

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the procedure of the study purposed to answer the research questions previously stated in Chapter 1. This chapter covers the research method, the site and participants, the research design, the data collection and the data analysis of the study.

1.1. Research Method

The research method employed in this study is qualitative method. It is typically focused on social phenomena obtained from people's views to acquire a detailed understanding of the issue being studied (Lodico *et al.*: 2010). Compounding with the definition, this study is conducted to discover how the storytelling technique can encourage students in listening activity. Moreover, this study was applied to portray learners' responses towards the implementation of storytelling in their listening activities.

To examine the study, this method encompasses two main purposes as follows: to portray and explore the use of storytelling in listening activity, and learners' responses towards the use of storytelling technique in their listening activities.

Creswell (2007) further portrays the following characteristics of qualitative method as follows; (1) it is conducted within natural setting to make sense of what people experience, and (2) it sees people behave and act within specific context. Furthermore, Cohen *et al.* (2007) adds qualitative study is emphasized on individuals and their responses in particular situations to gain in-depth comprehension. In this case, this study investigates the advantages of employing storytelling as a technique in teaching listening activity.

1.2. Site and Participant

This study was conducted at SMP 1 Bandung. This school was chosen for two main reasons. First, this school was where the researcher had a pre-service program for one semester. Second, the researcher is one of the instructors of English Club program for bilingual classes so that it practically increases the accessibility of the study. In the school, there are two types of classes; non-bilingual and bilingual classes. For non-bilingual, each class consists of eight classes and each of the class covers thirty seven students. Meanwhile, bilingual classes are divided into two classes and each of it consists of thirty five students. The researcher chose to conduct the study at one of eighth graders of bilingual classes.

1.3. Research Design

Case study was employed as the research design in this study since the major purpose was to examine and discover the advantages of storytelling technique in teaching listening at eighth grader of junior high school. As stated by Yin (2003) case study is conducted based on implementation process of which the main point is to observe the effects in real contexts and recognize that context. In the process further the researcher integrally involved in the case, for instance learning process (Cohen *et al.* 2007). In accordance with it, Lodico *et al.* (2010) point out that case study research is a form of qualitative method that attempt to discover meaning, to investigate processes, and to gain insight into an in-depth understanding of particular situation or phenomenon.

In addition, this study also attempts to portray students' responses towards the use of storytelling in listening activity. Therefore, case study is used since it focuses on individual actors or group of actors, and seeks to understand their responses of specific events that are relevant to the case (Cohen *et al.*: 2007).

On the other side, Yin (2003) classifies type of research designs of case study as follows: exploratory, explanatory, and descriptive. As the study was aimed to portray the advantage as the impact of storytelling implementation on listening activity at

eighth grader of junior high school, thus descriptive design was chosen to gain a reflective understanding of study. Furthermore, Hancock and Algozzin (2006) point out that descriptive design attempt to provide a comprehensive description of phenomenon within its context.

1.4. Data Collection

The data collection techniques used in this study involved observation, interview and written documents. As Gillham (2000) remarks, qualitative methods applies multi forms of data: interview, observation, and written document. Each of the data will be described below.

1.4.1. Observation

As Scot and Morrison (2006) point out, observation is a key feature in qualitative study; enclosing specific behaviors to be observed (Gillham: 2000). In accordance with it, the researcher made several specific behaviors of the learners to be observed intensely on learning activity, particularly during listening activity.

In this study, the observation was conducted in six times which was started from 5th to 26th February 2014. This study employed participant-observation as the type of observation since the researcher not only acted as a passive observer, but also as the teacher who implemented the teaching process. Each session was implemented in eighty minutes with two meetings in a week. The following situations were observed by the researcher to further gain the data about learning activity.

3.1. Table of Observation Sheet

Stages	Activities	☺	☹	Evidence
	Learners were motivated and engaged.			

Pre-listening	Learners could understand the key words in the form of flash cards easily.			
	Learners actively participated to guess the content of the story.			
While-listening	Learners could listen and catch the meaning of the words from the story easily.			
	Learners predicted the contents of the story.			
Post-listening	Learners faced some difficulties on accomplishing tasks			
	Learners were curious with the ending of the story chunked.			

Note:☺ for yes, ☹ for no

To see and analyze students' responses towards the use of storytelling technique, the researcher further used the following categories of students' responses in pre-listening, while-listening, and post listening (see Appendix D).

3.2. Table of Coding Students' Responses

Coding of Students' Responses	Listening Stages Procedure
Enthusiastic : Ent	Pre-listening
Attractive : Att	
Confused : Conf	While-listening
Silent :Sil	Post-listening

1.4.2. Interview

To obtain deep information related to the research questions, the interview was given to twelve students. Semi structured interview was employed in this study since it provokes interviewees to express themselves openly and freely, and to define the world from their own perspectives, not solely from the perspective of the researcher. It further allows the researcher to acquire rich and personalized information (Hancock & Algozzin: 2006).

The interview was conducted in Bahasa Indonesia to make it easier for participants on giving their responses related to the use of storytelling technique in their listening activity. The following are the eight questions as a guideline given to the students.

1. What do you think about listening to a story?
2. How do you think about using storytelling in listening activity?
3. What is your difficulty when you listened through storytelling?

4. What do you feel when you comprehend a story through storytelling in listening activity?
5. What did you learn from using storytelling in listening activity?
6. What do you think about listening exercises that the teacher gave to you?
7. What do you feel when you were listening to storytelling?
8. Which one do you choose between listening to a conversation or storytelling? Why?

1.4.3. Written Documents

To gather information related to the research questions, the written documents were employed in this study. The forms of written documents comprised lesson plan, stories, listening exercises and the assessment, and students' learning journal.

The lesson plan and stories employed were analyzed to find out deeply the class activity during six times observation (Appendix A). The observation sheets and teacher's field notes were also analyzed to perceive teacher's insights toward the learning circumstances in the class (Appendix C). Lastly, listening exercises and learners' self-assessment were applied to see the impacts of using storytelling technique in their listening activities and to see the development of their listening skill.

Since this study used qualitative data which involved multi forms of resources as a data collection, triangulation technique was employed to validity of the study. Scott and Morrison (2006) define triangulation as a technique to gain validation by cross-checking the evidence and collecting multi-forms data.

1.5. Data Analysis

When the data were accomplished to be collected, the researcher then analyzed them from observation, interview, and written documents. Thus, the analysis of each instrument will be presented in form of descriptive analysis.

On the other side, the three forms of data will be cross-checked by using triangulation to acquire the validity of this study. In accordance with it, Gorard and Taylor (2004) state that “...employing triangulation increases the concurrent, convergent and construct validity of research, the ability to enhance the trustworthiness of an analysis by a fuller, more rounded account, reducing, bias.” Scott and Morrison (2006) further point out that triangulation technique provides key role for comparing the data collected by different method; and allowing findings to be supported.

1.5.1. Observation

To analyze the data from observation, video-recording was employed to support and deeply attain comprehension of storytelling implementation in listening activity. Subsequently, the researcher played it for several times to identify learners' behaviors (Appendix C) and compared with the data gained from teacher's field-notes. Then, those data were interpreted into some categories (Appendix D) to address and understand the research questions. The result of analysis will be further outlined with the relevant theories in Chapter 4.

1.5.2. Interview

The data from the interview was initially transcribed, and then analyzed to be classified into several categories. After the coding process accomplished, the data was interpreted into some major themes based on the two research problems which have

been stated previously. Lastly, those data were interpreted and connected with the appropriate theories in following chapter.

1.5.3. Written Documents

To completely achieve and comprehend the whole process and situations from many sides, lesson plan and stories (Appendix A), observation sheets and teacher's field notes (Appendix C), listening exercises and students' learning journal were applied by the researcher in order to address research questions under investigation.

Firstly, the lesson plan and stories were reviewed to see how the sequences of teaching supported learners in listening. From this spectacle, the researcher could look into how storytelling technique could bring significant impacts in teaching listening.

Secondly, teacher's field-notes were very essential part to complete the data from observation sheet since they described what happened in the setting during the observation in detail (Lodico *et al.*: 2007). The field-noted were analyzed to obtain data which could support the influence of teaching and learning process. The researcher reviewed the data acquired and then classified them into several points which formed meaningful patterns related to the research questions (Appendix D) and linked it with relevant literature.

Thirdly, to know learners' immediate responses on the learning process, particularly at storytelling activity, the researcher documented in form of students' learning journal. The researcher read it many times to see and identify how well they comprehended and felt about listening through storytelling process. After the data retained from various resources, the researcher analyzed and interpreted in order to address research questions under investigation.

1.6. Summary

This chapter has portrayed the research method of the study which comprises research design, site and participants, data collection and data analysis. This study was proposed to examine the advantages of the use of storytelling technique in listening activities and to find out their responses toward it. Case study was used as the research design and it was conducted to eighth grader of junior high school. Furthermore, the researcher employed three kinds of instruments as data collection of the study: observation, interview, and written forms. The result of this chapter will be portrayed in the subsequent chapter.