

CHAPTER 3

RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. The research method, setting, participants, data collection, data analysis, and research timetable were the five components of research procedures that were described.

3.1 Research Design

In this study, the research design employed was qualitative research. A qualitative case study was chosen because it was a research method that allowed for an investigation of a phenomenon in this context, utilizing a variety of data sources. This research approach was being considered since it could explain an event or a discovery in the research, together with numerous data obtained from the field (Yin, 2003). The method used was a descriptive case study. Descriptive case studies were commonly utilized to offer researcher a detailed account of the phenomena under investigation (Yin, 1994). Therefore, a descriptive case study was chosen for this research to describe the experience of learners in making digital storytelling videos as a digital storytelling course assignment.

3.2 Setting and Participants

The research was conducted from July to August 2024 at the Department of English Education, University in Tasikmalaya, Indonesia. In the Department of English Education, there were several elective courses that students could choose from. One of the elective courses was Digital Storytelling Course. Thus, the researcher chose this university as the setting.

In the Digital Storytelling Course, students were given the opportunity to develop their skills in making digital storytelling videos by joining the course. In this course, students who had enrolled and registered were able to participate in learning activities such as discussions, workshops, group discussions, consultations, presentations, digital storytelling creation, and international webinars, were engaged in by the students. In this course, students were divided into several groups to create presentations and digital storytelling

videos. At the end of the course, students were required to conduct a webinar related to the Digital Storytelling application.

The participants in this study were three students from the English Education Department at a university in Tasikmalaya. The participants included two female students and one male Indonesian student, all of whom spoke Indonesian as their mother tongue. The selection criteria included participants aged between 19 and 21 years old who had studied English for at least six years. Participants were recruited based on several considerations: (1) they had enrolled in the Digital Storytelling course, (2) they obtained the highest scores on the digital storytelling video assignment in the course and were recommended by the lecturer, and (3) they agreed to and filled out the consent form. After the participants filled out the consent form, the researcher determined the appropriate schedule to conduct the interview.

3.3 Data Collection

In this report, semi-structured interviews were utilized as a technique to collect data. The use of semi-structured interviews aimed to gather information from key informants who had personal experiences, attitudes, perceptions, and beliefs related to the topic of interest (DeJonckheere & Vaughn, 2019). Semi-structured interviews were employed to gather students' experiences in completing digital storytelling videos as an assignment for a digital storytelling course at a university in Tasikmalaya. The interviews were conducted online, using the zoom application and using voice recordings as a tool. Bahasa Indonesia (L1) was utilized during the interviews to prevent miscommunication and confusion among the participants. Consequently, in conducting semi-structured interviews, the researcher provided fourteen questions adapted from Tsybulsky (2020). These questions were open-ended and could be tailored to elicit more extensive and detailed information regarding the students' experiences in making digital storytelling video. Furthermore, the interviews lasted for 60 minutes, taking into consideration the number of questions and participants. Additionally, the recorded interview data was transcribed for analysis.

In conducting the interview, the researcher adapted techniques in designing interviews from Adams (2015):

1. Selecting participants and arranging interviews

This stage focused on the preparation before conducting the interviews, such as selecting participants who fit the requirements and criteria. Interviews were conducted with three people. The researcher contacted them to schedule an interview time.

2. Drafting questions and the interview guide

The interview questions were adapted from Tsybulsky et al. (2020). There are fourteen main questions related to introspective, social experiences, and cognitive experiences.

3. Starting the interview

At this stage, the first thing was to obtain permission from the participant that the interview was being recorded. Before the interview started, the researcher described the research, including the title, topic focus, and other details. In this process, the researcher recorded the conversations using an Android audio recorder. The interviewer then asked the participant to speak freely.

4. Polishing interview techniques

Offline and online interviews were conducted with the participants' permission and willingness. The interviews began with questions in accordance with the question list.

5. Analysing and reporting a semi-structured interview

In this stage, the researcher checked the results to ensure the accuracy of the data obtained throughout the interviews. Following that, the data was transcribed and translated. The data was analysed using the thematic method.

3.4 Data Analysis

This research used thematic analysis to analyse the data. Thematic analysis offered the possibility of serving as a technique for analysing, organizing, representing, and extracting the key themes within the dataset.

According to Braun & Clarke (2006), there were six steps to thematic analysis, and they were as follows:

1. Familiarizing with the data

In this step, the researcher reread the interview transcripts to familiarize herself with the data. This was done several times while gathering information for significance, themes, or structure.

2. Generating initial codes

After becoming familiar with the data, the researcher continued coding by marking it using various colours. At this stage, the researcher also coded each piece of data, determined if any codes overlapped, and ensured that the coding revealed something important about the data.

Table 3.1 Generating Initial Codes

The experience of making it was certainly a lot. There were processes such as writing stories, creating dialogs, finding songs and pictures that matched the story, looking for applications, and making PPT presentations. That was my experience. (P3: A-1: 05-08-2024)	The procedures of making digital storytelling video
Looking to other groups presentation their animated videos certainly helped me gain new vocabulary. (P3: A-11: 05-08-2024)	Students' vocabulary knowledge
New applications bring new knowledge, such as how to use them, their features, and their advantages and disadvantages. After taking Digital Storytelling course, I learned a lot about various applications that can be used to create digital storytelling. (P2: A-4: 04-08-2024)	Students' technology knowledge
I improved my writing skills through digital storytelling by practicing creativity while crafting stories from short animations. I got used to developing ideas, organizing storylines, and selecting the right diction to convey messages. (P3: A-8: 05-08-2024)	Students' writing knowledge
I think in my presentation, I improved quite a lot in terms of speaking. Presentations in this course were often followed by discussion sessions, which referred to experiences where I needed to practice my	Students' speaking knowledge

ability to recount the process of creation. (P1: A-9: 24-07-2024)	
My listening skills slightly improved by actively paying attention to the other groups digital storytelling video, listening to classmate presentations, and watching various animation tutorials on the internet. (P3: A-11: 05-08-2024)	Students' listening knowledge
In my group, there are some people who do the voice over, then there are also people who do the editing, then there are also people who make s, so the task classification is evenly distributed and for the presentation we all work together. (P1: A-1: 24-07-2024)	Group discussion
For motivation, of course, it's because I don't want to get low grades and because it's a collaborative assignment so I don't want to be a burden to the group members. Also, because the group members are excited to be voiceovers, editors, and PPT makers, it's embarrassing if I'm lazy while the other group members are excited to do the assignment. (P1: A-12: 24-07-2024)	Students' motivation
During the creation process, sometimes I feel nervous that my recording results are less than my group expectations, but if my group have approved my work, I feel satisfied. (P2: A-13: 04-08-2024)	Students' emotion
In the case of personality, because this course was done entirely in groups, I learned to accept other people's opinions, to accept their suggestions, not to be selfish, and not to impose my own opinions. (P1: A-14: 24-07-2024)	Students' personal development

Table 3.2 List of Initial Codes and Their Frequency

No	Initial codes	Total
1	The procedures of making digital storytelling video	3
2	Students' vocabulary knowledge	5
3	Students' technology knowledge	6
4	Students' writing knowledge	3
5	Students' speaking knowledge	5
6	Students' listening knowledge	5
7	Group discussion	12
8	Students' motivation	5
9	Students' emotion	5
10	Students' personal development	3

3. Searching for themes

At this stage, the researcher coded the data and classified it into themes. The researcher sorted the data into potential themes and organized all the data excerpts that were relevant to the identified themes.

Table 3.3 Searching for themes

No	Initial codes	Potential themes
1	The procedures of making digital storytelling video	Experiences in implementing of procedures in making DSV
2	Students' vocabulary knowledge	Building Students' knowledge and skills
3	Students' technology knowledge	
4	Students' listening knowledge	
5	Students' speaking knowledge	
6	Students' writing knowledge	
7	Group discussion	
8	Students' motivation	Psychological experiences
9	Students' emotion	
10	Students' personal development	

4. Reviewing potential themes

At this stage, the researcher determined whether or not the data for each theme formed a pattern in context. Therefore, the researcher reviewed the data that had been coded for each theme.

5. Defining and naming themes

At this stage, the researcher defined and developed the core of each theme for analysis. Then, the researcher began to think of names for each theme. The definition and labelling of the themes were linked to answering the research questions.

Table 3.4 Defining themes

Themes	Definition
Experiences in implementing of procedures in making DSV	The students' experience in implementing of procedures in making digital storytelling videos.
Experiences in Carrying Out the Project through Group Discussion in making DSV	The students' experience in the process of making digital storytelling videos through group discussions.
Building Students' knowledge and skills	The students' experience in building knowledge and skills while making digital storytelling videos.
Psychological experiences	The students' psychological experience during the making of digital storytelling videos.

6. Producing report.

In the last stage, the researcher provided an analysis of the research report. The researcher reported the final analysis to narrate the data findings related to the research questions.

3.5 Steps of the Research

In conducting this research, the researcher carried out several steps to complete the study. The following were the researcher's steps in conducting the research, as shown in the table 3.5.

Table 3.5 Steps of Research

Step	Description
1	The researcher identified and selected phenomena that existed and needed to be researched.

- 2 The researcher explored and developed literature related to the existing research topic and related theories to complement the research.
 - 3 The researcher chose and determined the topic to be researched and stated the research objectives and research questions as the main points which would be found in the research.
 - 4 The researcher began to develop a research proposal, starting from the background, literature review, and research procedures.
 - 5 The researcher conducted a proposal examination and presented the research proposal in front of supervisors and examiners.
 - 6 The researcher collected data from participants using semi-structured interviews.
 - 7 After obtaining data, the researcher transcribed the interviews and analyzed the data using thematic analysis.
 - 8 The researcher reported the result of the thesis.
 - 9 Researcher conducted thesis examinations and presented her thesis in front of supervisors and examiners.
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3.6 Schedule of Study

This study be conducted from October 2023 to June 2024, as shown in table. It was started from the research proposal writing to the thesis examination.

Table 3.6 Schedule of study

No	Description	Oct- Nov 2023	Dec 2023	Jul 2024	Aug 2024	Sept 2024	Oct 2024	Nov 2024	Dec 2024
1	Research Proposal Writing								
2	Research Proposal Examination								
3	Data Collection								
4	Data Analysis								
5	<i>Telaah Komprehensif</i>								
6	Thesis Examination								