CHAPTER III

METHODOLOGY

This chapter points out the research methodology applied in this study including the research design, participants and methods of selection, data collection, and how the data is analyzed.

3.1. Research Design

This research employs a blended approach of qualitative and quantitative methods using Classroom Action Research (CAR). CAR design to examine the impact of a specific intervention within a classroom environment. Classroom Action Research could serve as a way for teachers to become more reflective about their own practice and to learn from the experiences of their students (Elliot Eisner, 1970). He argued that this approach would lead to more effective teaching and greater student engagement and learning. In addition, Stake (2013) Stake believed that the use of multiple methods could provide a more complete and accurate picture of the issues being studied, and he encouraged researchers to use a blend of qualitative and quantitative methods in their work.

From the previous statement, this approach suits this study because it is focused on the use of digital storytelling in an EFL speaking classroom.

3.2. Research Participants

The participants of this study were 30 students from class VII-B in one of the junior high schools in Bandung, Indonesia. In this study the researcher also took the role as the teacher in the classroom. Before the researcher conducted this, the participants had difficulty improving their speaking skills. The researcher used this participant because based on student data received from English teachers which can be

concluded that the speaking performance is lacking in terms of pronunciation, specifically in vocabulary. This is due to the lack of practice of speaking English.

The researcher evaluated the students' English speaking abilities through three cycles of post-tests. Oral questions were used to assess the students, and a criterion guideline was provided to aid in the assessment of the speaking skills, including pronunciation, grammar, vocabulary, and fluency. Additionally, to gauge the students' views on sociodramatic play in speaking class.

3.3. Research Procedure

The analysis of this research was described as follows.

3.3.1. Designing a lesson plan

The lesson plan discusses how to describe favorite foods whose references come from books used by schools. The objective of the study was made based on the school while the activities of the lesson were made by the researcher based on several considerations. First meeting, the students were given a video prepared by the teacher about describing their favorite food. The teacher asked the students to give their opinion about the content of the video and the students gave their response about the content. After that, the researcher asked the students to theme the text, to categorize the generic structure and language features. After that, the teacher introducing and telling to use a web-tool *storyjumper* and the last activity do a Pre-Test to student. In the second meeting, the researcher showed another video to the students. This time the purpose of the activity was to get them familiar with the vocabulary then identify the video regarding the structure of the content. The purpose of this activity is to make the students able to create their own version of their favorite food. After that, the teacher practicing creating a script and the last activity is the teacher did a Post-Test 1 for students. In the third meeting, the researcher told the students to use a web-tool for creating their scripts. This was when the researcher used digital media to the students. The students then asked to create their own video following the structure of the example video as a Post-Test. Post-Test was divided into three cycles. In the last meeting, the

researcher presented the students' work in front of the class and let them discuss the related content. The students' English speaking skills were evaluated by the researcher through three post-test cycles.

There were four lesson plans with the same material to be conducted in four meetings. This study covered 30 participants of seventh grade in Fifth Junior High School in Bandung that were done in four weeks (twice in a week) on 14 February, 16 February, 21 February, 23 February 2022. According to the *Merdeka curriculum* the genre of text that was taught is descriptive text. At the same time, the researcher became a teacher in the classroom. After preparing the suitable material, the lesson plan was being written by the researcher. As a result, the lesson plans written for this study were about descriptive text; Favorite food.

Each lesson ran based on the lesson plan that had been constructed. Detailed information about the lessons can be seen below.

Table 3.1

Teacher and Students' Activity

Lesson	Teacher Activity	Students Activity
Lesson I	1. Showing a video representing descriptive text. 2. Explaining the definition, generic structure and language features of descriptive text. 3.Introduce the web-tool *storyjumper* and telling the student to use a web-tool.	1. Watching the video. 2. Discussing the content and attention to the vocabulary. 3. Discussing the definition, generic structure and language features of descriptive text. 4. Student do the Pre-Test.

	4. Do the Pre-Test: Telling students to describe their favorite foods in 10 minutes using *storyjumper.*	
Lesson II	1. Showing a video representing descriptive text. 2. Telling students to pay attention to vocabulary. 3. Identification of the video. 4. Practicing creating a script. 5. Do the Post-Test 1: Telling students to make a video regarding describing their favorite foods.	1. Paying attention to the video and the vocabulary. 2. Discussing the identification of the video. 3. Student do the Post-Test 1.
Lesson III	1. Telling the student to use a web-tool. 2. Practicing creating a script. 3. Do the Post-Test 2: Telling students to make a video regarding describing their favorite foods.	1. Trying to make a script using web-tool. 2. Students do the Post-Test 2.
Lesson IV	1. Telling the student to show their work in the last meeting and discussing the task. 2. Do the Post-Test 3: Telling students to make a video regarding describing their favorite foods.	1. Showing their work in front of class. Observe and give the score. 2. Student do the Post-Test 3.

In the first meeting, the students were given a video prepared by the teacher about describing their favorite food. The teacher asked the students to give their opinion about the content of the video and the students gave their response about the content. After that, the researcher asked the students to theme the text, to categorize the generic

structure and language features. After that, the teacher introducing and telling to use a web-tool *storyjumper* and the last activity do a Pre-Test to student. In the second meeting, the researcher showed another video to the students. This time the purpose of the activity was to get them familiar with the vocabulary then identify the video regarding the structure of the content. The purpose of this activity is to make the students able to create their own version of their favorite food. After that, the teacher practicing creating a script and the last activity is the teacher did a Post-Test 1 for students. In the third meeting, the researcher told the students to use a web-tool for creating their scripts. This was when the researcher used digital media to the students. The students then asked to create their own video following the structure of the example video as a Post-Test. Post-Test was divided into three cycles. In the last meeting, the researcher presented the students' work in front of the class and let them discuss the related content. The students' English speaking skills were evaluated by the researcher through three post-test cycles.

3.3. Data Collection

2.4.1. Observation

After conducting the lesson in four meetings, classroom observation and interview were administered to strengthen the data of using digital storytelling in the EFL speaking classroom.

The classroom observation was aimed to collect the 'live or real' data from natural circumstances in the classroom (Cohen, 2007). This study covered 30 participants of seventh grade in Fifth Junior High School in Bandung that were done in four weeks (twice in a week) on 14 February 16 February, 21 February, 23 February 2022. In this case, this study used web tools called *storyjumpers*. According to IGI's Global book reference, story jump is a digital tool mostly used by students and teachers to produce or educate how to construct online, interactive, narrated books. Storyjumper.com offers tools to help with the book creation process.

The instrument used was the field notes. According to Creswell (2012), field notes can be used to record records during observations. Researchers note what they believe is important (Johnson & Christensen, 2014). In this study, field notes were used to record student behavior during the teaching and learning process. Therefore, field notes were taken during observations and completed shortly after class.

2.4.2. Interview

After observation was carried out, the researcher also conducted interviews to get further information about students' experiences. According to Tracy, (2019) stated that interviews describe subjective experiences and points of view from the respondent's perspective. An interviewee, and it was through this method that this study is able to get exclusive information that could only be obtained through this method (Creswell & Creswell, 2022). This interview uses a semi-structured interview which means that the questions that have been prepared can change during the interview, but the main questions are interview guidelines, so that the interview went in line with the main questions.

This study also performed an interview with 15 students to have a better understanding of the content. In the interview, the researchers were asked several questions related to the use of digital storytelling in the speaking classroom. The questions are described below:

Table 3.2

Interview Questions

1.	What do you think of learning descriptive text?
2.	What do you think of the web-tool?
3.	How did you make the descriptive text using the web-tool?
4.	What advantages did you get when speaking a descriptive text using the web-tool?
5.	Did you find difficulties when using web-tool?

In gaining more information related to this study, the researcher proposed questions as provided in the table. Question number 1 aims to seek students' comprehension and perception towards descriptive text. Question number 2 aims to find out their opinion regarding the web-tool. Question number 3 aims to find out how they can create descriptive texts through the web-tool. Question number 4 aims to find out the advantages of using web-tool when speaking in a descriptive text lesson. Question number 5 aims to find out if there are any difficulties when speaking using web-tool.

3.4. Data Analysis

After the data collection, the data which are gained from observation and interview, were analyzed using thematic analysis in order to validate the analysis and avoid possible biases.

3.5.1. Observation

The data observations were analyzed from videos that were recorded to know students' progress on their activities, actions, and communications during the teaching and learning process.

The data collected from observations with 30 students in seventh-grade Junior High School were analyzed using thematic analysis to answer the research question of in what ways digital storytelling to support students in an EFL speaking classroom. In thematic analysis, the data were reduced to a small set of themes or categories (Cresswell, 2012).

The first step is to organize and prepare the raw data from field notes, classroom observation and interview to be analyzed. After all of the data were gathered, the observational field notes, transcripts of classroom observations and interview were read. Then, to help conceptualize and categorize the data were gathered. The data were broken down into discrete categories and then phenomena as reflected in the data. Then, the phenomena were named and categorized.

Based on Robin 2008 to create digital storytelling the researcher chooses a topic. The chosen topic was "Favorite food". The researcher introduced *storyjumper* as

the web-tool for the students to practice speaking skills. Next, the researcher asked the students to write their ideas regarding describing food in *storyjumper*. In this step, the students can add their voices to the web-tool. In this step try to use a high-quality microphone or a voice recording app on a laptop. After that, the students build the digital story. In this step, the students create their describing food using web-tool *"storyjumper"*. And the last steps, the students' publishing their results on describing their favorite food.

Furthermore, the field notes were used to describe how the students progressed from the first meeting until the last meeting. It is used to show the perspective of the researchers. Then, the data from field notes was analyzed using descriptive qualitative data analysis in order to describe detailed information from the research such as students' behavior, performance, experience, and the other aspects that were observed by the researcher. The results were categorized, and elaborated descriptively supported by some evidence to strengthen the result (see in Appendix C).

3.4.2. Interview

An interview used in this study is semi-structured and is recorded via voice recording by phone. All of the questions were delivered using Bahasa Indonesia in order to make the interviewee easier answering the question. The questions were related to their experience in using Digital Storytelling, their opinion about the web-tool, the difference after they utilize digital to learn and their interest.

There are four steps to do for conducting an interview; the first step is to select interviewees, and the selection of interviewees must be aligned with the stated criteria. This study chose participants to be interviewed because participants experienced learning activities using digital storytelling in a speaking classroom. The second step is to record the interview in its entirety. In conducting this research, interview data fully recorded for analysis purposes. The next step is to write the main idea of the respondent's answer. The final step is to keep the interview going with the questions.

According to Ary et al. (2018), analyzing the interview and data from observation can be separated into four stages: coding, data reduction, data display, and

generating conclusions or interpretation. The next sections go into the details of each stage:

1) Coding

Reading and rereading all of the material and categorizing it by looking for units of meaning-words, phrases, and sentences-is the most common technique for making information easier to understand. The researcher will put all units with the same code together after collecting all data. In summary, the researcher can emphasize the significant data that is related to the research issue by coding all of the data obtained. As a result, the information will be more easily readable.

2) Data Reduction

It is an iterative data reduction procedure. The researcher will summarize, choose the main idea, focus on keywords, and decide on the topic and structure. Important information will not be lost or misconstrued as a result of this. For the aims of the research at hand, data reduction frequently necessitates decisions on whether features of the accumulated data should be emphasized, reduced, or even overlooked.

3) Data Display

It's a way of presenting information in the form of a table or an essay to make it easier to comprehend. It can help the researcher understand what's going on and undertake more analysis or exercise caution based on that understanding. Data display may be incredibly useful in determining why a system is or is not doing properly, as well as what can be done to improve it.

4) Generating Conclusions or Interpretation

To come to a conclusion, the researcher studies all things with the same classification, classifies them into groups, and searches for links between them.

Miles & Huberman (1994) stated that in analyzing the data collection from qualitative data occurs continually and interactively. Three main steps are involved in

the analysis of qualitative data, those are: data reduction, data visualization, and conclusion formulation and validation. In the reduction process, data from the written field notes and transcription were chosen and simplified to concentrate on the topic at hand. The process of sharpening and organizing data through selection, summarization, coding, or paraphrase is known as data reduction. The study's objective was referenced in the data reduction.

After the reduction process, the data were presented in the form of descriptions and charts. Another aspect of data analysis that condenses the information and enables drawing conclusions and study action is display. Data display becomes a crucial method for confirming qualitative data.

The final step of analysis activity also involves conclusions drawing and verification. The conclusion of study was shown by the data collection that was reduced and displayed. The goal of the conclusion was to provide an answer to the statement of the problems in this study.