CHAPTER III

METHODOLOGY

This chapter discusses the methodology such as research design of the study, settings and context, participants of the study, instrument, technique of data collection, and followed by technique of data analysis.

3.1 Research Design

This research used a qualitative research method with the aims to know the challenges of EFL students in creating digital teaching media during online service learning. This study attempted to ask students' challenges about creating teaching media in the Covid-19 pandemic. Qualitative research assists researchers to attain the thoughts and feelings of participants and can allow development of an understanding the meaning that ascribed participant' experiences (Sutton & Austin, 2015). Therefore, this qualitative research is used to explain students' challenge of creating teaching media during virtual service learning through in-depth study data collection.

3.2 Setting and Context

This researchas conducted at one of higher education institutions in South East Sulawesi in the seventh semester of English Education Department program. This research described the challenges of EFL students in creating digital teaching media during online service learning. During Covid-19 pandemic, students who carried out the service learning were no longer to meet directly with the

communities or face to face but it was done with online or virtual. Moreover, in the seventh semester in 2020, the beginning of Covid-19 appeared so that all of learning activities had to be done virtually. Thus, the researcher focused on this topic because the students carried out the service learning in the Covid-19 period by creating digital teaching media and uploading it to applications such as YouTube, Facebook, Instagram, etc.

3.3 Participants

The researcher recruited the participants since they have conducted the community service learning from home (KKN-DR) and used digital media for a month amidst the Covid-19 pandemic. The participants involved three female students of seventh semester at English Education Department, at one of higher education institutions in South East Sulawesi. They are around 21 to 22 years old. In addition, the participants are members of the online service learning from home with the same field supervisor. They also worked together in conducting online service learning (OSL) program in the time of Covid-19 pandemic with the guidance of field supervisor in personally or collaboratively.

Table 3.1 Participant profiles of OSL program and their content uploaded

No.	Participant	Gender	Age	Semester	Total Teaching Video Uploaded
1.	Participant 1	Female	21	7	8
2.	Participant 2	Female	22	7	6
3.	Participant 3	Female	21	7	5

These participants are recruited because they can give rich information about their involvement/engagement with using digital technologies when they were making teaching program in the implementation of their online/virtual servicelearning activities such as studies of English language learning, religious education, how to protect self from Covid-19 and others learning. However, this study only focused on their contents about teaching. This following is profiles of each participant, the content their produced, and their responses while creating their content.

3.3.1 Participant 1

The first participant produced eight teaching videos, including: *6 Idiom Menarik dalam Bahasa Inggris, Common Mistakes dalam Bahasa Inggris, Nama-Nama Buah dalam Bahasa Thailand Ternyata Mirip Bahasa Indonesia, Phrasal Verb with Come, British vs. American English Vocabularies, Acronyms in English, 7 Kosa Kata Mengenai Virus Korona dalam Bahasa Indonesia, Inggris, dan Thailand,* and *Social Distancing Greetings*. All of the videos she produced were collaboration videos with her friends when they were conducting the online service learning. The videos were around 1-4 minutes which were uploaded on two platforms, namely YouTube and Facebook. Menawhile, Participant1's responses when they were asked to create digital teaching media was:

> "My response when we were asked to create a digital teaching media
> was that I wasn't too surprised. This was because we had been trained
> while still studying Grammar Course in first to third semester. We had

been trained such as making media, making videos, teaching, and then

uploading them on YouTube, so I already had the basics. I didn't feel

that this was a new thing. But my response was excited and happy of

coursebecause I already had the skills and I was not too confused

because there was already an idea, there was already experience in the

previous Grammar Course. And there was also an idea of what and

how the plan would be done" [Participant 1]

Table 3.2 Participant1'svideo of digital teaching media during OSL

No	Video created	Individual/ Collaborative	Duration	Upload Platform	Link Video
1	6 Idiom Menarik dalam Bahasa Inggris	Collaborative	4:01	Youtube, Facebook	https://youtu.be/ Y3ez1Aj4Hwk
2	Common Mistakes dalam Bahasa Inggris	Collaborative	1:48	Youtube	https://youtu.be/ WBxCKN5aC0g
3	Nama-Nama Buah dalam Bahasa Thailand Ternyata Mirip Bahasa Indonesia	Collaborative	1:38	Youtube, Facebook	https://youtu.be/l cfq3Qhbh8o
4	Phrasal Verb with Come	Collaborative	4:01	Youtube, Facebook	https://youtu.be/ b6Kwby0soAg
5	British vs. American English Vocabularies	Collaborative	2:47	Youtube, Facebook	https://youtu.be/ oTzfvcWEZJM
6	Acronyms in English	Collaborative	4:23	Youtube, Facebook	https://youtu.be/z cWudnP82Ik
7	7 Kosa Kata Mengenai Virus Korona dalamBahasa Indonesia, Inggris, dan Thailand	Collaborative	2:29	Youtube	https://youtu.be/z cWudnP82Ik
8	Social Distancing Greetings	Collaborative	1:04	Youtube	https://youtu.be/ uUiNUGdIrik

Participant 1 created her videos by sharing ideas with her collaborator

friends. Table 3.2 shows thatParticipant 1 had eight videos and it all she made

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bycollaborating with her friends, not by herself. There are several videos she made individually, but it was not teaching video while this research only focused on the teaching videos, so it was not included in the list above.

3.3.2 Participant 2

Participant 2 createdsix teaching videos with the titles:*3 Commons Mistakes dalam Bahasa Inggris, Phrasal Verb with Come, Acronyms in English, 7 Kosa Kata Mengenai Virus Corona dalam Bahasa Indonesia, Inggris, dan Thailand, Kata Kerja Versi 6 Bahasa,* and*Social Distancing Greetings*. Same as the participant 1, all of the videos she produced were also collaboration videos which were 1-4 minutes and then uploaded on YouTube and Facebook. Several videos that Participant 2 created were collaborating with Participant 1, so there were many the data that similar between the two of them. Meanwhile, Participant 2's responses when creating digital teaching media during online service learning was that:

> "The first time I knew that we were going to make some kind of project using digital technology and created teaching media, I felt very interested and challenged.That was because I felt we were being given a challenge to complete well, we are also required to take more action. In addition, with this program, I could learn academically, I also could get non-academic ones, such as the use of technology, how to edit and how to be creative. What's more interesting was that we could collaborate with our friends" [Participant 2]

Table 3.3 Participant 2's video of digital teaching media during OSL

No	Video created	Individual/ Collaborative	Duration	Upload Platform	Link Video
1	3 Commons Mistakes dalam Bahasa Inggris	Collaborative	1:48	Youtube, Facebook	https://youtu.be/WBxCKN5aC0g
2	Phrasal Verb with Come	Collaborative	1:38	Youtube	https://youtu.be/b6Kwby0soAg
3	Acronyms in English	Collaborative	4:23	Youtube	https://youtu.be/deMVoai3A2E
4	7 Kosa Kata Mengenai Virus Corona dalam Bahasa Indonesia, Inggris, dan Thailand	Collaborative	2:29	Youtube	https://youtu.be/zcWudnP82Ik
5	Kata Kerja Versi 6 Bahasa	Collaborative	1:18	Youtube	https://youtu.be/6MszpMwYekY
6	Social Distancing Greetings	Collaborative	1:04	Youtube	https://youtu.be/uUiNUGdIrik

Not different from Participant 1, Participant 2 also produced her videos by collaborating with her friends. However, she made less teaching videos and several videos individually but unfortunately it was not about teaching.

3.3.3 Participant 3

Different from the other two participants, Participant 3 produced only five teaching video: *Common English Slang Words, The Other Ways to Express "very", 10 Mispronounced English Words, 5 Better Ways to Say "very angry",* and *Let's Correct Broken English*. She had three individual videos and two collaborative videos. The videos she created were over 0-2 minutes and uploaded on YouTube. Moreover, her response when asked to create digital teaching media during online service learning was that:

"My response when I was asked to make digital teaching media during online service learning, it seemed that I felt a little disappointed because previously all of our seniors carried out the service learning outside the city or outside our temporary area, and we could only stay at home. So, actually I also had doubts about making this digital teaching media, I was a bit afraid and embarrassed because we were not used to this kind of situation, of course this was a challenge for us, we had to show our face in the video we made and that would be watch by many people. So, my response, I felt a bit scared and also challenged because this we were going to do for a month" [Participant 3]

Table 3.4 Participant 3's video of digital teaching media during OSL

No	Video created	Individual/ Collaborative	Duration	Upload Platform	Link Video
1	Common English Slang Words	Collaborative	1:31	Youtube	https://youtu.be/3eZjksu5Hfo
2	The other ways to express VERY	Individual	2:00	Youtube	https://youtu.be/eMZi12ECYI0
3	10 Mispronounced English Words	Collaborative	2:05	Youtube	https://youtu.be/24ietC1XW4I
4	5 better ways to say "VERY ANGRY"	Individual	2:18	Youtube	https://youtu.be/v8MrtpK2Z1I
5	Let's Correct Broken English	Individual	0:28	Youtube	https://youtube.com/shorts/jv_jOOU9a6A?feature=share

3.4 Instruments of Study

The data for this study were collected using one instrument, namely video-stimulated recall.

3.4.1 Stimulated Recall

The instrument used in this study was stimulated recall. Typically, this technique involves the use of an audio recording or video recording, which can then be used to help the subject remember the process of an event at a specific time (Calderhead, 1981). Stimulated recall was an introspective approach to research participants in which they were invited to recall their memories when they were asked to view their video sequences (Lyle, 2003). Stimulated recall techniques gave participants the opportunity to watch themselves' action as a means to help them remember their thoughts about the events that took place (Dempsey, 2010). This methodological approached to stimulated memory was very good, with a purpose provides implications for practitioners and suggestions for the future research (Cohen & Crabtree, 2008)

Mackey and Gass (2005) explained that in obtaining students' thinking and strategies, researchers could encourage them to remember and report the thoughts they remembered while doing assignments or participating in learning activities in various programs. Therefore, in this instrument the researcher used video-based stimulated recall to stimulate students' memory so that they could recall what they had seen and then described it, along with what they felt. In this case, for example, participants were shown videos they had made while they were doing online service learning. How they created teaching media, with video-based stimulated recall, they could see themselves. They recalled how they felt when creating digital teaching media, what and how the challenges they faced, even what

theirmotivations and how they made the media interesting. The participants could describe what they experienced after watching their own work.

3.5 Technique of Data Collection

To get the data about the EFL students' challenges in creating digital learning media during online service learning, there were several implementation procedures that researchers use. Furthermore, researchers used video-based stimulated recall in data collection. According to the researcher, video-based stimulated recall was the right instrument to explore the challenges of EFL students in creating digital learning media during online service learning.

3.5.1 Steps to Create Digital Teaching Media during Online Service Learning

During the Covid-19 pandemic, most students athigher education institution in South East Sulawesi who carried out service learning must did it virtually, unless the students in a Covid-19 safe zone but it was emphasized that all students continued to do it virtually and stayed at home. In the Department of English Education, most students made creative videos with different topics such as teaching videos such associal distancing greetings, common mistakes in English, British vs. American English vocabularies, name of fruits inthai language, and others which they could then upload on social networks such as YouTube, Facebook, etc. Students could also collaborate with their friends in making digital learning media.

The steps that must to be taken were: first, students had to determine the concept or what kind of theme they made for the virtual community. The concept

or work programs could vary, such as learning English or also about how to protect ourselves from the Covid-19 virus.

Second, after determining the theme, students discussed it with their friends (if itwas done collaboratively). Then students divided their roles such as what tasks they would play in making the collaboration video. After that, they did shoot or recorded their video together. After recording, the students then had to divide up their tasks to edit the video so that the video editing would be easier and it would be more creative. However, if the video was only done individually, then the students wereno longer need to discuss it but would only by learn the theme and then recorded the video. After that, the student needed to edit the video.

Third, after editing the video, the students consulted to their supervisor first. After the video was approved by the supervisor, then they could upload it on YouTube or in the othersocial media like Facebook and Instagram.

3.5.2 Stimulated Recall Interview

At this stage, the researcher needed to know EFL students' challenges in creating digital teaching media during online service learning. First, the researcher determined who would be the participants of this study. Then, the researcher created Whatsapp group for all participants who were ready to be researched. Then, the researcher provided information about when to meet and conduct interviews to the participants through the available Whatsapp group. There were four questions in the interview that had been given to the participants of the

interview stimulated recall, and students answered these questions based on their experiences.

3.6 Technique of Data Analysis

This study aims to obtain the data about EFL students' challenges in creating digital teaching media during online service learning. Data from video-based stimulated recall interviews was analyzed by taking the steps of qualitative data analysis proposed by Creswell (2016), which involved three procedures: collected, analyzed, and interpreted. In particular, the data from the video-based stimulated recall interview were analyzed by first transcribing the recorded data and then grouping them based on predetermined research questions. After that, the researcher coded the results of the stimulated recall interviews of students to collect data. After the data is completely analyzed, the final conclusions emerged. Encoding is not the totality of data analysis; however, this is a method for organizing data in order to draw clearer conclusions so that it becomes a complete study. Types of coding data are used to create descriptions used in research papers.

In coding, there are many kinds of coding in qualitative research but in this study the researcher used thematic coding (thematic analysis). Thematic coding is a way of analyzing data to identify patterns or find themes through data that has been collected by researchers (Braun & Clarke, 2008). The results of the stimulated recall interviews of students were categorized based on the theme determined by the researcher. The theme raised is about EFL students' challenges in creating digital teaching media during online service learning.If the researcher

gets several challenges, then the researcher categorized them as coding themes in analyzing the data. The sample data code is as follows:

Table 3.5 Example of data coding

PST	Q¹ (Bagaimana tanggapan awal anda ketika diminta membuat media pengajaran digital pada saat mengikuti KKN online?)	Select Coding	Theme
P1	"My response when we were asked to create a digital teaching media was that I wasn't too surprised. This was because we had been trained while still studying Grammar Course in first to third semester. We had been trained such as making media, making videos, teaching, and then uploading them on YouTube, so I already had the basics. I didn't feel that this was a new thing. But my response was excited and happy of course because I already had the skills and I'm not too confused because there was already an idea, there was already experience in the previous Grammar Course. And there was also an idea of what and how the plan would be done"	excited and happy	I. excited; II. happy
	Q² (Hal apakah yang paling menantang kemampuan anda ketika membuat media pengajaran digital?)		
P1	**Video 1: 6 Idiom Menarik dalam Bahasa Inggris** "The most challenging thing in making this first video was that I still confused what I had to do, like what and how my ideas for my content because I really wanted to create interesting learning media. And when I got it, I wondered what the design for my video would be like, and then I also had to look for a good template for the opening in the video. Besides that, mastering the material becomes the biggest challenge, we had to cut it into pieces and repeatedly took the video until it was really maximal. The editing part also has a lot of challenges. First, I had to find a good application for editing, made interesting text, interesting animations, because I was still a bit new and not very good at editing, so I had to look for references related t to make interesting video. And then during the	Video1 Explore ideas, good template, mastering the material, had to find good application, made interesting text, interesting animations, self-consultation to supervisor.	1. Planning 2. Learning material 3. Editing 4. Less in acting 5. Teamwork 6. Convenient Place

	consultation to the supervisor, I was the one who consulted and revised it because I was doing the editing at the beginning so I had to finish the revision process. If it was done by my collaborating friend, I was afraid there would be a difference"		
P3	**Video 5: The other ways to express VERY** "The thing that challenged me in making this video was that when I took the first video sometimes I mispronounced some English words. In addition when I took a video, there are a lot of distractions like my nephew, my sister, who were always noisy so I couldn't focus. I mean, when I made a video, my environment should also be calm and undisturbed. Moreover, this was a video that only used my voice, in this case it was only a voice recording, so I need an environment that was free of noises and no clutter so that I could focus more.	**Video4** Mispronounced some English words, there are a lot of distraction, need a calm and undisturbed place	
	Q^3 (Jelaskan bagaimana cara anda mengatasi tantangan yang anda dapatkan ketika membuat media pengajaran digital tersebut!)	**Select Coding**	**Theme**
P1	**Video 6** "The solution that I used was as usual; I had to practice a lot, especially in terms of editing because that was the most important thing so that our video looked interesting. Besides that, looking for references, tips and tricks to put together videos, especially the opening video section that used chat rooms, yes we had to be extra work especially at the end of the Community Service Program, we usually lack ideas but are still enthusiastic".	Had to practice a lot in editing part,looked for references, tips and tricks.	