## CHAPTER III

**RESEARCH METHOD**

This chapter presents and discusses some aspects of the research methodology. This chapter explains of research approaches, the procedure of collecting data, the procedure of analysis data and participant of the research. The explanation of the each item would be discussed as follows:

## Research Approach

The writer used qualitative research as an approach of the research. According to Creswell (2018) qualitative research is a methods based on "multiple meanings of individual experiences, meanings socially and historically constructed, and with the intent of developing a theory or pattern." Another definition comes from Monique et.al., (2020) who said qualitative research is an approach that allow you to examine people’s experiences in detail by using specific set of research method such as in-depth interview, focus group discussion, observation, content analysis, visual method, and life histories or biographies. The writer used qualitative research because the writer want to observe students' reading skills.

Moreover, Creswell (2018, cited in Billups, 2019) also mention the characteristics of qualitative research, those are natural setting, purposeful sampling, multiple data sources, interpretive experiences, unique perspectives, holistic, emergent design, frameworks, researcher as instrument, and inductive exploration, the explanation are as follow.

1. Natural setting: research is conducted in natural setting, a setting indigenous to the participants. These allow participants to provide their perspective in the same setting where they experience the phenomenon and where it is familiar enough to offset any feeling of isolation or conflict (Creswell 2018, cited in Billups, 2019).
2. Purposeful sampling: participant are selected intentionally, chosen for their capacity to provide detailed information, based on their unique experiences and perspectives (Creswell 2018, cited in Billups, 2019).
3. Multiple data sources: a variety of data sets, accessed from different participant perspective and experiences, are collected and corroborated to provide a holistic picture of an experience or phenomenon (Creswell 2018, cited in Billups, 2019).
4. Interpretive experiences: the nature of qualitative data is interpretive, qualified, and expressive, capture in the words stories, images, artifacts, and behaviours of the participants (Creswell 2018, cited in Billups, 2019).
5. Unique perspectives: the participants’ meaning and interpretations are paramount, and their unique perspective are represented to protect the integrity of their views (Creswell 2018, cited in Billups, 2019).
6. Holistic: extending the complex picture of particular problem and investigate deeply into the views and voices of the participants (Creswell 2018, cited in Billups, 2019).
7. Emergent design: this design process guides the project’s development and should be refined and solidified as the study evolves (Creswell 2018, cited in Billups, 2019).
8. Frameworks: theory can be applied to study in order to develop the research purpose, research questions, instrumentation, or frame the research findings (Creswell 2018, cited in Billups, 2019).
9. Researcher as instrument: the distance between the researcher and the participants in qualitative study is close, interactive, and openly subjective (Creswell 2018, cited in Billups, 2019).
10. Inductive exploration: the study works from the data of specific cases to a more general conclusion (Creswell 2018, cited in Billups, 2019).

## Research Design

The design in this research is Classroom Action Research. The writer conduct classroom action research to find out and study the problem that happened in the teaching and learning process and try to offer a solution to the problem that happened. Burn (2010) stated that classroom action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. Classroom Action research involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts. In action research, a teacher becomes an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it.

Action research implemented to find out the use of digital storytelling as a media in teaching recount text to improve students’ reading skills at the eighth grade students of SMPN 29 Bandung.

There are several concept of classroom action research. The writer use those several concepts that came from Kemmis and McTaggart (1988). The steps of action research according to Kemmis and McTaggart are planning, acting, observation, and reflection.

1. Planning

In this stage, the writer creates plans using digital storytelling to improve the students understanding on recount text. These procedures are outlined in several lesson plans, materials, tests, student observations and documentation in the learning process.

1. Acting

In this stage, the writer try several techniques or procedures that have been formulated at the planning stage. In this research, digital storytelling is use as media to teach recount text in improving students’ reading skills.

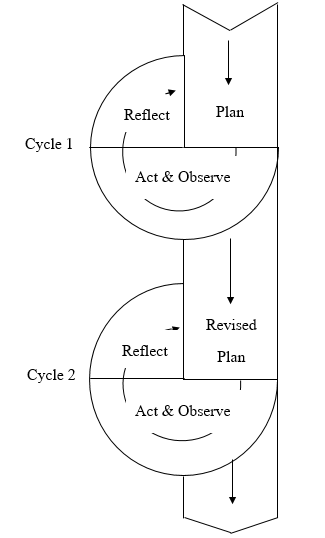
1. Observation

In this stage, the writer observe several activities such as attendant of students, attention’s students to teacher’s explanations, student’s engagement to make question, and the student’s activity in the classroom.

1. Reflection

After the observation process is completed, the writer conducts a reflection to evaluate the teaching and learning process and students' understanding on recount text.

Before starting the research in the classroom, the writer conducted observations as preliminary research. Through observation, the writer tried to obtain information about the conditions and difficulties experienced by students during learning recount text. These basic step (planning, acting, observing and reflecting) are called One Cycle.



**Figure 3.1 (Example of action research cycle propose by Kemmis and McTaggart)**

**(Source: :** <https://www.researchgate.net/figure/Kemmis-and-McTaggart-Cycle-of-Classroom-Action-Research_fig2_352864458>**)**

## Subject of the Research

According to Fraenkel et.al., (2019) sample in a research study is the group on which information is obtained. While the larger group to which one hopes to apply the results is called the population. The population of this study is the eighth grade students in the 2024-2025 academic year. This research is conducted at SMPN 29 Bandung, No.11 A, Jl. Geger Arum, Isola, Kec. Sukasari, Kota Bandung, Jawa Barat. The eighth grade consisted of ten classes in total. While the sample of the research is class 8I which consisted of 35 students. The writer used only one class for the research. This research would be done during the teaching and learning process in school.

In this research, the writer choose convenience sampling as the method of selecting participants. Fraenkel et.al., (2019) mention that convenience sample is a group of individuals who are easy to reach or convenient and available to participate in the study. The writer choose convenience sampling because it is a practical and efficient way to collect data within the limitations of time, and accessibility.

## The Procedure of Collecting Data

The procedure of collecting data is needed to carry out by the writer in order to complete the research and present the results. According to Sugiyono (2019), data collection techniques are the most important step in the research, because the main purpose of research is to obtain data. Djaali (2020) also mention that data collection techniques are a series of activities carried out by the researcher to study and investigate using instruments that are suitable for the problem that the researcher wants to find out.

In this research, the writer used four kinds of procedures to collect the data that are, observation, assessment, questionnaire, and field note. The complete explanation as follows:

1. Observation

Observation is one of the way to collect data. According to Rose et.al.,(2020) observation is the action of watching, recording and, in qualitative approaches, interpreting and reflecting on human activity and behaviour. Billups (2019) also mention that observation is when researcher observer and records the non-verbal and contextual behaviours and interactions of individuals or group in formal or informal settings. In this study, the writer will observe teacher’s activities in using digital storytelling in the classroom. Step in doing the observation: 1) The writer prepare an observation sheet, the observation sheet will be in a checklist form. 2) The writer join the classroom. 3) The writer observe the teaching and learning process. The instrument is enclosed.

1. Assessment

In this study, the writer use assessment to determine the students' reading ability. According to Mousavi (2009, cited in Brown, 2018) assessment is appraising or estimating the level or magnitude of some attribute of a person. The assessment will be in the form of multiple choice questions. The writer will give 25 multiple choice questions. The writer give the students reading comprehension test to find out if the students can understand the digital storytelling video. The comprehension questions are based on the video and the video will be about personal recount text. Assessments will be given to the students in the first meeting and last meeting. Assessment are carry out before and after receiving treatment on the implementation of digital storytelling as a teaching media.

The steps of assessment are: The first step is to give the students pre-assessment before teaching them using Digital storytelling. This assessment is given to check how well the students understand what they read. After giving the assessment, the teacher teach the students to understand the content of recount text by using Digital storytelling. The writer used 3 cycle in this research. The first cycle is conducted in first treatment, the second cycle is conducted in second treatment, and the third cycle is conducted in third treatment. Then, in the last meeting, the writer give post-assessment to the students. The assessment question will be the same as the first meeting to find out if there is any improvement in their scores after implementing digital storytelling. The instrument is enclosed.

1. Questionnaire

In this study, the writer use questionnaire to find out students responses toward digital storytelling as a teaching media. According to Nurdin and Hartati (2019), a questionnaire is a list of written questions used to collect information from people, it can be sent by mail for people to fill out and return, or it can be answered while the researcher is present. The questioner use in this research is close-ended questions, therefore the question will be in checklist form. According to Harrison et.al., (2016) closed questions offer respondents a list of possible answers, which allow the respondents to select one of the answers that best matches their choice. Before the respondent were given a questioner, the writer prepares a list of questions to obtain a general understanding of the topic from the respondent. The writer then print the questionnaire and give it to the respondent. The targets of the questioner are students from junior high schools. The writer use questionnaire sheet as the instrument of collecting data. The questionnaire will be given to the students in the last meeting. The instrument is enclosed.

1. Field Notes

Field notes are the primary instrument used by the writer during observation. According to Rose et.al.,(2020), field notes are a record of information that can be used to respond to research questions. Field note contain detail information taken during the observation, assessment, and questionnaire. The writer write down important note during observing class, assessment and questionnaire. These notes will serve as supporting data during the process of writing this research. The instrument is enclosed.

## Research Instrument

The writer use four research instrument to collect data, those instrument are:

1. Observation sheet

The writer will use observation sheet as an instrument of collecting data. According to Nurdin and Hartati (2019), checklist is one of the instruments in the form of a list containing the subjects and aspects that will be observed. The observation checklist contain several question regarding the teacher’s activities in using digital storytelling in the classroom. The purpose of observation checklist in this study is to analyse the procedure of teaching recount text using digital storytelling in improve students’ critical reading skill. The writer also use observation checklist to find out the procedure of teaching recount text using digital storytelling in improving students’ critical reading skills. The observation checklist is design using “yes” or “no” checklist based on lesson plan. The writer use observation checklist during observation in the classroom.

**Table 3.1**

**Observation Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Activities** | **Yes** | **No** |
| **Pre-Activities** | | | |
| **1.** | Teacher prepared the physical and psychological of students |  |  |
| **2.** | Teacher and students pray together |  |  |
| **3.** | Teacher take attendance of students |  |  |
| **4.** | Teacher state the learning objectives for the day |  |  |
| **Main Activities (Cycle 1)** | | | |
| **1.** | Teacher prepares tools and materials for the teaching and learning process |  |  |
| **2.** | Teacher explained the material about recount text. (Definition, The purpose, Language features, Generic structure, and Example of recount text). |  |  |
| **3.** | Students identified the generic features of recount texts. |  |  |
| **8.** | Students watched a digital storytelling video about personal recount text. |  |  |
| **9.** | Students shared any unfamiliar vocabulary from the video. |  |  |
| **10.** | Students wrote down and shared what they understood from the video. |  |  |
| **11.** | Students worked on the worksheet in pairs. |  |  |
| **12.** | Teacher and students discussed the worksheet together. |  |  |
| **Main Activity (Cycle 2)** | | | |
| **1.** | Teacher reviewed the previous material. |  |  |
| **2.** | Students watched the digital storytelling video about personal recount text. |  |  |
| **3.** | Students shared any unfamiliar vocabulary from the video. |  |  |
| **4.** | Students wrote down and shared what they understood from the video. |  |  |
| **5.** | Students worked on the worksheet independently. |  |  |
| **6.** | Teacher and students discussed the worksheet together. |  |  |
| **7.** | Students watched the digital storytelling video about personal recount text. |  |  |
| **8.** | Students wrote down and shared what they understood from the video. |  |  |
| **9.** | Students watched the digital storytelling video about personal recount text. |  |  |
| **10.** | Students wrote down and shared what they understood from the video. |  |  |
| **Main Activity (Cycle 3)** | | | |
| **1.** | Teacher reviewed the previous material. |  |  |
| **2.** | Students watched the digital storytelling video about personal recount text. |  |  |
| **3.** | Students shared any unfamiliar vocabulary from the video. |  |  |
| **4.** | Students wrote down and shared what they understood from the video. |  |  |
| **5.** | Students worked on the worksheet independently. |  |  |
| **6.** | Teacher and students discussed the worksheet together. |  |  |
| **Post-Activities** | | | |
| **1.** | Students share what they have learned. |  |  |
| **2.** | The students shared the difficulties they had with the assignment. |  |  |
| **3.** | The teacher and students pray together before ending the class. |  |  |

1. Assessment

The writer use assessment to find out whether using of digital storytelling can improve the students ability reading skills. According to Brown (2018), assessment is the ongoing process that involves a comprehensive domain. Fernandez (2020) also mention that the purpose of assessment is to evaluate student learning, track students’ progress, motivates students, categorize students according to their performance. The questions are multiple choice questions. The question consist of 25 questions. In this study, the purpose of the assessment is to allow students to show what they have learned, find out how learning improves over time, and motivate students. The writer uses assessment during the learning process in the classroom.

1. Questionnaire sheet

The writer use questionnaire sheet as an instrument to collect data. According to Taherdoost (2022) questionnaire is an important instrument in a research study to help the researcher collect relevant data regarding the research topic. The questionnaire sheet is in the form of checklist. This questionnaire collects responses from the respondent stating their level of agreement or disagreement using the categories “strongly agree,” “agree,” “disagree,” and “strongly disagree.” These categories are called verbal rating scale. Harrison et.al., (2016) mention that verbal rating scale is to present respondents with a number of statements to which they have to say whether they agree or disagree. The purpose of questionnaire is to analyse thestudents responses in using digital storytelling in improving students’ critical reading skill.The questionnaire will be use in the last meeting.

**Table 3.2**

**Questionnaire sheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Question | Strongly Agree | Agree | disagree | Strongly Disagree |
| 1 | Digital storytelling makes learning recount texts more enjoyable and interesting. |  |  |  |  |
| 2 | The use of digital storytelling helps me to understand the content of recount texts. |  |  |  |  |
| 3 | Digital storytelling encourages me to think more critically about the events presented in recount texts. |  |  |  |  |
| 4 | Digital storytelling makes it easier for me to understand complex messages presented in the recount texts. |  |  |  |  |
| 5 | Digital storytelling helps me to understand the structure recount texts better. |  |  |  |  |
| 6 | Digital storytelling motivate me to participate in class activities. |  |  |  |  |
| 7 | Digital storytelling helps me to remember important events in the story text. |  |  |  |  |
| 8 | I prefer learning recount texts through digital storytelling rather than traditional methods like reading from textbooks. |  |  |  |  |
| 9 | I feel more confident in my reading comprehension skills when using digital storytelling to learn recount texts. |  |  |  |  |
| 10 | I feel digital storytelling helped me to analyse the characters, setting, and plot of the retelling text more effectively. |  |  |  |  |

1. Field notes

The writer use field note as an instrument to collect data. Creswell (2018) mention that field notes consist of the researcher's observations of a setting during data collection, including notes on the context of the data. The purpose of filed note in this research is to write down unexpected events and detailed information. The writer use filed note during observation in the classroom, assessment and during questionnaire.

## The procedure of Analysing Data

The data obtained from the results of the observation, assessment, and questionnaire were analyse to draw conclusions.

1. Observation

In this procedure of analysing data, the writer prepare an observation check list based on lesson plan. The writer observe the class and uses observation checklist. The writer observe closely the students’ engagement, method used by the teacher, and teacher-student interactions during these classes. At the same time, the writer records important information and important events in the field notes. After the writer collect the data, the writer compares teacher and students activities with observation checklist staring from the first meeting to the last meeting

1. Assessment

In this procedure of analysing data, the writer grade the students’ assessment. The students grade gives information about students results on pre-assessment and post-assessment. After the writer gain the students result from pre-assessment and post-assessment, the writer compare pre-assessment and post-assessment to find out if there is any improvement in the score. Finally, the writer write down the result in descriptive form in the research paper.

1. Questionnaire sheet

In this process of analysing the data, the writer use questionnaire sheet to collect the data. The writer start by handing out questionnaire sheet to gather information from the students. After all the data was collected, the writer categorized the responses from each student. The writer categorized the responses into groups based on how strongly the students agreed or disagreed with the proposed questions. These groups are divided into four categories: "strongly agree," "agree," "disagree," and "strongly disagree." The writer then draw conclusions and write the result of the questionnaire in the research paper.

1. Field note

In this procedure of analysing data, the writer carefully takes field notes during observation, assessment, and interview in order to record important information. These field notes function as a primary data to support the data in observation, assessment, and interview. The writer use filed note to help remember important information during observation, assessment, and interview.