CHAPTER III

METHODOLOGY

1.1. Approach and Type of Research

This research was realized using a qualitative approach framework. Cresweel (in Herdiansyah, 2010: 8) defines qualitative approach as a scientific research process that emphasizes more on aspects of understanding human problems in a social context by creating a comprehensive and complex picture that is presented, reporting detailed views from information sources, and carried out in a natural setting without any intervention from researchers. (Herdiansyah, 2010: 8)

Practically, the application of qualitative research is directed to discuss three things. *First*, the implementation of learners' interaction quality during digital storytelling process. *Second*, the results of learners' interaction quality during digital storytelling process. *Third*, the advantages and disadvantages of learners' interaction quality during the digital storytelling process.

This type of research chooses case study research. A case study is a study that explores a problem in the real world with in-depth data collection, and involves various sources of information and reports descriptively related to the problem under study (Social, 2005).

Operationally, case study research does not only approach phenomena in empirical aspects, but also includes phenomena that do not deviate from the perception, thoughts, wills and beliefs of subjects about something outside the

object (Ma'ruf, 2023: 23). Through case studies, the author tries to explain three things. *First*, the implementation of learners' interaction quality during digital storytelling process carried out by teachers to students during the teaching and learning process. *Second*, the results of learners' interaction quality during digital storytelling process obtained by students after learning takes place. *Third*, evaluate the advantages and disadvantages of learners' interaction quality during the digital storytelling process implemented by teachers and students during the teaching and learning process.

1.2. Research Setting

This study focuses on assessing learners' interaction quality during digital storytelling process. The setting of this research site is MA Al-Aman located in Panyaman village, Solokuro district, Lamongan regency. The subjects chosen as research informants were grade X MA Al-Aman students that is consist of 21 students

1.3. Source of Data and Respondent

1.3.1   Source of Data

Data sources in this study include two categories, namely primary data sources and secondary data sources. Both will be described specifically in the discussion below:

1.   Primary Data Source

Primary data sources are the beginning of obtaining data directly from the source. In this study, the primary data sources were teachers and students of

grade X MA Al-Aman obtained through data collection techniques in the form of interviews, observations, and documentation. The primary data sources obtained from the interview activities focused on exploring the implementation of learners interaction quality during digital storytelling process, the results of the assessment of learners interaction quality during digital storytelling process, and the advantages and disadvantages of learners interaction quality during digital storytelling process. The primary data source obtained from observation activities focuses on exploring the implementation of learners interaction quality during digital storytelling process, as well as the advantages and disadvantages of learners interaction quality during digital storytelling process. The primary data sources obtained from documentation activities focus on exploring the results of the learners interaction quality assessment during the digital storytelling process.

2. **Secondary Data Source**

Secondary data sources are data that have been collected, presented, reported, or compiled by parties other than researchers. These data need to be presented because they have relevance to the focus of the research that the author conducted. In this study, the secondary data is in the form of journals or previous research that is used by researchers as a benchmark in making this research.

1.3.2 Respondent of Research

The subjects selected as informants for this research are grade X students of MA Al-Aman.

1.4. Research Instrument

3.4.1 Interview Instrument

3.4.1.1 Students

The advantages learners' interaction quality during digital storytelling process	1.	Can digital storytelling increase your interaction quality?
	2.	According to you, what are the advantages learners' interaction quality during digital storytelling process
The disadvantages learners' interaction quality during digital storytelling process	1.	According to you, what are the advantages learners' interaction quality during digital storytelling process

3.4.2 Observation Instrument

			Preparation	Execution	Evaluation
The implementation of learners' interaction quality during digital storytelling process	1.	The stages of implementation of digital story telling			

The advantages learners' interaction quality during digital		The advantages of implementation of digital storytelling	**Explanation**				
	1.						

storytelling process						
The disadvantages learners' interaction quality during digital storytelling process	2.	The disadvantages of implementation of digital storytelling				

3.4.3 test Instrument

Focus	Num.	Item	Strongly Disagree	Disagree	Agree	Strongly Agree
			1	2	3	4
The results of learners' interaction quality during digital storytelling process	1.	The implementation of digital storytelling makes students actively participate in the learning process				
	2.	The implementation of digital storytelling makes students interact well each other				
	3.	The implementation of digital storytelling makes students can ask question that encourage other students to explore the learning materials on their own				

	4.	In implementation of digital storytelling makes students are able to ask questions that promote higher order reason				
	5.	During the implementation of digital storytelling, students can facilitate various questions and comment from other students				
	6.	During the implementation of digital storytelling, act as guides for their friends				
	7.	The implementation of digital storytelling makes students posses interaction techniques that prevent boredom				
	8.	The implementation of digital storytelling makes students can resolve conflicts and other personal issues that many arise				

Calculation:

Maximum Score = 4 x 8 = 32

Value = Gain Score: 32 x 100

3.5. Techniques of Data Collection

Some of the data collection procedures that the authors used in this study are:

1. **Interview Method**

   The interview method is a method of obtaining information from the source directly or without intermediaries. The main characteristic of the interview method is the process of collecting data or information through face-to-face directly (without representation) between the questioner (interviewer) and the party asked or answerer (interviewe) (Nurbuko, 2014: 86).

   The interview method in this research focuses on exploring the advantages and disadvantages of learners interaction quality during digital storytelling process.

2. **Observation Method**

   The observation method is a research method by observing directly and systematically recording the object of research, either involving vision (visual), or involving the five senses, such as hearing, touch, smell and so on. This is reinforced by Nasution's statement, that the observation method is the basis of science, as scientists can only work or conduct research based on data, namely (accurate) facts about the world of reality obtained through observation (Sugiyono, 2009: 310).

In implementing the observation method, the author in this case plays a dual role. The first role is as a teacher, while the second role, at the same time as an observer. Such a dual role positions the author as an insider observer, not an outsider. This position necessitates that the observation method used by the author is classified as participant observation.

Participant observation in this research focuses on exploring the implementation of learners interaction quality during digital storytelling process, as well as the advantages and disadvantages of learners interaction quality during digital storytelling process.

3. **Documentation Method**

The documentation method is a form of recording past events, either in the form of writing, images, or monumental works of a person or object of research which has a connection in a study. The form of applicating this method varies and can be taken from many sources, such as records, histories, stories, biographies, regulations, policies and so on.

The documentation method in this research focuses on exploring the results of the assessment of learners interaction quality during the digital storytelling process.

4. **Test Method**

The test is a series of data collection in the form of a student competency test. The competency test here is intended as a test to measure the learners' interaction quality during the digital storytelling process. In this

research, the test technique was carried out in writing.

The application of the test was carried out to focus on examining the results of the learners' interaction quality during the digital storytelling process. The results of the learners' interaction quality during the digital storytelling process will be analyzed using the following formula.

Maximum score = score of answers to X questions

Value = acquisition score: maximum score X 100

The number obtained from the calculation above will show the following results:

No.	Value Range	Predicate	Value
1	86-100	A	Very good
2	71-85	B	Good
3	56-70	C	Enough
4	< 55	D	Not enough

Referring to the calculation above, the overall value criteria can be formulated as follows:

1.600 - 2,100 = A (Very Good)

1.574 – 1.599 = B (Good)

1.050 – 1.574 = C (Enough)

525 – 1.049 = D (Not Enough)

In other words, the overall score gets an A (very good) rating, if the overall score reaches 1.600-2,100. The overall value gets the title B (good), if the overall value reaches 1.0575-1.599. The overall value gets the title C

(Enough), if the overall score reaches 1.050-1.0574. The overall value gets the title D (Not Ennough), if the overall score reaches 525-1,049.

1.6. Techniques of Data Analysis

The essence of data analysis is to describe and process raw data into data that can be interpreted and understood more specifically and recognized in the same scientific perspective, so that the results of good data analysis are appropriate processed data and interpreted the same or relatively the same and not biased or cause different perspectives (Herdiansyah, 2010: 158).

After the required data is collected, the next step is data analysis. It is intended to interpret data and research results. The writing of this thesis, in processing the collected data will use a method that is in accordance with the nature and type of data, namely qualitative data (data that is not in the form of numbers).

For systematic research results, the researcher's step in analyzing data begins with reviewing all available data from various sources, starting from interviews, observations, then documentation data. Data sets from various data collection methods are read and studied, the next is to utilize three components of analysis, namely data reduction, data presentation, and conclusions. The three components of analysis are interactive (Sugiyono, 2009: 247).

The implementation of data analysis used in this research refers to Milles and Hubberman (Prastowo, 2011: 241-251) who divide the stages of data analysis into three stages, namely:

1. Data Reduction

Data reduction is an activity of selecting, simplifying, and transforming rough data that arises from written records in the field, so that it becomes more focused in accordance with the object of research. Data reduction takes place during the research process until the preparation of the final research report. At the data reduction stage, categorization and grouping of data that are more important, meaningful, and relevant to the research objectives are carried out so that conclusions are obtained and verified.

2. **Data Presentation**

Presentation of data a set of information that provides the possibility of drawing conclusions and taking action. The presentation of data in this study is an overall picture of information about the implementation, results, and advantages and disadvantages of learners interaction quality during the digital storytelling process. Data presentation is used by analyzing themes, graphs, matrices, and tables. The presentation of data as mentioned aims to make the data presented more interesting and easier to understand both by the researcher and others.

3. **Conclusion Making**

Conclusion making or verification is a complete configuration activity. After the analysis is done, then the researcher can conclude the problem that has been said by the researcher. From the results of managing and analyzing this data is then given an interpretation of the problem which is finally used by the researcher as a basis for drawing conclusions. Researchers can find correct

conclusions during the study. These conclusions can also be verified during the study. Drawing conclusions is carried out by looking for patterns, themes, relationships, similarities, and things that often arise during the research process.

1.7. Data Validation

Checking the validity of findings is very necessary so that the data produced can be trusted and scientifically accounted for. Checking the validity of findings is a step to reduce errors in the process of obtaining research data which will certainly have an impact on the final results of a study. The validity checking techniques used in this study are:

1. **Research Extention**

   The extension of the study aims to avoid distortions that may occur during data collection (Bungin, 2015: 255). When researchers extend the study, the author will obtain the validity of data about the implementation, results, and advantages and disadvantages of learners interaction quality during the digital storytelling process.

2. **Observation Persistence**

   Observation diligence is carried out so that the data collected from the field is in accordance with the research objectives, and focuses on solving research problems.

3. **Data Triangulation**

In carrying out data triangulation, some of the data triangulation applied by the author are:

a. Data sources triangulation. This triangulation was carried out by searching for data from many informant sources, such as from class X MA Al-Aman English teachers and some class X MA Al-Aman students.

b. Triangulation of data collection methods is carried out using various data collection methods such as observation, interviews, and documentation, then the data that has been collected will be compared between one method and another. Triangulation of this method is done by examining the results of interviews, observations, and documentation related to the implementation, results, and advantages and disadvantages of learners' interaction quality during the digital storytelling process.

c. Theory triangulation is carried out by comparing data obtained from the field, several documents and reference books that discuss the same thing in accordance with the research objectives. This technique is useful for understanding the implementation, results, and advantages and disadvantages of learners' interaction quality during the digital storytelling process