learning duration in one meeting was approximately 50 minutes. This is due to the fact that study hours were adjusted during the pandemic, and students with limited internet quotas were accommodated. Therefore, the observation took place for about 50 minutes long starting from the beginning until the end of the lesson.

An interview session was held in order to obtain information regarding the teacher's point of view and the implementation of Digital Storytelling in her classroom. In addition, this interview was conducted to gather information related to the difficulties and advantages experienced by teachers when using Digital Storytelling in the classroom, both during preparation and when using it in the learning process. Furthermore, the interview session was also intended to recheck and confirm several phenomena found during the observation took place.

The Zoom platform was used to conduct all of the interviews. A total of two interview sessions were held. The first session was carried out before the classroom began. On the other hand, the second session was conducted once all of the observations had been completed. Each interview lasts approximately 20 minutes. There were more than 10 questions addressed. The full questions were attached in the appendices including the interview transcript. This is in line with local policies prohibiting physical and face-to-face interactions, as well as school policies prohibiting students and teachers from meeting in person. The researchers employed an interview question list adapted from Abdel-Hack and Helwa's (2014). To gather more accurate data, interviews were conducted in Indonesian. In addition, semi-structured interviews were used in this session to get more comprehensive and detailed data based on the interviewee's responses.

To complete the data obtained from observations and interviews, the researcher collected

documents related to learning. In this case, the lesson plans, PowerPoint Slides, and Several Students' reflective assignments were collected. These documents were intended to enrich the data as well as help answer this research question. In addition, these documents were used to obtain information related to Digital Storytelling implementation and how it promotes critical thinking for students. Bowen (2009) argues that a document is an article that contains certain features obtained from an individual or a certain group related to daily practices.

After all the documents were collected, the next step was to carry out an analysis of these documents. In this case, the researcher refers to the principles of document processing proposed by Owen (2014), these principles include authenticity, credibility, representativeness, and meaning. Authenticity in this case refers to the authenticity and quality of a document. Credibility in this context relates to the type and source of a document, for example from credible and trusted sources and similar to general types. Representativeness is whether a document can represent other related documents in general. Finally, meaning relates to the clarity and ease of understanding of a document.

3.3 Data Analysis

Since data were collected through three instruments, namely classroom observation, interview with the teacher, and documents analysis. The recordings from classroom observation and interview session were transcribed to be further analyzed based on the category of information gathered. The collected data were analyzed through some procedures. After the data had been transcribed, they were coded to categorize which findings belong to the critical thinking skills and Digital Storytelling Elements which became the foci of this study.

This data analysis aims to reveal what happened in the lesson to answer the questions in this study. The data were analyzed using a qualitative descriptive that focuses on the implementation of Digital Storytelling and critical thinking of students. Qualitative descriptive was chosen because the focus of this research is on the implementation of Digital Storytelling and the promotion of students' critical thinking with the implementation of Digital Storytelling which includes teacher knowledge and experience as well as in-class activities. This requires further elaboration and interpretation.

3.5.1 Data Analysis of Observation

The observations were fully carried out online by entering the zoom meeting. The sessions were also recorded. The observation was conducted by filling the observation form regarding critical thinking as well as some notes about interesting phenomenon found in the classroom. The data were coded, arranged, and cross-checked with the data found from other instruments.

3.5.2 Data Analysis of Interview

The interview session was carried out using a zoom meeting. Therefore, the process could be recorded comprehensively. The recording was transcribed and coded to find out the statement of the teacher, which was in line with the observation notes, actions, or supported the implementation of the Digital Storytelling in her classroom.

3.5.3 Data Analysis of Documentation

The analysis of the related documents was carried out since the documents provided the data for this study. The documents, which were created by the students, were examined for their relevance to the critical thinking skills category and link to the teacher's lesson plan. The researcher focused on the learning objectives, the activities organized by the teacher, the compatibility of the student's needs, and the executed learning activities when examining the teacher's lesson plan.