

CHAPTER III

METHODOLOGY

This chapter covers the methodology of this study. Further information regarding the research design, research procedure, site and participants, data collection, and data analysis will be presented.

3.1 Research Design

This current research focused on exploring to get a deeper understanding as the result of the experiences of pre-service teachers who focus on teaching young learners while taking English digital storytelling course. Thus, the researcher considered the qualitative method, specifically narrative inquiry very suitable to be implemented in this study. The narrative inquiry has been used as a research methodology in a variety of subjects, mainly including sociology, psychology, and language teaching and learning (Barkhuizen, Benson, & Chik, 2013). Through history, experiences have been told by stories in narrative form to make everyone learn from the stories in the future and can bring positive insights (Bullough and Pinnegar, 2001).

In addition, narrative studies help to understand the people experienced. In addition, by using narrative, Moen (2006) explains that the narrative approach focuses on the meaning and value attached to individual experiences through the stories they tell and share. Barkhuizen, Benson, & Chik (2013) proposed that the focus of inquiry as a research design is to understand the experiences of participants in the field of inquiry in order to understand phenomena from their perspective.

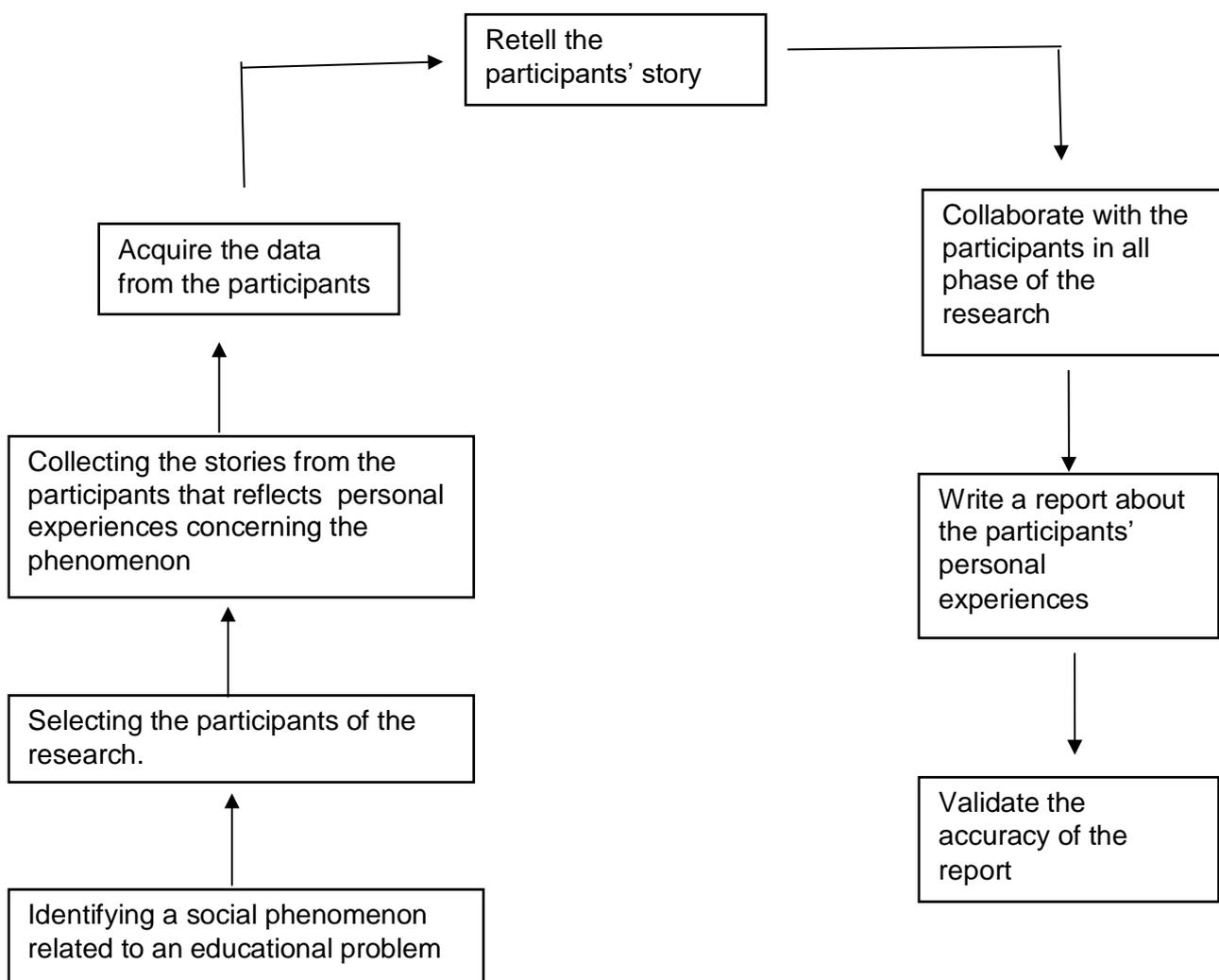
With the reason above, the researcher believes that this research method was chosen because it is suitable for answering questions and can find participants' responses freely through their stories because narratives play an important role in understanding oneself, others, and the world. Although this research is still relatively little used in Indonesian context, there is a tendency to use this method.

3.2 Research Procedure

In conducting this research, research procedures are needed to collect the required data. Therefore, a structured procedure is needed. In this study, the researcher adapted seven steps in research using the narrative method from Creswell (2012). The steps are identifying phenomena, selecting participants, collecting participant experiences, retelling participant experiences, collaborating with participants, writing stories about participants' experiences, and the last is validating accuracy.

The following chart will show the research procedures used

Figure 1 The procedure of narrative research was adapted from Creswell design (2012, p.514)



Step 1. Identify a Phenomenon to Explore that Addresses an Educational Problem

In this step, the researcher needs to identify the phenomenon or issue. The process starts with focusing on a research problem to study and investigate the phenomenon to be explored. In this study, the researcher decided to dig deeper into the experiences of pre-service teachers from one of the state universities in Bandung in taking a digital English storytelling course to help them improve their storytelling skills, especially in teaching young learners. According to the phenomenon, this is very good to be researched, seeing that young learners use storytelling methods in teaching so that it encourages pre-service teachers to enroll storytelling classes and in this digital era it also requires teachers to pay more attention to teaching using digital media. Thus, the core idea of this research focuses on investigating the benefits, challenges, and strategies of taking digital storytelling classes so that they can prepare students to teach, especially young learners.

Step 2. Purposefully Select an Individual from Whom You Can Learn About the Phenomenon

The second step of the study is to select suitable participants to provide comprehensive information on this phenomenon. The participant may be someone who has the specific experienced that being researched. In this study, the researcher involved two pre-service English teacher students who focused on teaching young learners and had non-formal teaching through storytelling experience as English private tutor. The participants were selected because they enrolled in English digital storytelling course that can help them to improve their storytelling skills in teaching English to Young Learners. In addition, the two participants can share their experiences while taking this course since this course is relatively new and not all students in the same major could attend this course.

Step 3. Collect the Story from That Individual

The third step in this research is to collect the necessary data from participants. In this process, the researcher collects data through narrative frame (see Appendix 2).

which will be distributed to participants and followed by conducting interviews with participants to dig deeper information about students' learning experiences in taking storytelling in digital age course. The best way to gather the story is to have the individuals tell about their experiences by personal conversations or interviews (Creswell, 2012). In addition, the researcher asked the participants to write and share their stories by completing the narrative frame. The researcher writes some clues in the narrative frame to help the participant build the context of their story. The narrative frame itself consists of their experience in the digital storytelling course, the benefits, challenges, and strategies while taking the course. Therefore, the researcher tried to explore more the participants' experience through the interview session based on the narrative frame.

Step 4. Re-story or Retell the Individual's story

The fourth step in this research is to retell the narrative that has been collected. At this stage, the researcher examines all the raw data, identifying the data based on the themes found that have the same tendency to describe the experiences of the participants, sequencing or organizing the story, and presenting the retold story from the individual's experience. The researcher used re-storying because both listener and reader will have a better understanding of the story when the story is sequenced in a logical order. At this step, the researcher combined all data from both narrative frame and interview session into a story that is chronologically ordered.

Table 1 Theme

No	Theme	Description
1	PDST	Process Digital Storytelling
2	BiDSTC	Benefits in Digital Storytelling Course
3	CiDSTC	Challenges in Digital Storytelling Course
4	SiDSTC	Strategies in Digital Storytelling Course

Step 5. Collaborate with the Participant

The fifth step of this research is collaborating with participants at this collaboration stage, it is hoped that the data that has been processed is conveyed accurately so that at this stage, the researcher will maximize communication with participants. the collaboration can assume several forms, such as negotiating entry to the participant, working closely with the participant to capture the individuals experiences, and writing and telling the individual's story based on the researcher word (Creswell, 2012) Collaboration can be done well by doing activities together, communicating both in person and through online communication. Until we can exchange stories of experiences that will later be used for the purposes of this research. This stage aimed to give the participant checked the authenticity of their stories. At this time, they can argue if there is any error or misunderstanding of the story until they agree that the story is similar to what they intended to from both narrative frame and interview session.

Step 6. Write a Report about the Participants' Experiences

The sixth step of this research is to write a report on the rewritten story. After collaborating with participants and exchanging stories, the researcher write stories from shared experiences in a narrative according to the grouped data. This is a major step because the researcher writes and presents the story from the Individual's experience

Step 7. Validate The Accuracy of the Report

The final step of this research is to validate the accuracy of the report. Validation is carried out to prove the accuracy of the narrative report in order to obtain the desired narrative report results. Validation carried out throughout the research process. Starting from checking participants to triangulate from data sources that have been grouped to determine the accuracy and credibility of narrative reports. There are several ways to validate the data such as member checking and searching for disconfirming evidence that is useful to determine the accuracy and credibility of narrative data (Creswell, 2012).

3.3 Research Site and Participants

This research is conducted at one state university in Bandung which provides an English Digital Storytelling course that can be enrolled by students from various majors, semesters, colleges, and universities in Indonesia who have been selected and declared accepted to join this program. This program is named multilanguage storytelling in the digital era. In addition, this course offered several languages classes including English class. Therefore this selected course focused on learning about digital storytelling in English. The researcher chose the English Digital Storytelling course as the place of this research because of its accessibility. Also, because the researcher has connections and experience with the site, this site allows the researcher to understand the participants in a good way. This course is the course that only focuses on the manufacturing process and how to convey digital storytelling well. In addition, students are also asked to make digital storytelling as the final product. Therefore, this English digital storytelling course was chosen for further study.

In determining the participants in this study, the researcher targeted the EFL pre-service teacher who took an English digital storytelling course. The main criteria for the participants of this research are those who focus on teaching young learners and have experience in teaching and practicing their knowledge in teaching

young learners by teaching practice. Researcher hoped that pre-service teachers who have enrolled digital storytelling classes can provide detailed and comprehensive information and insight on this topic. The participants of this study were two EFL pre-service teachers of the English Education S1 study program who were willing to be interviewed by filling out a consent form (see Appendix 1). More specifically, the selected students are eighth semester students who have attended the English Digital Storytelling course and have teaching experience. The names of participants and research locations in this study will be used pseudonym to protect the confidentiality of participants. In this study, the researcher named the two participants as PST1 and PST2.

PST1 has teaching experience since 2020. Participants teach privately as well as tutoring and teaching practice. PST1 also said that she applies the storytelling method when teaching.

PST2 has teaching experiences to young learners since 2019. And has experience in private classes, and teaching practice. PST2 also admitted to applying the storytelling method when teaching young learners.

3.3 Data Collection

Since this qualitative study employs a narrative inquiry study, the data of this study is collected through narrative frames and interviews. The detail of each instrument is shown in the following section:

- **Narrative Frame**

This research data was collected by distributing narrative frames to the participants. In this study, participants were asked to write about their experiences taking part in an English digital storytelling class. The narrative frame allows participants to write structurally by giving them a structure specifically designed to make it easier to find information. However, participants still have the flexibility to convey their experiences through the narrative framework provided (Barkhuizen et al., 2013). The narrative frame for this research is written in

English because Pre-service EFL teachers are considered already equipped with English. In this research, the researcher adapted a narrative frame from Barkhuzein et al (2013). The researcher took and changed several sentences based on the research needs and its context. The narrative frame was given to two pre-service English teachers. In order to minimize the failure in the present research, the researcher distributed the narrative test before so, if there were found any mistake or miswording, the researcher had time to re correct or change the format.

- **Interview**

In exploring participants' perceptions, the researcher conducted interviews to two participants with semi-structured interviews in order to get deeper understanding from participants. The researcher used a set of predetermined questions to explore areas relevant to the research topic while giving the participants the freedom to provide more detailed answers to these questions. The interview session for each participant was conducted for about 30-60 minutes. Interviews held on a one-on-one interview to give participants the freedom to express their answers and without being influenced by the answers of other participants.

In this interview, the researcher prepared for the interview protocol (see Appendix 4). The questions in this interview revolved around asking about student experiences during English digital storytelling course. Questions focus on the process of creating DST as well as the benefits, challenges, and strategies to cope with the challenges based on their experience of digital storytelling course. English interviews conducted in this section because Pre-service EFL teachers are considered already equipped with English. Prior to conducting interviews, researcher asked participants to fill out a research consent form (see Appendix 1) to assure participants that their data will be safe and as consent to participate in this study. Researcher provided interview protocol to participants as their guide. Perhaps further questions will be asked if needed. Interviews conducted online via the online conferencing application and will be recorded

3.5 Data Analysis

In this study, data were collected from the narrative frame and interviews. Data analysis used thematic analysis. Thematic analysis is a data analysis process to identify, analyze, and report recurring patterns (themes) in data (Braun & Clarke, 2006). Deductive analysis used in this study. According to Braun & Clarke (2006) The deductive approach to coding and data analysis is a top-down approach, where the researcher brings to the set of concepts, ideas, or topics that they use to code and interpret. In this study, the researcher predetermined the themes which are the process of creating DST project, benefits of DST course, challenges in DST course, and strategies to cope with the challenges. Therefore, the deductive theme is set as the basis for analyzing the collected data. According to Braund and Clarke (2006) there are six steps of thematic data analysis, namely, familiarizing the data, coding, identifying and naming the themes, reviewing the themes, and producing the report. Within this framework, data analysis in this study involved transcription, coding, finding and reviewing themes, rewriting participant narratives, and generating reports based on the rewritten narratives.

The first step of analysing the collected data was creating the transcription from the recorded audio from the interview session. In this process, the researcher put careful attention to make a detailed interpretation and representation from the data. The second step of data analysis is coding the accumulated data. Coding can be defined as the process of identifying similar patterns and establishing relationships or correlations between various data sources. According to Creswell (2012) coding as the segmenting and labelling process to formulate themes and description from the accumulated data. The coding process in this research was conducted by reducing and examining the paragraphs and sentences to cover the deductive themes.

The next step was the process of finding and reviewing themes. This research used the deductive approach to analyse the narratives. Therefore, this research presented a set of deductive themes regarding the information to emerge from the narratives. In this regard, preservice teachers' experiences in DST

course, benefits of DST course, Challenges in DST course, and Strategies to cope with the challenges in DST course.

Table 2 illustrates the process of descriptive coding using descriptive code.

Table 2. Interview Excerpt Using Descriptive Coding

Themes and Other Ideas	Interview	Codes
-	Interviewer: What kind of benefits after you follow this course? Do you find it can support your career?	-
The benefits	Participant 1: since I believe that my prospective career will be a teacher. I think this course can support my career as a professional English teacher. I can see that being a teacher means that we are responsible to find the suitable methods especially in language teaching. In my opinion, storytelling will take quite a long time and will still exist, especially to teach English to young learners. Therefore, this course can bring the benefits to me since through this course let me know the theories behind storytelling as well as practicing and producing the storytelling product will bring me the idea to implement this method in my future teaching method.	Professional (Methods, theories, producing)
-	Interviewer: I have a question, after enrolling in the DST course, have you faced some difficulties from this course? maybe you found the difficulties in attending the course, creating the product, or any other?	-
Challenges	Participant 1: like I didn't attend some seminars because of the schedule time same as another activity. I feel it made me feel upset, since we have to do the assessment from the seminar. In addition, the deadline of creating digital story is relatively short. therefore it become challenging since we have to consider the idea, plot takes time. furthermore, I feel my product is bad from another students since I use less media since I don't have enough time to well prepared it.	time schedule assessments' deadline

After coding the data and analyzing the themes, the data analysis continued with the rewriting process. Participants' stories are told from the participant's point of view, presenting the story in the form of a reflective journal to avoid significant changes. During the rewriting process, the core elements of the story, namely setting (place and time), problems, characters, and resolutions are analyzed to create a coherent story. During the rewriting process, active collaboration with the participants is highly recommended. Within this framework, the rewriting process involved participants for their affirmation. After the rewriting process, the results were presented to the participants for confirmation. Active collaboration between researcher and participants is intended to avoid misinterpretation and retelling of inaccurate narratives. The importance of collaboration and data sharing between

researcher and participants in narrative research is emphasized in Creswell's (2012) book as part of ethical reporting and a necessary means to provide accuracy in research reports. The final process of data analysis is to make a report based on the narrative theme of the participants. The reporting process is intended to provide a comprehensive examination of the accumulated data. Within this framework, it is worth mentioning that in narrative studies, member checking and active collaboration between researcher and participants are considered as data triangulation process.