CHAPTER III

METHODOLOGY

This chapter presents the research methodology and contains information on how this study was conducted. This chapter consists of the research design, setting and context, participants, instrument of the study, data collection, and data analysis.

3.1   Research Design

This study applied qualitative methods as qualitative research uses a natural background to overcome the phenomena that occur by involving various existing approaches to present the data, interpret, validate, indicate, and obtain the intricate details (Cresswell, 2012). A researcher uses a qualitative method with a research design case study in this research. This approach helped researchers to get a unique experience from each EFL student, something new that contributes to meaningful knowledge. The researcher chose a case study to understand each student intensively and understand all matters relating to cases related to emotional EFL students in this study.

3.2   Setting and Context

This study was conducted in the sixth semester of the 2018 academic year in the Teaching English for Young Learners class involving six students in the field of English education at the Islamic State of Southeast Sulawesi, Indonesia. Based on the observation during the course, the researcher found respective group-based learning models. The groups consist of 3-5 students assigned to create video storytelling or video digital language English for teaching English to

young learners, with 5-8 minutes with Indonesian subtitles and containing moral values for young learners aged 6-12 years old.

The teaching is designed to make young learners comfortable, such as giving digital-based English fairy tales so that they can train students' imagination or understanding through stories, sound, writing, and pictures following the storyline that has stored moral value, so storytelling is an important project to teach by EFL student teacher as a teacher candidate.

3.3   Participants

The participants of this study are EFL students who have completed their digital storytelling project in the teaching English for Young Learners (TEYL) class. They have a good mark, so this study focuses on the emotional experiences of EFL students in creating video storytelling. This study involved six EFL students teaching an English for Young learner class in the sixth semester of the 2018 academic year. All of the participants have experience in creating video storytelling with group work. Then, all participants in this study agreed to participate, and their names are fake as follows.

3.3.1 Participant 1 (P1)

Participant 1 grows up in Kendari, Sout East Sulawesi. Her family was hard-working; her father was a car driver, and her mother was a housewife. She spent her school in one of the state schools in her area, majoring in social science in senior high school. She is a dutiful girl to her parent. She is the first child of three siblings, so she must be an example for her young siblings.

Based on information from P1 related to English skills, she needs to improve in speaking and writing, and for speaking skills, she is nervous when

speaking English in front of the class. Meanwhile, her writing and grammar skills could be better. Even though she catches on quickly to her listening skills, she feels difficult when she listens to the speaker quickly.

P1 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team did collaborative learning to finish the task. They used a kine master application to edit digital video storytelling and select topics related to folklore in the YouTube application About Giant. She and the team discussed choice character narration on video Giant, and they prepared tools such as a camera, recording, and pictures they needed. Next, they started to write a script for the Indonesia-related storyline, Giantcharacter and recorded their original English sound to combine in the design application video. She and her team had completed video storytelling in the teaching English for Young Learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.2 Participant 2 (P2)

Participant 2 grows up in Buton Tengah, South East Sulawesi. Her family was hard-working; her father was Fishman, and her mother was an entrepreneur. She spent her school in one of the state schools in Kendari, majoring in religion in one of MAN in Kendari. She liked the English language when entering college at one of the institutes of religion in Kendari. P2 has a future goal to become an English teacher in Buton Tengah.

Based on information from P2 related to English skills, she catches on quickly if a native speaker speaks slowly and clearly. As for speaking skills, she needs to improve with unfamiliar pronunciation, which makes her nervous when speaking English in front of the class and with her friends. Meanwhile, she needs to improve her grammar skills in writing, which makes it challenging to write well.

P2 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team are doing collaborative learning to finish the task. They used a kine master application to edit digital video storytelling and select topics related to folklore in a YouTube application about Arogan Crow. She and the team discussed the choice of character narration for the video Arogan Crow, and they prepared tools such as a camera, recording, and pictures needed. Next, they started to write a script for an Indonesian-related storyline of Arogan Crow's character and recorded their English sound original to combine in a design application video. She and her team had completed a digital storytelling project in the teaching English for young learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.3 Participant 3 (P3)

Participant 3 grows up in Kendari, Sout East Sulawesi. Her family was hard-working; her father and her mother were entrepreneurs. She spent her school in one of the state schools in her area, majoring in natural science. She liked the

English language in Elementary school because she got a teacher who had an exciting and fun teaching method. She wants her English skills to be her teacher.

Each has a difficulty level for her. The first is reading; she experiences difficulties when she finds new vocabulary and also when she finds English sentences or expressions that need to be interpreted as their true meaning. Writing and speaking skills are the same as reading; vocabulary is still her biggest weakness because she is still learning English as her second language, so she still needs to learn vocabulary. Writing is a complex skill for her, not only vocabulary skills but also grammar and ideas for writing in English. She needs

P3 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team did collaborative learning to finish the task. They used a kine master application to edit digital video storytelling and select a topic related to folklore in a YouTube application about The Proud Tree. She and the team discussed the choice of character narration for the video The Proud Tree, and they prepared tools such as a camera, recording, and pictures they needed. Next, they start to write a script for the Indonesia storyline, The Proud character, and record their English sound originals to combine in the design application video. She and her team had completed a digital storytelling project in the teaching English for young learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.4 Participant 4 (P4)

Participant 4 grows up in Kendari, Sout East Sulawesi. Her family was hard-working; her father was the founding president of the Islamic board School in Kendari, Sout East Sulawesi. Her mother was the Principal of Madrasah Aliya (MA). She is the eldest girl and the most loved in his family. She spent her time at one of the Islamic board schools in Kendari, Sout East Sulawesi. She always cared for all her class assignments.

Based on information from P4 related to English skills, she catches on quickly communicating about the English language, and she has good pronunciation and good intonation, which make her more confident and active in class. Still, she needs to improve her reading skills when vocabulary is unfamiliar, which makes her bored with reading.

P4 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners through the lecturer. She and the team are doing collaborative learning to finish the task. They used the Cap cut application to edit digital video storytelling and select a topic related to folklore in a YouTube application about Asal Usul Danau Toba; she and the team discussed the choice of character narration on the video Asal Usul Danau Toba, and they were prepared tools such as a camera, recording, and picture their need. Next, they started to write a script for a related storyline for Asal Usul Danau Toba's character and recorded their original English sounds to combine in the design application video. She and her team had completed a digital storytelling project in the teaching English for young

learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.5 Participant 5 (P5)

Participant 5 grew up in Wakatobi, southeast Sulawesi, Indonesia. Her family was hard-working; her father was a fisherman, and her mother was a housewife. She is the only child in her family. She spent her school in one of the state schools in MAN, one of Wakatobi. She always cared for all her friends and always felt worried when a task was unfinished.

She caught on quickly based on information from P5 related to English skills. However, she needs to improve her reading skills when unfamiliar with vocabulary, which makes her bored reading books or paper. Their speaking and listening skills are intermediate, where she has good pronunciation and intonation and catches on quickly. She is very active in class and also active when doing collaborative learning with the team.

P5 was a sixth-semester student of the 2018 academic year in the TEYL class and programmed the teaching English course. In this part, she had task-based collaborative learning with the team to teach English digital storytelling to the young learners by lecture. She and the team are doing collaborative learning to finish the task. They used the Cap cut application to edit digital video storytelling and select a topic related to folklore in a YouTube application about Asal Usul Danau Toba; she and the team discussed the choice of character narration on the video Asal Usul Danau Toba, and they were prepared tools such as a camera, recording, and picture their need. Next, they started to write a script for a related storyline for Asal Usul Danau Toba's character and recorded their original English

sounds to combine in the design application video. She and her team had completed a digital storytelling project in the teaching English for young learners (TEYL) class, so she had academic and emotional experiences creating a digital storytelling project.

3.3.1 Participant 6 (P6)

Participant 6 grew up in Toronipa, Southeast Sulawesi, Indonesia. Her family was hard-working; his father was a fisherman, and her mother was a housewife. He spent her school in one of the state schools in Madrasah Aliyah, one of Toronipa. He is an intelligent student in his class; many like his character. He is humble and has a good attitude toward others and his parents.

Based on information from P6 related to English skills, he catches on quickly communicating about the English language, and he has good pronunciation and intonation, making him more confident and active in class. Furthermore, other students have the initiative to ask him about the tasks if they need help understanding the instructions from the lecturer. He is an intelligent person and a good person to all his classmates, so he makes other students like him.

P6 was a sixth-semester student of the 2018 academic year in the TEYL class. He was a man in their group and team. Their team was doing collaborative learning to finish the task. They also used a kine master application to design a digital video and select topics related to folklore in the YouTube application about The Proud Tree. He and the team discussed the choice of character distribution for the video, and then they prepared tools such as a camera, recording, and pictures they needed. Next, they start to write a script for the Indonesia storyline, The

Proud Tree character, and record their English sound originals to combine in the design application video. He and his team completed a digital storytelling project in the teaching English for Young Learners (TEYL) class on time to make them happy and proud. He has academic and emotional experiences in his team.

3.4 Instrument of the Study

This study uses two instruments, namely written reflection and semi-structured interviews, to explore the emotional experiences of EFL students in doing digital storytelling projects. Written reflection by Barkhuizen (2014) refers to a template containing several incomplete question sentences and each participant's answer in the blank space. It was carried out using the WhatsApp application because it makes it easier for students to answer questions comfortably and freedom for the emotional experience EFL students have by creating a digital storytelling project. The semi-structured interview to clear students' answers in more detail in written reflection, namely data triangulation or follow-up; Kallio, Pietila, Johnson, and Kangasniemi (2016) stated that semi-structured interviews could be trusted because this instrument has necessary objectivity and trustworthiness and makes the results more reasonable.

3.5 Data Collection

This study collects some steps. The first is reflection. In this section, the researcher makes a template in Google form and then shares it through WhatsApp. In the same situation, the researcher makes a WhatsApp group with six members as participants to get the link and get the answers and information efficiently from participants. Second, the researcher allows participants to finish it in one week.

Third, one of my participants got an unclear answer, so the researcher interviewed to follow up on the data for accurate information.

3.6 Data Analysis

To analyze the data, the researcher used thematic analysis to categorize and classify the emotional experiences of EFL students in creating digital storytelling projects to generate themes. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) from all participants' reflections. (Braun & Clarke, 2017). The research's written reflections consisted of seven Indonesian questions and were analyzed qualitatively in thematic analysis using descriptive coding. The participants' reflection data was coded using six colors. Orange, red, grey, green, pink and blue. The gathered data was transferred into Microsoft Excel to classify the data into three columns, consisting of raw data for the first column, coding, categorization, interpretation, and theme.

Tabl 3.2: Example of Data Coding

Sample of Raw Data	Preliminary Codes	Final Codes
Well, before I create digital storytelling project in TEYL class very conxious, because I and my team group did not have the skill in creating a digital video to finished our project.	when I create digital storytelling project in TEYL class very conxious, because I and my team group did not have the skill in creating a digital video to finished our project.	Before creating DST Negative feeling
However, I tried to avoid my anxiety, I started working on digital projects based on my ability and started looking for short narrative topics and looking for the right application to create digital narratives then, I invited my friends to	I tried to avoid my anxiety, I started working on digital projects based on my ability and started looking for short narrative topics and looking for the right application to create digital narratives then, I invited my friends to	While creating digital storytelling. Enjoyment

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Sample of Raw Data	Preliminary Codes	Final Codes
participate in voice-overs.	participate in voice-overs	
Well, when finished that project in on time I felt very happy and proud because I and my team got good mark in TEYL class and also Iam very happy, because I am getting interested in desaining untill now.	when finished that project in on time I felt very happy and proud because I and my team got good mark in TEYL class and also Iam very happy because I am getting interested in desaining untill now	After creating DST Positive emotions

The themes shown above in the participant data are categorized as negative and positive emotions based on the framework by Hargreaves (2001) and Pekrun (2006): emotional experiences in a workmate in the classroom relationship. Al-Khateeb (2019) and Mirza (2020) related the challenges and benefits of creating and finishing a collaborative digital project

Data were coded using six colors. The yellow color shows the participants' emotions before working on the digital storytelling project, and the red represents their negative emotions before working on the project. Moreover, the grey color shows the participant's emotions while processing the digital storytelling project; the green color represents their positive emotions while processing the digital storytelling project. The next color researcher uses pink to indicate their feelings after working on the project; blue color shows their positive emotions after working on the project. Color coding helps the researcher classify the emotional experiences of EFL students as positive and negative for all participants before, processing, and after creating a digital storytelling project.