CHAPTER III

METHODOLOGY

This chapter presents the research methodology which includes the design of the study, setting and context, justification for the participants' selection, the instruments used, techniques of data collection, and data analysis.

3.1 Research Design

A qualitative study design is used in this investigation. A *case study* is a research method used to gain an in-depth, multifaceted understanding of participants' experiences with a specific event or scenario (Creswell & Creswell, 2017). Therefore, the researcher used qualitative case study to investigate EFL students' perceptions of collaborative digital storytelling project in TEYL class. Qualitative research is undertaken to understand people's experiences better and determine their significance (Creswell & Creswell, 2017).

3.2 Setting and Context

This study was conducted in English Education Department at an Islamic higher institution in Southeast Sulawesi. Ten participants in the eighth semester who carried out a digital storytelling project in the TEYL class were involved in the study. In TEYL class, the lecturer gave a final assignment to students, namely, making a digital storytelling project by dividing students into several groups. The media used to discuss assignments is the WhatsApp application. The lecturer instructed each group to find a fairy tale that they are interested in, and then the story text obtained by

each group was translated into English. For the topic of fairy tales, the lecturer asked the students to decide what fairy tales they wanted to tell. After that, students recorded their voices according to the character obtained in the story tales. For voice recorders, students used several applications, such as Recording and Anchor. Then, in editing the digital video storytelling project, various kinds of media are used by students, such as the Kinemaster application, VN video application, and Capcut application. Finally, the results from the recording were combined into one video using Indonesian subtitles and then uploaded on YouTube.

3.2 Participants

This study involved ten fourth-year EFL students of the 2018-2019 academic year at an Islamic higher institution in Southeast Sulawesi. The recruited students have done a digital storytelling project in TEYL classes which have shown videos of digital storytelling projects that have been created collaboratively. This study only involved ten participants because of the twenty-five EFL students who worked on a digital storytelling project collaboratively, only ten students were willing to be interviewed, some students could not be contacted and had many reasons to procrastinate the interview that would be conducted by the researcher.

Table 3.1 Participants' Demographic Profile

Participants	Gender	Age	Devices & App name in making digital storytelling project
1	Male	23	Smartphone, recorder App, Kinemaster App, Youtube
2	Male	22	Smartphone, recorder App, Capcut App and Youtube
3	Female	22	Smartphone, recorder App, Capcut App and Youtube
4	Female	22	Smartphone, recorder App, Inshot App, VN App and Youtube
5	Female	23	Smartphone, Anchor App, Kinemaster App and Youtube
6	Female	22	Smartphone, recorder App, Capcut App and Youtube
7	Female	21	Smartphone, recorder App, Kinemaster App and Youtube
8	Female	22	Smartphone, recorder App, Kinemaster App and Youtube
9	Female	22	Smartphone, recorder App, Inshot App, VN App and Youtube
10	Female	22	Smartphone, recorder App, Inshot App, VN App, and Youtube

3.3 Instrument of the Study

A semi-structured interview is an instrument that was used in this study to collect the data related to the participants' answers that need to be explored. Interviews are the best way to access the thoughts of research participants so that they can reflect on their knowledge, values, preferences, attitudes, and beliefs (Cohen, Manion & Morrison, 2007). Semi-structured interviews were used to find information related to EFL students' perceptions when doing collaborative digital storytelling projects in TEYL class. The interview was conducted by telephone and students answered questions that lead to their perceptions in carrying out of collaborative digital storytelling projects in TEYL class. Regarding this, questions were asked to the participants related to students' perceptions of collaborative digital storytelling projects, students' contribution in making collaborative digital storytelling project videos, the benefits of doing a digital storytelling project, and students' obstacles during collaborative digital storytelling project.

The interview process was recorded to make it easier for the researcher to transcribe the results of the interview. Harrell and Bradley (2009) claim that

interviews can be conducted face-to-face or by telephone, depending on the type of research and the level of access to participants.

3.4 Data Collection

The data was collected through semi-structured interviews. The researcher interviewed ten EFL students who have carried out collaborative digital storytelling projects in TEYL class. The researcher conducted a semi-structured interview by telephone and the interview process was recorded to make it easier for the researcher to transcribe the results of the interview. Participants answered the semi-structured interview using Indonesian to make it easier for them to express their perceptions (Ahmadian, Mansouri, & Ghominejad, 2017).

3. 6 Data Analysis

Interview data were analyzed using thematic analysis. Thematic coding is a way to analyze data to identify patterns or find themes through research data (Braun & Clarke, 2006). The coding is intended to be done so that the process of identifying relevant themes according to the discussion can be easily found. After having a final list of themes, the researcher defined and named each theme to help writing up the analysis of data. Moreover, the willingness to communicate framework, which includes the theory about students perceptions of collaborative digital storytelling projects, students participation in collaborative digital storytelling projects, language learning, and challenges encountered of collaborative digital storytelling project by Dillenbourg's (1999) were used in analyzing the data when categorized the data.

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The data collected from the interview was recapitulated in Excel. When the data had been collected, the researcher analyzed the data by coding and categorizing the data. Interview data was read and coded to find themes related to the student's experience. Creswell (2010) in analyzing data, used the following steps: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper.

Then, for participant's interview data were transferred in Microsoft Excel to classified the data into three columns, consisting of raw data for the first column, preliminary code in the second column, and final code contain interpretation and reviewing themes for the next column. The categorize of the data was using bolding, underlining, and coloring the significant passage (Saldana, 2016).
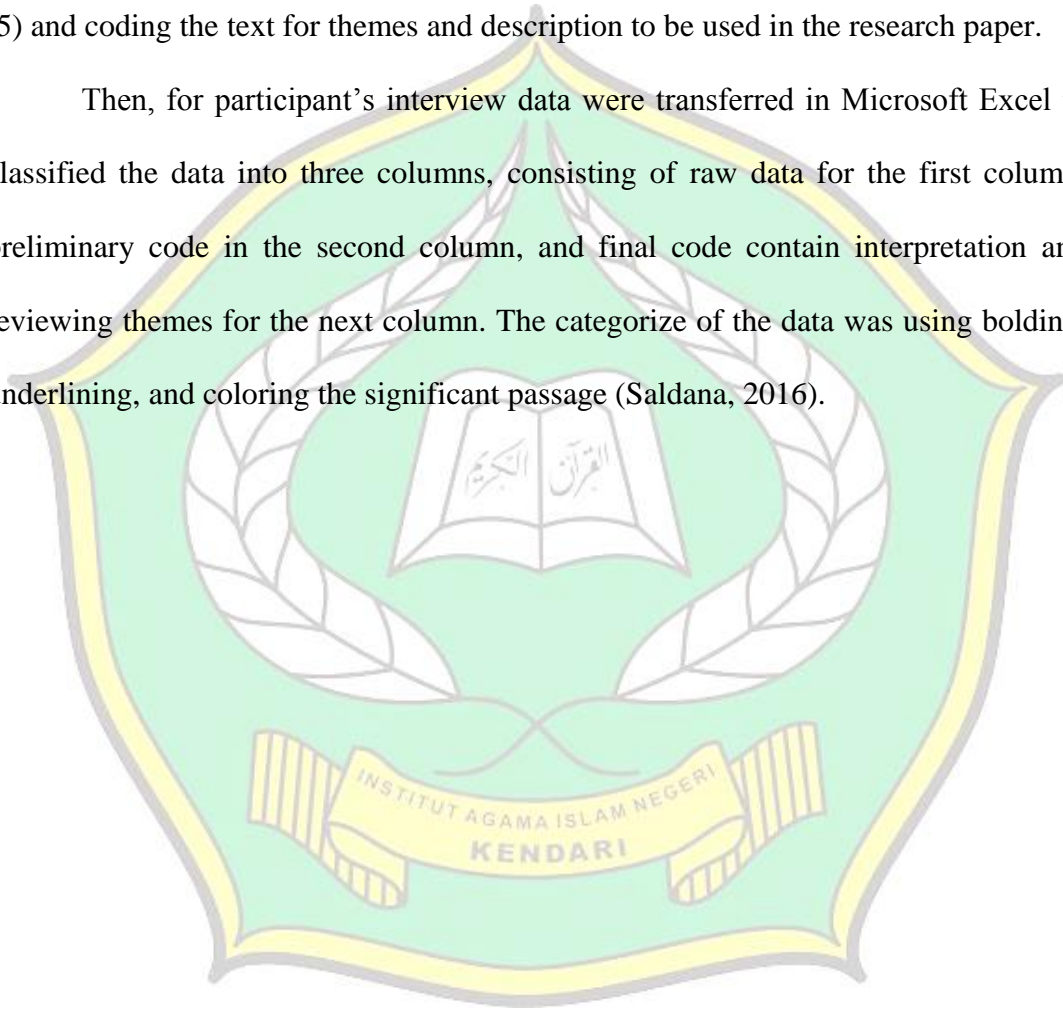
Table 3.2 Sample of data coding

1. Bagaimana pendapat kamu tentang proyek mendongeng digital secara kolaboratif dalam bahasa Inggris?

Raw Data	Coding	Categorization	Theme
Proyek mendongeng digital secara kolaboratif ini bagus karena seperti yang kita ketahui bahwa kolaborasi itu kan pengerjaannya dilakukan secara berkelompok nah ini membantu atau memudahkan kita untuk mengerjakan tugas mendongeng digital. Misalnya yang tadinya masih bingung yang seperti apa itu mendongeng di gital, kita harus memulai mengerjakan tugas ini dari mana, dengan adanya kolaborasi atau kerja kelompok ini kita bisa saling sharing bagaimana cara pembuatan proyek mendongeng digital ini. Kemudian yang tadinya saat kita merekam suara atau dubbing masih ada pronunciation kita yang salah atau belum tepat jadi teman kita yang lebih baik pronunciation nya atau yang lebih mengerti pronunciation mereka dapat membantu untuk mengoreksi bagaimana pronunciation yang benar. Jadi menurut saya pembelajaran kolaboratif sangat bermanfaat karena kita bisa saling bertukar fikiran atau saling sharing dan saling melengkapi.	dengan adanya kolaborasi atau kerja kelompok ini*kita bisa saling sharing*bagaimana cara pembuatan proyek mendongeng digital ini Kemudian yang tadinya*saat kita merekam suara atau dubbing masih ada pronunciation kita yang salah atau belum tepat jadi teman kita yang lebih baik pronunciation nya atau yang lebih mengerti pronunciation mereka dapat membantu untuk mengoreksi bagaimana pronunciation yang benar*. Jadi menurut saya pembelajaran kolaboratif sangat bermanfaat karena *kita bisa saling sharing*.	Admits that with collaboration or teamwork she can share knowladge about how to create digital storytelling project. And she also said that this teamwork really helped her to improve his pronunciation to her group mates who know more about pronunciation. (Exchange idea, Teamwork)	Students' perceptions of collaborative digital storytelling project

2. Seberapa besar kontribusi atau partisipasi anda dalam pembuatan video proyek mendongeng digital secara kolaborative?

Raw Data	Coding	Categorization	Theme
Kontribusi saya dalam melakukan proyek mendongeng digital secara kolaboratif ini, saya rasa saya cukup aktif dalam kegiatan ini, karena tidak hanya mendapat bagian dari merekam suara yang sudah menjadi bagian dari masing-masing teman kelompok. Tetapi saya juga bertugas mengedit video tersebut sekreatif mngkin agar dongeng yang kami buat bisa lebih menarik dan di sukai.	saya rasa saya cukup aktif dalam kegiatan ini, karena tidak hanya mendapat bagian dari *merekam suara yang sudah menjadi bagian dari masing-masing teman kelompok.* Tetapi saya juga *bertugas mengedit video tersebut sekreatif mngkin* agar dongeng yang kami buat bisa lebih menarik dan di sukai.	Quite active in this project, because they not only get a part to record the voices that have become part of each group friend, but also have task of editing the video as creatively as possible so that the stories they make are more interesting and liked by audience (Sense of engagement)	Students Participation of collaborative DST project

3. Apa manfaat yang kamu dapatkan setelah melakukan proyek mendongeng digital?

Raw Data	Coding	Categorization	Theme
Manfaat yang saya dapatkan pertama, dengan membuat proyek mendongeng digital saya bisa meningkatkan pronunciation saya karena mendongeng ini bukan dalam bentuk tulisan saja, sebelumnya kita membuat cerita, kemudian kita membaca ceritanya atau merekam suara kita menggunakan bahasa Inggris jadi manfaat karena teks ceritanya menggunakan bahasa Inggris saya bisa memperbaiki pronunciation saya menjadi benar karena rekaman tersebut dilakukan secara berulang-ulang, selain itu dengan	karena teks ceritanya menggunakan bahasa Inggris saya bisa *memperbaiki pronunciation saya menjadi benar* karena rekaman tersebut dilakukan secara berulang-ulang, selain itu dengan adanya projek ini *dapat melatih speaking saya menjadi lebih baik* lagi dari sebelumnya, kemudian denganmengedit dongeng ini di digital itu bias *menambah wawasan saya terkait pengeditan video dll menggunakan digital*. Skill saya bertambah dan mungkin saya bisa jadi	Digital storytelling project learning has a very good impact because it can improve pronunciation, practice speaking, then with this digital learning can add insight related to video editing and others using digital. (pronunciation, speaking, digital skill)	Language learning, creative thinking

adanya projek ini dapat melatih speaking saya menjadi lebih baik lagi dari sebelumnya, kemudian dengan mengedit dongeng ini di digital itu bisa menambah wawasan saya terkait pengeditan video dll menggunakan digital. Skill saya bertambah dan mungkin saya bisa jadi youtuber jika saya mendalami skill pengeditan ini.	youtuber jika saya mendalami skill pengeditan ini.		

4. Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif?

Raw Data	Coding	Categorization	Theme
Apa kendala yang kamu hadapi selama melakukan proyek mendongeng digital secara kolaboratif. Kendalanya yaitu kami kesulitan untuk berkumpul. Karena tugas mendongeng ini dikerjakan berkelompok dan pada saat itu kita sementara ada kegiatan KKN jadi kumpulnya agak sulit karena kami berjauhan jadi sebelum kami berkumpul kami membuat grub dan mendiskusikan apa-apa yang mau dikerjakan. Kesulitan disini karena kami memiliki banyak pendapat, banyak ide. Banyak pemikiran-pemikiran yang membuat kami sulit untuk menyatukanide untuk menentukan topik cerita yang akan di ceritakan dalam bentuk video digital. Maksudnya menggabungkan mana yang cocok atau pas. Setelah ide saya juga masih harus melakukan rekaman suara berkali-kali sampai mendapatkan hasil yang sesuai.	*Kendalanya yaitu kami kesulitan untuk berkumpul. Karena tugas mendongeng ini dikerjakan berkelompok dan pada saat itu kita sementara ada kegiatan KKN jadi kumpulnya agak sulit karena kami berjauhan* jadi sebelum kami berkumpul kami membuat grub dan mendiskusikan apa-apa yang mau dikerjakan.Kesulitan disini karena kami memiliki banyak pendapat, banyak ide. Banyak pemikiran-pemikiran yang membuat kami *sulit untuk menyatukan ide untuk menentukan topik cerita yang akan di ceritakan dalam bentuk video digital.* Maksudnya menggabungkan mana yang cocok atau pas. Setelah ide saya juga masih *harus melakukan rekaman suara berkali-kali sampai mendapatkan hasil yang sesuai.*	Difficult to assemble. Because this digital storytelling task was carried out collaboratively and at that time they had a community service program (KKN) activity, so the gathering was a bit difficult because their locations were far apart. So they discussed all the tasks through the WhatsApp group. They also have difficulty in putting together ideas to determine the topic of the story that will be told in the form oa a video. Besides that, they still have to do sound recordings over and over again until they get the right results. (**Pedagogical circumstances, Time management, decide the topic, record the voice over narration**)	Challenges encountered of collaborative digital storytelling project