

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains and provides information about the methodology of this research. It consists of detailed descriptions of the research method, research setting, research participant, data collection technique, research data validity, and data analysis technique.

#### A. Research Method

In order to conduct research and provide answers to the research questions, an acceptable methodology had to be chosen. This research aimed to provide answers to the following questions: how digital storytelling is used as an active learning tool to enhance speaking ability, the students' perceptions on digital storytelling, and what challenges they encounter while utilizing digital storytelling in the classroom. This research employs a descriptive qualitative research. The goal of a qualitative researcher, according to Ary et al., is to provide a better understanding of the people, things, events, places, conversations, and so on.<sup>1</sup> Therefore, qualitative research is more complete and often entails a thorough collection of information from a number of sources in order to acquire a deeper insight into specific participants, including their thoughts, opinions, and attitudes.<sup>2</sup>

Additionally, Creswell also explained that a method for exploring and comprehending the significance that individuals or groups attribute to a social or human issue is qualitative research. Emerging questions, methodologies, and the researcher's perception of the relevance of the data are all part of the research process. The structure of the final report is flexible. Those who engage in this type of research promote an approach to research that emphasizes an inductive approach, an emphasis on personal meaning, and the significance of presenting the complexity of a situation.<sup>3</sup> In other words, the primary goal of qualitative research is to describe the

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<sup>1</sup>Donald Ary et al., *Introduction to Research in Education*, Eighth Edi, vol. 4 (Canada: Wadsworth Cengage Learning, 2010), 424, <https://www.pdfdrive.com/introduction-to-research-in-education-8th-edition-e38292456.html>.

<sup>2</sup>Hossein Nassaji, "Qualitative and Descriptive Research: Data Type Versus Data Analysis," *Language Teaching Research* 19, no. 2 (2015): 129, <https://doi.org/10.1177/1362168815572747>.

<sup>3</sup>John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Fourth edi (Thousand Oaks, California: SAGE Publications, 2014), 32.

current situation and to visualize the situation or activity of specific people, events, or others. In line with the explanation, this research applied a descriptive qualitative approach because the research data tended to describe the implementation, students' perceptions, and the challenges that students face while using digital storytelling to enhance their speaking abilities.

## B. Research Setting

The research was conducted in one of an Islamic secondary school in Pati during the second semester of the 2023/2024 academic year. The Islamic secondary school in Pati the place where the researcher conducted research is located on St. Tayu-Jepara, Cluwak district, Pati City, Central Java, Indonesia 59157. Before starting the research, the researcher accomplished the required procedures, such as acquiring a permission letter from the institution. The researcher scheduled a meeting with the teacher and also discussed some problems with the class according to the teacher's experiences. Finally, the research was conducted from March 28<sup>th</sup> to April 28<sup>th</sup>, 2023.

## C. Research Subjects

The subjects in this research were the eighth-grade students from the 2023/2024 academic year. It consists of Thirty-five students. And ten students were selected by the researcher for the interview. The researcher also conducted an interview with an English teacher. In this research, they provide information and data that relate to the research topic. The selection of subjects was carried out using the purposive sampling technique. Purposive sampling is a sampling technique with specific considerations.<sup>4</sup> Hence, the selection process led to the people who were qualified and knowledgeable about the data required.

**Table 3.1 Subjects Demographic Data**

No.	Name	Gender	Position
1.	JR	Female	English Teacher
2.	NAF	Female	Student 1
3.	AMF	Male	Student 2
4.	MS	Female	Student 3
5.	RNS	Male	Student 4
6.	GAPT	Female	Student 5

<sup>4</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 124.

7.	ASR	Male	Student 6
8.	MAS	Female	Student 7
9.	AAA	Male	Student 8
10.	FNM	Female	Student 9
11.	BH	Male	Student 10

#### D. Instrument and Data Collection

The research instrument is an essential component. The researcher can obtain the data through an instrument. This research employs three tools to collect data: an observation, an interview, and documentation to determine how students perceive digital storytelling's contribution to improving their speaking skills. Students' perceptions about the use of digital storytelling were obtained through observation and interview, and documentation was used to record existing data. In order to get the data the researcher needs, data collection in research is necessary.

##### 1. Observation

One of the oldest and most fundamental ways of qualitative research methodology is observation. This strategy entails systematic and relevant data collection using one's senses, particularly looking and listening.<sup>5</sup> Moreover, observation is more than just looking. What people do may differ from what they say; thus, observation offers a reality check.<sup>6</sup> According to Creswell, during a qualitative research project, the researcher commonly conducts observation and uses it to collect information.<sup>7</sup> In this observation, the researcher observed the general condition of one of an Islamic secondary school in Pati, and the learning process especially the implementation of digital storytelling for improving speaking skill.

##### 2. Interview

An interview can be defined as a form to collect information where the researcher seeks to know more about the

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<sup>5</sup>Brigitte Smit and Anthony J. Onwuegbuzie, "Observations in Qualitative Inquiry: When What You See Is Not What You See," *International Journal of Qualitative Methods* 17, no. 1 (2018): 1, <https://doi.org/10.1177/1609406918816766>.

<sup>6</sup>Louis Cohen, Lawrence Manion, and Keith and Morrison, *Research Methods in Education*, Taylor & Francis Group, Eighth edi (New York: Routledge, 2018), 542, <https://www.routledge.com/Research-Methods-in-Education/Cohen-Manion-Morrison/p/book/9781138209886>.

<sup>7</sup>Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 243.

issue from the subject being asked. It was conducted to collect participants' perceptions about the use of digital storytelling to improve their speaking skills. The type of interview employed by the researcher is a semi-structured interview. The semi-structured interview is flexible and enables additional questions to be asked as a response to what the subjects have said.<sup>8</sup> The implementation of a semi-structured interview is depends on how the subject responds to the researcher's questions or topics.<sup>9</sup> The researcher prepared eight questions for the teacher and students. The researcher will use a mobile phone as a tool to record data from the interview. The researcher conducted interviews with ten students based on gender and rank. The five male students and the five female students were taken with high, medium, and low ranks. Participants were interviewed one by one, and the interview was recorded using a mobile phone and conducted in Indonesian to prevent misunderstandings between the researcher and the participants.

### 3. Documentation

Documentation is a technique for collecting data and is used as a complement to the use of observation and interview techniques in this research. The results of an observation or interview will be more trustworthy if they are supported by documents. Existing data and records, including those of the teachers, students, organizational structure and others, are documented.

## E. Research Data Validity

Validity is the primary factor in the development and evaluation of measuring instruments. Historically, validity was defined as the degree to which an instrument measured what it claimed to measure. Current validity theories place more emphasis on how the scores produced by the instrument are interpreted and understood than on the instrument itself.<sup>10</sup> According to Sugiyono, several approaches for validating data are as follows; extention of

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<sup>8</sup>Ruslin et al., "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies," *IOSR Journal of Research & Method in Education* 12, no. 1 (2022): 24, <https://doi.org/10.9790/7388-1201052229>.

<sup>9</sup>Essa Ali R Adhabi and Christina B Lash Anozie, "Literature Review for the Type of Interview in Qualitative Research," *International Journal of Education* 9, no. 3 (2017): 88–89, <https://doi.org/10.5296/ije.v9i3.11483>.

<sup>10</sup>Ary et al., *Introduction to Research in Education*, 4:225.

observation, increasing research persistence, triangulation, negative case analysis, using reference materials, and member checking.<sup>11</sup> Along with it, the researcher used triangulation to ensure the credibility of the data. According to Sugiyono, triangulation in this credibility test is defined as checking data from various sources in various ways. This research used source triangulation and technical triangulation to obtain valid data.

#### 1. Triangulation of Sources

Source triangulation to test the credibility of the data is done by checking the data that has been obtained from several sources. In this research, observation and interview data were used by the researcher.

#### 2. Triangulation Technique

The triangulation technique to test the credibility of the data is done by checking the data against the same source using different techniques. The interview's results have been reviewed along with the provided observation and documentation.

### F. Data Analysis Technique

To analyze the data, the researcher utilized a flow model developed by Miles and Huberman. A flow model consists of three stages: reducing, displaying, and concluding data.<sup>12</sup>

First, the researcher reduced the data without eliminating significant information. This stage is closely related to the process of selecting, focusing, simplifying, abstracting, and transforming the raw data obtained from research results. In this case, the researcher analyzed the observation and the interview results by interpreting the information descriptively. Second, the researcher displayed the data based on the research's findings. The observation and interview results were presented as a narration. Last, the researcher came to a conclusion on the data in light of the research's reduced and analyzed findings. The researcher selected the material from the research findings as being relevant to the research questions.

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<sup>11</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, 363.

<sup>12</sup>Matthew B Miles and A. Michael and Huberman, *Qualitative Data Analysis*, ed. Rebecca Holland, *SAGE Publications*, Second Edi (London: SAGE Publications, 1994), 10, <https://vivauniversity.files.wordpress.com/2013/11/milesandhuberman1994.pdf>.