

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Method**

The research design applied in this present research is a descriptive case study that focuses on describing a phenomenon in the real-life context in which it occurred (Yin, 2003). A descriptive case study is an in-depth study involving one or more phenomena in the real context that reveals the perspectives of the participant who was involved in the phenomenon (Gall et al., 2007). Further, the phenomenon could be a process, event, person, or something that is interesting, while the case is a specific occurrence of the phenomenon. This research is a descriptive case study of Higher Education in Indonesia in order to describe the students' challenges in creating digital stories during digital storytelling class. The phenomenon for this descriptive case study is the digital storytelling class, whereas the students' challenges in creating digital stories become the case which is the particular instance of the phenomenon in the real context (Yin, 2003; Gall et al., 2007). Therefore, this study used descriptive case study in order to describe the students' challenges in creating digital storytelling and the students' way in coping with the challenges during digital storytelling class.

#### **3.2 Focus of the Research**

This research focuses on describing the challenges faced by the students in creating digital stories during digital storytelling class in a higher education in Indonesia, also the way of the students in coping with those challenges. The description was taken from the result of the interview with the students who enrolled in the digital storytelling class.

#### **3.3 Setting and Participants**

This study was conducted in a Higher Education in Tasikmalaya city, Indonesia which provides a digital storytelling course. It aims to disclose

students' challenges and the students' way of coping with the challenges in a course named Digital Storytelling. Digital storytelling course is an introduction to storytelling with media, featuring digital media tools and techniques. In this course, students conceptualize a short story and follow a development process to story delivery in digital format using multimedia elements, such as text, graphics, audio, video, animation, and interactivity. Digital Storytelling demands students with diverse learning styles and can also foster collaboration when students can work in groups and provides value in enhancing the student experience through personal ownership and accomplishment. This course aimed at training students to have the capability in creating digital storytelling including to improve the language skills such as reading, writing, listening, and speaking, further to use digital storytelling as the teaching media to teach language skills including reading, writing, listening, and speaking in their future language classroom.

Moreover, digital storytelling is available in the fifth semester of English Education Department, Faculty of Educational Sciences and Teachers' Training in one of Higher Education in Tasikmalaya, Indonesia. This is an elective course which was set for 16 meetings with various activities and tasks such as reading the articles, finding some applications for making digital storytelling, individual reflections, and publishing images series into youtube.

Digital Storytelling was known as a challenging course by the students since it requires students to have the capability in operating technology. This course demands students to integrate the content of the materials and the use of technology. Even though the students were interested in storytelling, but they were worried to take into the course because of the requirements to use several technology or applications in supporting the digital form of storytelling. Therefore, there were only a few students who decided to take the course. However, students who have enrolled in the course faced several issues that become their challenges during joining the class.

The study was conducted from April to July 2021 to collect and analyze the data. The participants involved in this research are three students of the

academic year 2017 in higher education who have enrolled in a digital storytelling class. Three students who were involved in this research are the students who mostly faced challenges during the class. Before recruited them, the researcher shared a google form with ten students who have enrolled in the class, and they are the representative from each class. Then, the form consists of questions about how they feel challenged in creating digital stories during the class, including whether they faced challenges or not, the percentage of their challenges and their reasons, and types of the challenges they faced. Finally, the researcher took three students who mostly faced challenges during the class to become the participants based on the form given.

### **3.4 Data Collection Technique**

In collecting the data, the researcher collected the data through semi-structured interviews of the participants who have enrolled in digital storytelling classes in higher education in Indonesia. According to Jamshed (2014, p. 87), a semi-structured interview offers the researcher to get an in-depth understanding of the information from the participants by asking several open-ended questions. A semi-structured interview was applied to get an understanding of students' challenges that are usually faced in creating digital storytelling during digital storytelling class. To conduct semi-structured interviews, the researcher created a list of questions as a guideline including the research questions. However, questions were flexible and open-ended questions due to getting the greater information and receiving a deep understanding of the students' challenges in creating digital stories during digital storytelling class. Then, the interview was managed by using L1 to avoid confusion and miscommunication of the participants. It was done through a Whatsapp video call and it was recorded by the audio recorder application to get the data. Further, the data was transcribed to be analyzed.

### 3.5 Data Analysis Technique

In analyzing the data, the researcher used codification and themes that were taken from the students' interview transcripts. The codification and themes were using Thematic Analysis that was proposed by Braun & Clarke (2006). Thematic analysis was applied in order to capture themes from the data set which related to the research question from an investigation, hence the researcher got the summaries of the data. According to Braun and Clarke (2006), there are six phases in thematic analysis:

1) Becoming familiar with the data

In this step, the researcher familiarized the data by reading all the transcripts of the interview repeatedly.

2) Generating initial codes

In this step, the researcher started to organize the data by giving signs to the data into the codes which are related to the aim of the study. The researcher used the coloring method to differentiate each aspect reflected by participants which became the initial codes. Here is the example of interview transcriptions and the initial codes generated from the data.

Table 3.1. Generating Initial Codes

Transcriptions	Initial Codes
R: Yang sering aku pake itu Anytales. Karena menurut aku eee..... dia itu, aplikasinya itu cukup support untuk handphone-handphone yang tidak terlalu canggih, maksud aku untuk sekelas android Samsung yang standar itu masih bisa masuk, eee..... lalu fitur-fiturnya juga lebih menarik dan lebih mudah untuk digunakan,	Application used Explanation of the application used First experience Experience when using the application Steps in creating digital storytelling Duration in creating digital storytelling Dividing time with other tasks Need lots of ideas

Transcriptions	Initial Codes
<p>gitu sih paling. Tidak pernah, karena tau membuat animasi, membuat karakter-karakter seperti itu juga awalnya di kelas digital storytelling, kalo sebelumnya belum pernah terpikirkan untuk bisa membuat seperti itu. Eee..... iya lumayan, karena eee.... setiap aplikasi juga punya karakteristiknya masing-masing, eee..... punya kelebihan dan kekurangannya masing-masing, termasuk kesulitan masing-masing, kesulitannya itu jadi kita itu harus bisa kaya custome eee.... karakter, pergerakan karakternya itu sesuai dengan alur cerita kita, misalnya eee.... kalo dia lagi jalan, kaki nya kan kaya harus eee.... kiri kanannya itu kaya gimana gitu jalannya, apakah lari, apakah jalan biasa, terus tangannya itu apakah diem aja, ataukah mengikuti searah dengan kaki nya, terus ekspresinya gimana, apakah sedih, ekspresinya gembira, ekspresinya ketawa, eee.... nangis, gitu kan, jadi kita harus bisa eee.... menyesuaikan gitu yaa eee..... pembuatan karakter yang ada di story nya itu</p>	<p>Originality</p> <p>Limited specifications of technology used</p> <p>Lack of skill in designing media</p> <p>Technique to connect the stories and media</p> <p>Using the media from other sources</p> <p>Lots of practices</p> <p>Improve understanding of the application used</p> <p>Sharing with friends</p>

Transcriptions	Initial Codes
<p>sama dengan cerita yang kita buat gitu. Terus juga kaya pembuatan eee.... scene nya itu kaya gimana, latarnya, misalnya ada apa aja, misalnya ada rumah, terus eee..... tempatnya dimana, apakah di Padang, atau di perkotaan, itu juga kita harus bisa buat gitu, kalo misalkan ada di template yang udah disediakan sebisa mungkin ya buat sendiri dengan fitur yang udah disediakan disana, misalnya kita eee..... nambahin sendiri manual, nambah-nambahin rumah, nambahin bunga, nambah-nambahin awan, matahari, efeknya misalnya hujan kah, salju kah, ataukah gimana, itu bener-bener bisa harus sekreatif mungkin, harus bener-bener keulik gitu si aplikasi nya itu. Eee..... prosenya itu, pertama-tama bikin dulu ceritanya, mau gimana, kaya nentuin aktor, suasana tempat, dan lain-lain, pokoknya cerita nya aja dulu bikin, nah baru kita masuk ke aplikasi, mau pake aplikasi apa nih yang kira-kira memudahkan kita gitu, contohnya pake Anytales. Eee.... mulai dari masuk, pilih setting</p>	

Transcriptions	Initial Codes
<p>dulu, setting tempat, terus setting suasana, terus masuk ke aktor, kostumisasi aktor, di costumised gitu, mulai dari eee..... apa raut mukanya gimana, ekspresi wajah gitu ya, terus pergerakannya, apakah duduk, lari, jalan, jongkok, kaya gimana gitu, terus gerakan tangan, gerakan kaki, cepat lambat kaya gitu, terus maju-majuinnya kemana, ke depan ke belakang, kaya gitu, terus kita buat scene nya mau berapa scene, tiap scene nya kita itu bikin sendiri gitu, manual, pergerakannya kaya gimana, pokoknya kaya animasi yang biasa diliat aja gitu, diliat di film-film kaya gitu, itu kan perscene ya, nah kita juga buat kaya gitu, cuman ga kaya animasi yang di film, gak sebagus itu gitu kan kita kaya masih amatir kan gitu ceritanya. Kalo itu mah bisa berhari-hari soalnya kan misalnya hari pertama kita eee..... bikin cerita, bikin ceritanya dulu ya, proses bikin ceritanya dulu, terus abis kalo misalnya udah, kan bikin cerita juga gak semudah itu ya. Harus kaya ada awalnya apa, konflik nya</p>	

Transcriptions	Initial Codes
<p>apa, sama terakhirnya. Itu tuh bisa sampai 1 hari, karena kan kita gak fokus disitu aja gitu ya, terus misalnya bikin animasi nya juga bisa 1 hari, eee.... terus nanti abis proses bikin animasi masukin teks-teks, teks-teks ucapan animasinya misalnya suka ada teks gitu kan, terus kaya milih musik per adegan, milih musik peradegan misalnya terus juga eee.... dubbing itu emang perlu waktu. Pokoknya eee.... kan kita 1 aplikasi itu dikasih waktu nya 1 minggu ya, misalnya minggu pertama eee.... presentasi aplikasi 1 nah kan tugas nya itu buat story di aplikasi tersebut kalo gak salah mah gitu. Nah jadi emang kita ya eee.... lumayan. Iya lumayan, soalnya kan eee.... di sela di kuliah lain juga masih banyak, selalu banyak tugas kan jadi bener-bener kaya kita teh harus bener gitu manage waktunya disaat kita punya kegiatan lain tapi juga membuat animasi ini harus selesai. Iya, kreativitas merupakan sebuah tantangan, karena kadang eee.... gimana ya kadang kita bingung ceritanya mau kaya</p>	



Transcriptions	Initial Codes
<p>gimana, jadi stuck kaya bikin ceritanya gitu. Di bagian animasinya sih, soalnya kalo cerita kan tinggal eee.... misalnya kita bisa cari inspirasi dari orang, terus kita modified gitu jadi cerita baru, nah kalo animasi kan kita buat dari awal-awal, bener-bener dari awal gitu, kita ga bisa, ga bisa apa liat inspirasi dari orang lain, tapi kan tetep kita yang buat gitu ya, jadi memang bener-bener itu pure animasinya kita yang bikin. soalnya kan aplikasi yang diajarkan di kelas itu beragam ya, dari mulai yang memerlukan eee.... apa, teknologi yang canggih eee..... kaya laptop, terus handphone juga gak semua aplikasi yang diajarkan juga itu bisa diakses oleh semua handphone, paling itu yang challenging nya Emh.... iya lumayan, karena kadang-kadang ya sulit juga buat animasi yang, buat karakter animasi sama setting yang eee.... appropriate sama cerita. kadang ceritanya udah bagus tapi eee..... kitanya gak bisa support bikin kaya latar kaya gitunya, jadi kan berdampak juga ke ceritanya.</p>	

Transcriptions	Initial Codes
<p>Oh jadi strategi nya itu sambil pas bikin cerita itu sambil dipikirkan lagi gitu eeee.... apa aplikasi yang tepat buat bikin ceritanya itu di aplikasi apa, jadi sambil bikin cerita sambil disesuaikan juga, nanti konsep animasinya gimana, support gak aplikasinya, kaya gitu. jadi paling kita eee..... apa ya namanya itu untuk ngatasinnya itu pake eee.... emoticon yang ada di keyboard handphone dimasukkin kesana, itu paling tantangannya gitu sih Emh..... untuk mengatasi tantangan berkaitan dengan aplikasi nya, sering-sering berlatih, sering-sering mengeksplor aplikasinya gitu. lebih memahami lagi aplikasi-aplikasi yang bisa digunakan untuk membuat cerita.. Eee..... sharing sama temen, banyak-banyak ngumpul ya sama temen gitu, sama temen sekelompok terutama, jadi kita bisa saling kaya eee.... saling belajar satu sama lain,</p>	
<p>E: Eeee.... tentu saja itu menjadi sebuah tantangan karena eeee.... bayangkan saja jika saya</p>	<p>Limited features of the application Duration in learning the application Learning the application used</p>

Transcriptions	Initial Codes
<p>mempunya suatu karakter di dalam cerita saya yang saya inginkan di dalam video tetapi apa daya eeee.... di dalam aplikasi tersebut tidak mempunyai karakter atau tidak bisa karakter itu tidak bisa dimasukkan ke dalam video karena eeee.... aplikasi tersebut tidak mempunyai karakter yang saya inginkan gitu, jadi otomatis ya saya harus redkon dan saya harus menulis ulang cerita gitu. jadi untuk memahami eee.... apa ya untuk memahami aplikasi tersebut pun jujur eee.... Saya menghabiskan waktu berapa ya, 2 minggu untuk 1 aplikasi, yaitu eee.... Protagon itu yang saya gunakan dalam video itu eee.... yang saya share, nah itu saya memahami Protagon eee.... hampir ya hampir 2 minggu lah, Menurut saya sih eee.... tantangan yang paling besar itu yaa memahami eee... tiap-tiap aplikasi nya itu, menurut saya itu yang paling besar, karena memahami suatu aplikasi itu juga membutuhkan waktu yang lama gitu untuk memahami nya juga</p>	<p>Focus on using one application</p> <p>Using easy technology media</p> <p>Following the lecturer's instruction</p> <p>Following every steps in creating digital storytelling</p>

Transcriptions	Initial Codes
<p>memahami aplikasi tersebut gitu. jadi menurut saya tantangan terbesar itu ya pada teknologi nya itu sendiri gitu. Dan untuk mempelajari aplikasinya juga gitu kalo bisa satu-satu aja mempelajari aplikasinya, jadi untuk fokus ke 1 aplikasi. Tantangan yang lainnya seperti eee..... diharuskan menggunakan laptop untuk aplikasi tersebut ya alternatifnya menggunakan handphone saja jadi ya saya ya seadanya aja gitu Eee....</p> <p>oke, first of all, emh..... listen to your lecturer, jadi ya harus benar-bener mendengarkan atau memahami apa yang dosen kalian sampaikan gitu, entah itu emang materi atau penugasan-penugasan, itu harus dengarkan baik-baik dan yang kedua itu ya itu, sikapi, emh.... semua tugas-tugas positively, karena ya emmh..... tugas-tugas yang dosen kalian berikan di kelas itu juga apa ya namanya part of apa ya jadi sebuah bagian dari emh.... guiding you gitu untuk sukses atau benar-bener bisa membuat digital storytelling gitu. Tugas-tugas digital</p>	

Transcriptions	Initial Codes
<p>storytelling itu pasti betahap, pertama pasti menentukan genre, kedua pasti tugasnya untuk membuat cerita, ketiga emh.... misalnya untuk mencari aplikasi apa saja yang bisa digunakan, terus yang keempat, membuat digital storytelling itu sendiri, jadi kalo bisa fokus nya itu ke 1 cerita, misalnya dari tugas genre nih, saya ingin membuat genre ini, yang kedua, bikin cerita, oh saya membuat cerita ini, yang ketiga, mencari aplikasi itu, nah untuk membuat digital storytelling ini kalian kan bisa memakai cerita yang sudah kalian buat atau mengambil dari cerita yang pernah kalian buat dan mengkomplitkan cerita itu.</p>	
<p>N : Kalo aku sendiri sih karena emang suka nontonin short story gitu di youtube, jadi kadang kreativitas itu datangnya dari situ. Kalo mengatasinya seperti yang udah saya jelaskan sebelumnya eee.... saya mengatasi nya itu dengan cara dicicil, jadi ketika ada waktu senggang saya bikin emh....</p>	<p>Watching other stories</p> <p>Time management</p> <p>Learn to use the application with friends</p>

Transcriptions	Initial Codes
<p>story nya, ada waktu senggang lagi  bikin voice over nya, ada waktu  senggang lagi nyicil-nyicil  ngeditnya, seperti itu jadi caranya  itu dengan dicicil. Kalo saya  kemarin dalam mengatasi hal  tersebut eee.... caranya dengan  minta bantuan ke temen yang  emang udah berpengalaman di  bidang tersebut. Jadi saya minta  bantuan eee.... dalam apa ya  menggunakan aplikasi-aplikasi  tersebut. Jadi itu mempermudah</p>	

26 initial codes represented different aspects showed by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.2. List of Initial Codes and Their Frequency

Initial codes	Total
Application used	6
First experience	8
Explanation of the application used	10
Experience when using the application	3
Steps in creating digital storytelling	3
Duration in creating digital storytelling	8
Dividing time with other tasks	3
Originality	3
Need lots of ideas	3
Duration in learning the application	2

Initial codes	Total
Limited features of the application	4
Limited specifications of technology used	3
Learning the application used	1
Lack of skill in designing media	2
Learn to use the application with friends	2
Technique to connect the stories and media	10
Time management	7
Watching other stories	6
Lots of practices	5
Using easy technology media	2
Focus on using one application	3
Following the lecturer's instruction	2
Following every step in creating digital storytelling	1
Using the media from other sources	3
Sharing with friends	4
Improve understanding of the application used	1

### 3) Searching for themes

In this step, the researcher combined the relevant codes into a single theme following the research questions, also refusing the codes which are irrelevant to the themes and research questions.

Table 3.3. Process of Searching for Themes

The use of the application in creating digital storytelling	Creating digital storytelling takes a long time
Application used	Steps in creating digital storytelling
First experience	Duration in creating digital storytelling
Explanation of the application used	

Experience when using the application	Dividing time with other tasks
<b>The use of the application in creating digital storytelling</b>	<b>Creating digital storytelling takes a long time</b>
Limited features of the application	Duration in learning the application
Limited specifications of technology media	
Lack of skill in designing media	
<b>Creativity</b>	<b>Using the easiest technology</b>
Originality	Using easy technology media
Need lots of ideas	Using the media from other sources
	Technique to connect the media and stories
<b>Improving skills</b>	
Lots of practices	
Watching other stories	
Learn to use the application with friends	
Sharing with friends	
Improve understanding of the application used	
Time management	

#### 4) Reviewing themes

In this step, the researcher considered the previous theme which has been done in the third phase. The researcher reviewed the theme to ensure whether the themes were appropriate with the context or not. If not, the



researcher refused or changed those themes until getting the most appropriate themes.

Table 3.4. Reviewing Themes

Categories	Themes
The use of application in creating digital storytelling	Working with the technology
Creating digital storytelling takes a long time	Steps in creating digital storytelling takes a lot of time
Creativity	Creativity in creating digital storytelling
Improving Skills	Improving technological skills Improving time management Improving creativity

#### 5) Defining themes

In this step, the researcher interpreted each theme to be defined as the answer to the research question.

#### 6) Producing the report

It is the last phase in thematic analysis, after the researcher got the main theme, then the researcher created a report on the finding of the research.

### 3.6 Steps of the Research

In conducting this research, the researcher did several steps in order to complete the research successfully. The steps done by the researcher were shown in table 3.5.

Table 3.5 Steps of the Research

Steps	Description
1	Finding a phenomenon or issue in one of Higher Education in Tasikmalaya
2	Searching several journals in accordance with the phenomenon and understanding the journals
3	Identifying the real condition in the phenomenon
4	Deciding a topic to be examined in the research
5	Understanding the journals and finding the gap of the study
6	Starting to write the research proposal, including the background, literature review, and the research procedures
7	Examining the research proposal in front of the supervisors and examiners
8	Starting to collect the data from the participants by doing an interview
9	Analyzing the data from the interview transcript
10	Creating a report on the thesis
11	Examining the thesis in front of the supervisors and examiners

### 3.7 Time and Place of the Research

This research was conducted from January to July 2021 as can be seen in table 3.6. It was started from the research proposal writing until the thesis examination. Then, this research took place at one of Higher Education in Indonesia specifically at Tasikmalaya city which provides the digital storytelling course as the researcher has explained on the part of setting and participant.

Table 3.6. Time of the Research

No	Description	Jan	Feb	Mar	Apr	May	Jun	Jul
		2021						
1	Research proposal writing							
2	Research proposal examination							
3	Data collection							
4	Data analysis							
5	Report							
6	Thesis Examination							