

CHAPTER III

RESEARCH METHOD

A. Research Design

This study aimed to explore the process of the teacher use digital storytelling in teaching speaking and describe the difficulties faced by the teacher when used digital storytelling in teaching speaking at MTsN 03 Banjarmasin. In short, the researcher examined the teacher used and the difficulties faced by the teacher to provide a more comprehensive understanding of how to use the technique.

Related to the aim of the study, the researcher chose to use the qualitative method with a descriptive research design. Qualitative research, explained by Gratton and Jones (2010), was a kind of research that uses non-numerical data to describe and understand concepts. The concepts are difficult to convert meaningfully into numbers, and the data is in the form of words that have to be interpreted by the researcher. Gratton and Jones (2010) explained that descriptive research describes a particular phenomenon, focusing on the issue of what happened, or how much has happened, rather than why it happened.

This design was also suitable for this research because this research describes the process of the teacher use digital storytelling in teaching speaking and narrates the

difficulties faced by the teacher when used digital storytelling in teaching speaking at MTsN 03 Banjarmasin.

B. Research Setting

The research took a place in MTsN 03 Banjarmasin which is located at Mahligai street km.7 Banjarmasin. The researcher chose this school because this school has the potential to fill the data needed by the researcher to answer the research questions. Basically, every school has the potential, both physical, intellectual, personality, interests, morals, and religion and this school is also accredited A.

C. Participant

The participant of this research is the teacher who teach English lesson at MTsN 03 Banjarmasin that used the digital story telling as the media for teaching and learning process and interviewed the teacher for her difficulties when use digital storytelling in teaching speaking. The researcher's methods for gathering the data included observing the teaching and learning process and interviewing the English teacher.

D. Data

1. Primary Data

The primary data is the data that was collected by the researcher directly. The primary data of this research were the results of observation and interview about the teacher use digital storytelling in teaching speaking and the difficulties faced by the teacher when use digital storytelling in teaching speaking at MTsN 03 Banjarmasin.

2. Secondary Data

The secondary data is the data that the researcher collected to complete the primary data. The secondary data of this research was the task of creating video learning by students who used digital storytelling technique.

E. Techniques of Data Collection

The researcher employed two techniques to gather data (observation and interview). These techniques were further explained as follows:

1. Observation

In this research, passive observation was conducted to see the process of the teacher use digital storytelling in teaching speaking. The researcher adjusted the step of used digital storytelling technique from Syafryadin et al. (2019). The researcher observed in the class. During the observation, the

researcher made a note to write down the teaching and learning process and a checklist of the observation activities.

2. Interview

In this research, the teacher was interviewed about her difficulties when used digital storytelling in teaching speaking. The teacher was asked several questions about her difficulties when used digital storytelling in teaching speaking. The indicators of the difficulties faced by the teacher can be seen from their answers, response, and understanding of the use digital storytelling in teaching speaking. During the interview, the researcher made notes highlighting some crucial points.

According to Aung, Razak, and Nazry (2021) semi-structured interviews are regarded as being more formalized and are also constrained by a predetermined list of questions. It is a combination of a structured and an unstructured interview in which the questions were prepared in advance but may still be changed on the spot. It was chosen because the researcher wanted to create a fun interview activity that would allow the researcher to ask follow-up questions based on the teacher's responses in the interview guide to collect more information.

F. Data Analysis

In this study, the researcher analyzed the data from observation and interviews to answer the research questions. From the observation, the researcher examined how is the teacher use digital storytelling in teaching speaking. Here the researcher adjusted the step of use digital storytelling in teaching speaking from Syafryadin et al. (2019) as the standard. From the interview, the researcher examined her difficulties based on the factors of difficulties that would be asked in the interview section. The researcher also analyzed the interview data based on the indicators of the teacher difficulties that can be seen from her answers, response, and understanding of the use digital storytelling in teaching speaking. The analysis of this research was conducted based on Miles et al, (2014) which is involving three steps: data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

Data condensation was the first step in the analysis of qualitative data. The process of selecting, streamlining, concentrating, abstracting, or transforming data that appears in the body of field notes, interview transcripts, or observation sheets is known as data condensation. Through observation and interviews, the researcher learned how the teachers at MTsN 03 Banjarmasin used digital storytelling to teach speaking. Then, after collecting and condensing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

Data display was the second step in the analysis of qualitative data. A display is an organized, compressed gathering of information that permits conclusion drawing and action. The process of condensing and displaying the data was based on formulating the research question. The formulations of the research questions are: 1) How does the teacher use digital storytelling in teaching speaking?

2) What the difficulties faced by the teacher when using digital storytelling in teaching speaking?

3. Conclusion Drawing/Verification

The process of drawing and verifying conclusions came last in the analysis of qualitative data. The qualitative analyst interpreted what things mean by noting patterns, explanations, causal flows, and propositions from the beginning of the data collection. The conclusion drawn was begun after the data were collected by making a brief conclusion. In other words, it can be said that the conclusion was analyzed continuously and verified the data to get the perfect conclusion about the process of the teacher use digital storytelling in teach speaking and what are the difficulties faced by the teacher when using digital storytelling in teaching speaking at MTsN 03 Banjarmasin.