

CHAPTER III

RESEARCH METHOD

A. Research Design

The case study is research to explain an individual's actions using a single observation or a collection of observations to describe the actions of people; instances made up of individuals, Etc. (John,2007). Individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and industry maturation are just some of the topics that can benefit from the real-world perspective that can be maintained through case studies (Yin, 2014). This research is case study because the uniqueness in implementation task-based language teaching using digital storytelling. More ever the teacher had been using digital storytelling more than six years.

The research procedure was taken by Johnson & Larry Larry Christensen (2014) according to the steps in this case study

1. Establish the broad phenomenon to investigate

This research focuses on the activities of English teachers in implementing TBLT through digital storytelling and the challenges in the

learning process at MTsN 3 Banjarmasin. To recognize this phenomenon, researchers used observation and interviews.

2. Determine research question

- 1) How is Task-based Language Teaching be implemented by teacher through Digital Storytelling in English Learning?
- 2) What are the challenges of using task-based language teaching through digital storytelling in English Learning?

3. Design the study

This study uses a case study as the research design

4. Determine data collection

Since this is a case study, the researcher used classroom observation and in-depth interviews with an English teacher at MTsN 3 Banjarmasin as data collection tools.

5. Analyzed the Data

To analyze the data that has been collected, the researcher applied the three steps of data analysis (Miles, 1992; Hardani et al., 2020): data reduction, data display, and conclusion drawing/verification.

6. Recap the research's Findings

The data was checked again to ensure its correctness and suitability to the research questions and existing conversations. Next, the data is summarized into conclusions, and the researcher prepares a detailed description of the research results.

B. Research Setting

This research was conducted at MTsN 3 Banjarmasin, which is located at Mahligai, Banjarmasin, South Kalimantan. The school was established on November 15th, 1995, and has been accredited since 2019. The researcher chose MTsN 3 Banjarmasin as a research site because English is taught as a compulsory subject, and English teacher there use Digital storytelling media as one of the teaching media in English Learning. This research was conducted at MTsN 3 Banjarmasin for three weeks. It consisted of an observation class for three weeks and an interview on the last day.

C. Subject of the research

Subject in this research is an English teacher at MTsN 03 Banjarmasin. Among the five English teacher at the school, only one teacher who teach using digital storytelling. The teacher has six years of experience using digital storytelling in teaching English.

D. Technique of Data Collection

To obtain the desired data, the researcher uses interviews and observations as data collection techniques.

1. Interview

The interview is a method used to obtain in-depth information utilizing questions and answers between researcher and interviewees. In-depth interviews conducted with English teacher at MtsN 3 Banjarmasin to gather the most information possible for this study. This interview was conducted twice to find out what challenges' teachers face in using Task-Based Language Teaching through Digital Storytelling in English Learning.

2. Observation

Observation is a method of gathering information by documenting occurrences and actions with the aid of the senses, such as sight, hearing, and smell. According to Creswell (2012), further benefits of observation include recording data as it occurs in the environment, seeing behavior in the actual world, and observing individuals who find it challenging to gather data. This research was conducted at MTsN 3 Banjarmasin for three weeks. It consisted of an observation class for three weeks and an interview on the last day.

Table 3.1 Observation schedule

No	Date	Class
1	Monday, 15 April 2024	IX E
2	Tuesday, 16 April 2024	IX D
3	Saturday, 20 April 2024	IX A
4	Monday, 22 April 2024	IX E
5	Tuesday, 23 April 2024	IX D

6	Saturday, 27 April 2024	IX A
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Table 3.2 Interview schedule

No	Date	Time
1	Monday, 4 March 2024	10.00-11.00 am
2	Saturday, 27 April 2024	11.00-12.0 m

E. Research Instrument

To obtain the desired data, the researcher use interviews and observations as data collection techniques. In-depth interviews conducted with an English teacher at MtsN 3 Banjarmasin to gather the most information possible for this study. The observation uses as an open and direct data collection process of people and places in the research area under observation.

F. Data Analysis

Data analysis is the process of looking for information in a methodical manner and comparing information from data collecting tools such as interviews, observation and other materials in order for it to be easy to understand and the results can be shared with others. Hardani et al. (2020) added that data analysis is performed by data organization, defining it in groups, incorporating, and combining models, selecting important models and studying them, and drawing conclusions, so this research is helpful for others.

To analyze the data that has been collected, the researcher apply the three steps of data analysis (Miles, 1992; Hardani et al., 2020): data reduction, data display, and conclusion drawing/verification.

1. Data reduction

The researcher summarizes the data obtained by writing the data needed and discarding unnecessary data from classroom observations and in-depth interviews between researcher and English teacher at MtsN 3 Banjarmasin by categorizing data based on themes and categories.

2. Data display

The data that has been reduced then be displayed in a data display presented in tabular form with basic categories such as the challenge factors faced by teacher when implementing TBLT through digital storytelling so that it is easier for researcher to analyze data quickly

3. Conclusion drawing/verification

In this section, researcher draw temporary conclusions based on the data that has been obtained and displayed.