

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and the approach used in this research by discussing the methodology and the context in which the research occurs. This chapter begins with a discussion of the research design, a description of the experience of EFL students in making a video project, a justification for selecting participants, restating research questions, a discussion of data collection methods, and data elaboration analysis related to the instrument.

3.1 Research Design

Qualitative research offers an in-depth approach to examining participants' experiences by employing a variety of research methods (Hennink, Hutter & Bailey 2011). This study applied case study as an approach to explore students' experiences when creating a video project for their final assignment in the Teaching English for Young Learners course. The data collection for this study conducted written reflections to gather specific information from the participants based on the research project questions (Gillham, 2000).

3.2 Setting

This study was conducted on recent graduates in 2022 who had completed final project assignments in the Teaching English for Young Learners (TEYL) course during the sixth semester of the 2020/2021 academic year.

The project was one of the assignments given by a lecturer of TEYL class A during the sixth semester, and the lectures were conducted online in 2021. In

the TEYL class, students were instructed to develop the four English skills: listening, speaking, reading, and writing. Despite the lectures being held online due to the COVID-19 pandemic, there was a need for improvement in the learning activities. Various applications, including Zoom, Padlet, and Telegram, were used during the lecture process. As part of their final grade, students were tasked with creating a storytelling video in groups for the TEYL course. Within the TEYL context, students produced video storytelling, and each group was involved in creating videos. The Telegram application was used to facilitate this project assignment, which spanned from June 11 to July 22, 2021. Each student had the responsibility to form a group, list the group's name in the TEYL class group, and simultaneously outline the division of tasks for each group member.

The video-making process involved several stages. Firstly, the group collaborated on scripting and story selection. Subsequently, they practiced acting based on the dialogue, with each member recording their voice both visually and audibly. The final process involved editing, where the recorded videos were combined, and translated tenses, sound/music, and decorations were added to enhance the visual appeal of the videos.

This study focused on the students' experience during the video-making process as part of the project task. Each group was required to consult with the lecturer regarding the storytelling being created to receive feedback.

3.3 Participants Recruitment

The participants were student from class A majoring in English Education for the 2020/2021 academic year. The participants comprised five people, two men and three women, who had completed the Teaching English for Young Learner course in the sixth semester. The recruitment of these participants was chosen based on careful consideration that the study carried out. First, they have completed the TEYL course, and they involved in the making of the final project. Therefore, these participants were recruited because they could provide a lot of information about their experiences while participating in the making of the TEYL course final project.

The study initially focused on analyzing the project assignments of one specific working group to create video storytelling. This group was chosen because, among the five groups, only group 5 utilized visual-audio for their video storytelling, encompassing all aspects of the assessment. Specifically, group 5 employed visual-audio, while the other groups solely used audio. Group 5's storytelling method stood out due to their effective use of multiple characters, varied voices and facial expressions, and deep immersion in their roles. Additionally, their editing process involved adding a visually appealing background, background sound, and translation into Indonesian, making their storytelling videos captivating to watch. Moreover, their videos referenced other groups, and all group members communicated effectively, justifying the selection of group 5 as the participant.

In terms of participant recruitment, the study obtained permission from participants via WhatsApp. Out of the six members of group 5, five agreed to participate in the research. This group comprised two men and three women aged approximately 21-23 years. Moving forward, pseudonyms will be used to refer to the participants. The subsequent descriptions of each participant will provide valuable insights into their experiences and associated benefits. It is important to note that all names used in this study are pseudonyms.

3.3.1 Participant 1 (Ps 1)

Participant 1 (Ps 1) was a 6th-semester student in 2021 and completed her undergraduate studies in 2022. She possesses strong verbal and written communication skills and exhibits a remarkable proficiency in languages. Her dedication is particularly notable in her involvement with language organizations, reflecting her deep interest in linguistic pursuits. Within the academic setting, she actively participates by posing questions and sharing her viewpoints. Furthermore, she demonstrates a keen inclination towards reading and editing. For the video storytelling project, Ps 1 was tasked with the editing responsibilities, involving the compounding of video clips and the addition of background sound, visuals, and translations. This project assignment provided an avenue for honing her editing capabilities.

3.3.2 Participant 2 (Ps 2)

Ps 2, a 6th-semester student in 2021, successfully completed her education in 2022. Since her early years, she has exhibited a strong passion for literature,

particularly novels and storybooks, and has a keen interest in fantasy movies. This enthusiasm has enabled her to acquire an extensive knowledge of fairy tales and legends. When assigned a storytelling task, she enthusiastically applied her expertise in fairy tales, collecting and recommending various stories to her peers. Her vast repertoire of fairy tales greatly facilitated the process of selecting compelling stories for the group.

3.3.3 Participant 3 (Ps 3)

Ps 2, a 6th-semester student in 2021, completed her education in 2022. Since her early years, she has demonstrated a strong passion for literature, particularly novels and storybooks. She has shown a keen interest in fantasy movies. This enthusiasm has enabled her to acquire extensive knowledge of fairy tales and legends. When assigned a storytelling task, she enthusiastically applied her expertise in fairy tales, collecting and recommending various stories to her peers. Her vast repertoire of fairy tales greatly facilitated the easiness of selecting and compelling stories for the group.

3.3.4 Participant 4 (Ps 4)

Ps 4, a sixth-semester student as of 2021, successfully finished his undergraduate program in 2022. He has a keen on history, religion, politics, and law. Known for his disciplined nature, he has expanded his expertise in video storytelling, showcasing his dedication to maintaining high standards in all his pursuits.

3.3.5 Participant 5 (Ps 5)

Ps 5 was a 6th-semester student in 2021 and has completed her program in 2022. She is a smart kid and likes to debate. He is very good at English. She also very easy to memorize vocabulary in English. So, in making this video project, she was challenged to improve his speaking skills. However, she was a child who found acting difficult, so she tried to learn to be more expressive and less monotonous in telling stories.

3.4 Data Collection

The study employed written reflections (Barkhuizen et al., 2013) for data collection, focusing on participants' narrative experiences relevant to the research objectives. Data was collected through a Google form distributed via WhatsApp, aiming to investigate the experiences of EFL students in producing video projects for teaching English to young learners. Thematic analysis (Braun & Clarke, 2006) was utilized for data analysis, involving the evaluation of participants' reflective responses and data coding (Saldaña, 2021) based on identified themes. The analytical process followed steps recommended by , encompassing data collection, preparation, review, coding, theme identification, and documentation of analysis outcomes.

3.5 Instrumentation

In gathering the data, thi study used written reflection as instruments. This study applied written reflection using Google Forms distributed on WhatsApp to elicit EFL students' experience of video project-making in Teaching English for

Young Learner class. Written reflection is a written story template consisting of questions and blank spaces where participants write their responses on Google Forms (Barkhuizen, 2014). Google Forms has shared the reflection sheet. Reflection writing combines storytelling and research using stories as a data collection tool (Barkhuizen et al., 2013). Furthermore, the content of the reflection stories will be analyzed based on qualitative content analysis (Neuendorf, 2002).

3.6 Data Analysis

This study employed thematic analysis to investigate the experiences of EFL students in creating video project assignments for the TEYL course, a widely utilized method for analyzing qualitative data. This choice is consistent with previous research, which also recognizes thematic analysis as a method for identifying qualitative data. In a frame of qualitative research, the study distinguishes between "experiential" and "critical" orientations, with thematic analysis aligning itself with the former. The analytical theories used include enhancing skills, collaborative learning, self-activity, preparation, and video production supported by Puspa (2016), challenges and benefits by (Fitria et al., 2022), and interesting parts of making videos, experiencing difficulties during the video-making process, and new learnings from working on the project by Jung (2021).

Three levels of coding—level 1, level 2, and level 3 (or sequence) codes—were employed in the data analysis procedure. Although there were differences throughout the several iterations, two main strategies were utilized: (1) a coding

reliability strategy and (2) a more qualitative strategy that supported a flexible coding and theme development process. Based on recurring themes in the students' answers, the study looked at the experience data. The steps in this approach are as follows: theme development, coding, and an introduction. Developing interview questions in light of the discovered themes was advised (Guest et al., 2012). Similar themes were responded to with the same color. Red codes were applied to responses according to students' perceptions, and preparations were applied a green code.



Table. 3.2: Example of Data Coding

NO.	Raw Data	Coding	Categorization	Theme & Interpretation	Themes
PS 1	<p>Saya merasa sangat bersemangat ketika mendapatkan tugas video project storytelling. Ada beberapa faktor yang menyebabkan saya sangat bersemangat ketika mendapatkan tugas tersebut, yaitu: 1) Saya memiliki kegemaran untuk mengedit, baik itu foto maupun video, sehingga ketika mendapatkan tugas video project storytelling tersebut saya merasa bahwa saya akan menciptakan hasil yang memuaskan. 2) Teman kelompok saya merupakan orang yang cakap dan ahli pada bidangnya masing-masing, sehingga saya berpikir bahwa saya dan teman kelompok saya akan menciptakan karya yang sangat keren. 3) Fokus dari tugas video project tersebut ialah storytelling, dimana ada banyak hal-hal menarik dalam dunia storytelling, sehingga saya merasa amat bersemangat untuk mengerjakan</p>	<p>Ada beberapa faktor yang menyebabkan saya sangat bersemangat ketika mendapatkan tugas tersebut, yaitu: 1) Saya memiliki kegemaran untuk mengedit, baik itu foto maupun video, sehingga ketika mendapatkan tugas video project storytelling tersebut saya merasa bahwa saya akan menciptakan hasil yang memuaskan. 2) Teman kelompok saya merupakan orang yang cakap dan ahli pada bidangnya masing-masing, sehingga saya berpikir bahwa saya dan teman kelompok saya akan menciptakan karya yang sangat keren. 3) Fokus dari tugas video project tersebut ialah storytelling, dimana ada banyak hal-hal menarik dalam dunia storytelling, sehingga saya merasa</p>	<p>Exited to do video project</p>	<p>Positive Impression: PS 1 Acknowledged, She is very excited when she got the task of making a project video, because she likes to edit photos or videos so she believes that she will produce good work.</p>	<p>Students' Impression of Video Project Making</p>

	tugas video project storytelling tersebut.	amat bersemangat untuk mengerjakan tugas video project storytelling tersebut.			
PS 2	kesan saya terhadap tugas pembuatan video project storytelling; pertama, tentu merasa terbebani karena banyak hal yang harus dipikirkan dalam pembuatan project ini seperti dimana bisa mendapatkan materi yang cocok, judul storytellingnya seperti apa, dan peran yang harus dilakukan seperti apa. kedua, setelah mengetahui bahwa project ini dilakukan secara berkelompok maka beban individual yang tadi menjadi beban kolektif, sehingga terasa lebih ringan; dalam kelompok masing-masing akan dibagi tugas agar bertanggung jawab setiap tugas yang diberikan.	kesan saya terhadap tugas pembuatan video project storytelling; pertama, tentu merasa terbebani karena banyak hal yang harus dipikirkan dalam pembuatan project ini seperti dimana bisa mendapatkan materi yang cocok, judul storytellingnya seperti apa, dan peran yang harus dilakukan seperti apa. kedua, setelah mengetahui bahwa project ini dilakukan secara berkelompok maka beban individual yang tadi menjadi beban kolektif, sehingga terasa lebih ringan; dalam kelompok masing-masing akan dibagi tugas agar bertanggung jawab setiap tugas yang diberikan.	Burdened to do the project	Negative Impression: PS 2 Acknowledged, he feels burdened because he doesn't know what to do to complete the video project taks.	Students' Impression of Video Project Making
PS 3	Langkah yang paling utama yaitu saya dan teman kelompok saya mengumpulkan cerita sebanyak-banyaknya. Setelah itu, kami melihat serta mencocokkan peran yang akan kami perankan dalam video storytelling. Setelah mendapatkan	Langkah yang paling utama yaitu saya dan teman kelompok saya mengumpulkan cerita sebanyak-banyaknya. Setelah itu, kami melihat serta mencocokkan peran yang akan kami perankan dalam video storytelling. Setelah	Story collecting, role matching, character exploration, video recording	PS 1 Acknowledged, she and her group mates discuss to find interesting stories, then divide each role so that they can practice to explore the	Students' Prepared materials of video project making

<p>cerita yang menarik dan pas bagi setiap orang dalam kelompok, kami berlatih mendalami peran yang akan dimainkan. Setelah benar-benar merasa cukup dalam mendalami peran, kami mulai untuk melakukan perekaman video. Perekaman video yang saya dan teman kelompok saya lakukan dilakukan di rumah masing-masing. Kemudian video yang telah kami rekam semua dikirimkan melalui whatsapp grup yang mana akan dilakukan proses pengeditan selanjutnya.</p>	<p>mendapatkan cerita yang menarik dan pas bagi setiap orang dalam kelompok, kami berlatih mendalami peran yang akan dimainkan. Setelah benar-benar merasa cukup dalam mendalami peran, kami mulai untuk melakukan perekaman video.</p>		<p>role.</p>	
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Notes

Red : Students' Impression of Video Project Making

Green : Students' Prepared Materials of Video Project Making

