

## **Chapter Three**

### **Research Methodology**

This chapter will explain the description of the methodology that the researcher used. A few things that will be discussed in research methodologies such as research design, setting, participants, collection method, collection procedure, and data analysis.

#### **Research Design**

In this research, the researcher decided to use qualitative research. According to Austin and Sutton (2014), Qualitative research methods allow researchers to observe the feelings, thoughts, behaviours, and beliefs of the wider community. The data analysis procedure was based on the descriptive qualitative approach. A descriptive qualitative approach is a comprehensive summary in everyday terms of specific events experienced by a person or group of persons. According to Sandelowski (2000), qualitative descriptive study is a method for directly describing the desired phenomenon. The reason why the researchers used a qualitative descriptive research was that the researcher wanted to get deep information related to student's experiences when using Storybird in the process of learning English in the classroom. Kvale and Brinkmann (as cited in Brandstrom, 2011) argued that "Qualitative research allow people to express their views, expectations, and worries in their own words".

#### **Research Setting**

This study took place at ELED of one Islamic private university in Yogyakarta. First, the reason why the researcher chose this place was because the

facilities in this private university supported the use of Storybird in the classroom. Second, there were specific courses that used technology like Storybird as a tool for learning in the classroom. One of those courses was ICT in language teaching and digital technology in education. Third, access to collect the data was easy. Moreover, it took ten months to complete this research in order to get a clear and maximum result. During that time, it was included in collecting and analyzing data.

### **Research Participants**

The participants of this research were students of ELED class of 2015 in one Islamic private university in Yogyakarta because students class of 2015 had sufficient experiences in using Storybird and easy to contact. It was because if they had used Storybird before, they must have understood how to operate it, what the advantages of Storybird were, and what the challenges in using Storybird according to them were. In this study, the researcher used purposive sampling for sampling techniques. According to Cohen, Marrison, and Mannion (2011), “purposive sampling is used to access knowledgeable people in particular issue”. From that statement, it could be said that the purposive sampling technique was suitable for this research because it concerned with the students' opinions about the use of Storybird in the class.

The participants were selected based on three characteristics. First, the participants were ELED students in that university. Second, the participants had sufficient experiences in using Storybird. Third, the participants were informative students who could discuss and reflect on their knowledge and experiences. Three

participants were going to be interviewed by the researcher to gather information in this research. There were two males and one female around 22 years old who have learned English using Storybird. They already used Storybird for at least one semester. The reason why the researcher had three participants was because with two participants or more, there would be more data that could be obtained. Based on Mason (2010), the more interviews, the more research can be maintained and trusted by researchers. Another reason why the researcher only interviewed three participants was that the answers of the three participants were enough to answer the two research questions in chapter one.

### **Data Collection Method**

The researcher applied the interview as a data collection method in this study. This was done in order to collect adequate and relevant data to address the research objectives of this study. The researcher chose several participants for the interview. The selection of the participants was based on the criteria of the researcher such as the participants were an ELED student in that university, the participants had sufficient experiences, and the participants should be an informative student. Interviewing selected participants was a very important method often used by qualitative researchers. Based on Patton (2002), the researcher used the interview method to find out what was being thought and how participants felt about something. The researcher used standardized open-ended interviews as a type of interview. The researcher used interview guidelines to do the interview and also all the interviewees were asked the same basic questions in the same order. Patton (2002) outlines four types of interview such as interview

guide approaches informal conversational interviews, interview guide approaches, standardized open-ended interviews, and closed quantitative interviews.

Construction of schedule of an interview that the researcher used was open-ended items. Open-ended items are questions that produce answers into several words, sentences, or several paragraphs. Open-ended items also defined by Patton (2002), he said that the researcher asks the questions that are already created to the participants but the answers from the participants are wider and deeper. In this research, the researcher used a direct or indirect form as a question format. Based on Tuckman (as cited in Cohen et al., 2011), direct questions can make respondents careful when giving answers to the researcher. Response mode that the researcher wished the participants would be provided was filling in response and checklist response. He also added list eight kinds of modes such as unstructured, structured, fill in, tabular, ranking, scale, checklist, and categorical response.

### **Data Collection Procedure**

The researcher collected the data by designing the interview guideline. After that, the researcher made an appointment before meeting the participants. The interview conducted with one participant in each meeting. After making a schedule, the participants and the researcher met at a certain place. The researcher used the Indonesian language during the interview. For the interview, the researcher used a pen, note, and an audio recorder. A pen and note were used to rewrite the participants' statements that were not clear enough, to be asked again. An audio recorder was used to record the entire course of the interview to

facilitate the researcher in the next step that was transcribing. The interview was done by interviewing one participant each day. After conducting all the interviews, the researcher did the member checking to confirm the participants' answers.

### **Data Analysis**

As mentioned by Bogdan and Biklen (2007), data analysis in qualitative research is the process of making interview transcripts or observational records systematically to improve understanding of phenomena. The process of analyzing qualitative data mainly involved coding or data categorization.

Before analyzing the data, the researcher had to have collected data from the participants by conducting interviews. After conducting interviews and collecting much data, the next step that was done by the researcher was the transcript of data by writing every word spoken by the interviewee. The name of the interviewee was changed to a pseudonym such as Budi, Jack, and Lisa.

To ensure the validity of the interview data, the researcher did member checking to help improve the accuracy, credibility, validity, and transferability of the study. Member checking was done by giving the interpretation and reporting to members of the sample in order to check the authenticity of the work. Another explanation is that member checking is known as a participant respondent, a technique to test the credibility of the results by returning the data to participants to check the accuracy of the data (Birt, Scott, Cavers, Campbell, & Walter, 2016).

The researcher did the member checking by texting all three participants and making an appointment to meet at a certain place. After that, the researcher

gave the interpretation to the participants in order to check the authenticity of the work. There were few things added by participants as the result of the member checking. As said by Budi, "sometimes I learn about Storybird from YouTube". Another statement from Lisa, she said that "Storybird improves writing skills like it increases the ability to write, so it's like make stories from images like that".

After the validity test, the next step was coding. Data coding plays an important role in the process of data analysis and determines the quality of the abstraction of research data. According to Saldana (2009), coding in qualitative inquiry is a symbolic short word or phrase that determines the existence of psychological facts capturing the essence of facts, and marking psychological attributes that arise from visual data or several language collections.

Saldana (2009) also stated that the result of the whole recording must be transcribed in sentence form as the original results of the interview and observation. There were some steps done in coding: Firstly, the researcher needed to prepare a complete transcript of the interview from the sound recording results into a set of sentences as the original voice from the interview results. After that, the researcher did what is called "verbatim", to convert raw data into text form. To facilitate coding, the researcher usually provides "codes" for each type of data. For example, the researcher had interview transcript data on one subject, so for this data, the researcher could give the code P1, P2, and so on. Secondly, the researcher did fact compaction, namely rearranging the sentence from the subject into a well-arranged sentence and could make the researcher easily understand the meaning that was said by the subject. Fact compaction was done because the

transcripts of the interview results or the words of the subject said verbally were usually the sentence structure which was not formal and was difficult to understand. Therefore, fact compaction was used to make it easier for the researcher to capture the meaning of a sentence spoken by the subject and be converted into formal words, phrases or sentences without changing the meaning. As said by Mahpur (2017), compaction of facts is to reconstruct the subject's sentences into well-organized sentences and can make it easier for researchers to understand the meaning of the participants' answers.

Thirdly, the researcher interpreted the reconstructed sentence. Mahpur (2017) said that interpretation is the conclusion to categorize facts into psychological themes and it must be in line with the facts. Fourthly, the researcher did the collection of similar facts to know the quality of psychological facts that had been obtained from verbatim or interviews. Mahpur (2017) stated that the collection of similar facts helped researchers systematically categorized and ultimately found key themes as material to narrate the data.

Fifthly, the researcher made categorization from non-similar and similar facts to find the key themes. Mahpur (2017) defined categorization as a conclusion of analysis after researchers saw a collection of facts and facts that were interconnected. Lastly, the researcher made concepts and narrating. If the researcher had found a lot of categorization, the researcher could collect systematic categorization and combine related categorizations into a single unity of themes or concepts. After that, a group of categorizations was narrated as research findings or analysis of research results presented thematically.