

CHAPTER III. METHODOLOGY

This chapter discusses aspects related to research methodology. It covers the research design, the site, and participants of the study, data collection, and data analysis.

3.1 The Research Design

This study uses a qualitative approach which is considered appropriate to observe the process of teaching speaking through storytelling. A qualitative approach portrays any recurring phenomena in the observation field, describes them, reports and gives further analysis and elaboration as well as interpretation (Alwasilah, 2002; Kitao & Kitao, 2002). In this study, the qualitative case study (Merriam, 1998) was conducted to investigate classroom activities and kinds of oral production that were carried out by the students when the teaching of speaking through storytelling was implemented. This is in line with Nunan (1992) who explains that the study of an individual language learner is a case, and that the same can be said for the study of an individual classroom. This was supported by Merriam (1998: 19) who stated that a case study design is employed to gain an in-depth understanding of the situation and meaning for those involved; and that the interest is in process rather than outcomes, in context rather than a specific variable.

To obtain the needed data, two techniques of data collection were used in this study, classroom observation and questionnaire. In this context, classroom observation was conducted to look into some activities performed in teaching speaking through storytelling and kinds of oral production that the students carried out during the teaching and learning process. Questionnaire was administered to students after the teaching and learning process in order to obtain the supporting data from their viewpoints. MP3, a digital camera, and field note were used to record the activities and situation which occurred during the process.

3.2 The Research Site

This study was conducted at one of Madrasah Aliyah Negeri in Kendari. For ethical reason, the school name is not mentioned. This school has seven year ten classes in academic year of 2008/2009. One of these classes had been chosen as the research site for the study. Choosing this school enables the researcher to have easy access because she is one of the teacher staffs. Therefore, she has been familiar with the school and the students. Being familiar with the students, it is expected that there will be natural performance in the instructional process during this study (Emilia, 2005).

As a 'Madrasah Model,' this school has been expected to have the capability to develop students' speaking proficiency. Hence, to realize this

expectation, many ways and strategies have been done, i.e. when introducing the concept of narrative text, storytelling is used in teaching speaking skill.

3.3 Participant

The participants of this study were an EFL teacher and students of a year ten class who were chosen as purposive sampling (Creswell, 1994; Merriam, 1998). There were 31 students whose ages were between 14 and 16 years old participating in this study. The reasons for choosing these participants were that (1) the students in this age might have more interested in stories (Paul, 2003; Jianing (2007); Harmer, 2001); (2) almost all students in this class (X3) were on the same levels, in terms of their eagerness to participate during the learning as indicated in the preliminary study.

3.4 Preliminary Study

The preliminary study was conducted for two weeks, from 3rd to 17th of August, 2008. In this phase, the researcher performed real teaching in some classes including the class where this study would be conducted. This was done in the effort to establish rapport between the researcher and the participants (Alwasilah, 2002) prior to the main study because a good rapport was needed for a successful storytelling procedure, as Carol Birch said, "Storytelling is not about performance but about relationships. The storyteller is the bridge between people in the seats and the world of story" (cited in Wilder, 2000,

<http://www.callofstory.org/en/archive/articles>). This was also conducted in order that the validity and reliability of the research may be gained optimally (Alwasilah, 2002) Therefore, in this study, questionnaire was tried out by having the students to fill it out after the teaching process.

Several findings got from the questionnaires after the teaching process. These findings were important as consideration for the main study as the following:

1. Most students (68% from 25 students) expected that the stories were selected by the teacher because from the reasons they wrote, it was revealed that they were busy with home works from other teachers, and they believed that the teacher could choose the stories which fit their needs and levels.
2. 44% of the students preferred working in groups because they could share the problem more easily as well as they felt more confident working together. Whereas, 52% of the students preferred to listen to stories told by the teacher. However, most of them preferred that the teacher used no English during the whole lesson.
3. 60% of the students were interested in the storytelling technique, but 30% of them felt nervous to retell the story.

3.5 Main Study

Based on the information from the preliminary study, the researcher then made revision both in the implementation of the teaching and the questionnaire. This was done as an ongoing process until the main study was conducted from the 4th to the 19th of February 2009.

3.5.1 Teaching Procedure

In the instructional process of teaching speaking through storytelling involved two sessions of teaching procedures. In these two sessions, speaking was taught integrated with other skills, listening, reading, and writing.

In the first session, the teaching process was conducted in which teacher told a story while students were listening. When the students seemed to understand the story content, they were asked to identify the narrative structures of the story they had just listened and then voluntarily retold the story in their own words as the speaking tasks.

In the second session, students sat in groups of five to discuss a story given with available picture. In this process, each group needs to understand an incomplete story given through reading task. After that, they discussed and re-created the end of the story guided by the picture. This task involved writing activities as students re-created the story. All group members then practice telling their re-created story to the class as the speaking task. To avoid few

students dominating the activities, each group member was chosen randomly as the group representative.

Assessment on the students' performances was done as an ongoing process (Croker, 1999) either when they retold the teacher's story or when they presented the result of the group discussion through storytelling. Information about students' social interactions was also available during the discussion. In this case, the teacher used the speaking format criteria designed by BSNP (2004) as indicated in Chapter Two.

3.5.2 Stories

As indicated in Chapter Two, the stories used in this study were selected by the teacher. In session one, the story which the teacher told is derived from Derewianka's Book (1990). It is chosen for some considerations. Firstly, it is a kind of mystery tale which may attract students' curiosity. Secondly, the structure of the story is considered clear to represent the structure of narrative text. Thirdly, the character and plot of the story is simple and suitable for the students' level; and the last, the story is short that it can be presented in two hours of lesson period. In session two, the teacher used Hill's collection *Stories for Reproduction* (1972) for elementary and intermediate level, published by Oxford University Press. As indicated in Chapter Two, the reasons for choosing the Hill's collections stories were that they were

considered fit with the High School students in terms of the topic or content which is contextual, and the language is not too difficult or too easy. The stories provided also some communicative pictures. In addition, at the end of each story, there is a surprising event which is likely to make the text more engaging. The stories used in this study were displayed in Appendix 5.

3.6 Data Collection Technique

Classroom observation and questionnaire were used as the data collection techniques of this study.

3.6.1 Classroom Observation

This study employed participant observation where the teacher was also the researcher of this study (Kitao & Kitao, 2002; Merriam, 1998). As the participant observer, the researcher was involved in the setting's central activities to reveal depth information (Merriam, 1998: 100; Creswell, 1994: 150). The purpose of such observation enables the researcher to "discern ongoing behavior as it occurs and to make appropriate notes about its salient features" (Cohen & Manion, 1994: 110). However, by employing participant observation, it was rather difficult for the researcher to perform two activities at once. In this case, she was assisted by two assistants who acted as the cameraman and the field note taker in order to reduce biases and avoid missing

important events during the observation process (Cohen & Manion, 1994: 112).

Classroom observation was conducted in a year ten class which consisted of 31 students. The observation was held for five meetings from 4th to 18th of February 2009. The first meeting on 4th of February was done to introduce the teaching program to the students. In this meeting, the researcher acted as the teacher who continued the last material that the students had learnt from the prior teacher. It aimed to make this study run naturally in which the students regarded the researcher as their teacher instead of the stranger. Therefore, this meeting was not recorded yet to avoid unnatural behavior of the students.

There were two lesson plans which were used for the two sessions of the teaching program as mentioned in the main study. They were displayed in Appendix 1.

Basically, this study was carried out in line with the student's schedule in teaching and learning activity after being consulted with the English teacher who handled the class of X3 where this study was conducted. The research schedule is displayed in Appendix 6.

3.6.1.1 Recording

Recording process employed in this study was consisted of audio and video recording. Audio-recording was done by using MP3 player that the

researcher relied on very much as the main to provide the data needed. This tool recorded what the teacher and the students said in their interaction during the teaching and learning process. This aimed to obtain data regarding the way teacher explained the activities which the students would perform, motivated the students to speak, and the way she told story. This also aimed to get the data of the ways students did the storytelling. Video-recording which was run by a cameraman can facilitate the researcher to record activities that the teacher and students did during the instruction. This is to follow what Bogdan and Biklen (1992) have explained that an audio recorder can create the illusion that research is effortless, and video recorder can describe the real situations, even every second of the activities but not in detail for all participants. Hence, the researcher used these two instruments in order to obtain more complete data, because the more complete the recording, the easier it is to analyze the data.

3.6.1.2 Fieldnotes

Since the main instrument of this study was relied on audio and video recorder which provided detailed activities and conversation between the teachers and students during the teaching and learning process, fieldnote taking was employed to note the setting and the observer commentaries. The comments were about the factual descriptions of what was going on, the

setting, the participants and the activities done by the teacher and students (Merriam, 1998:106).

Fieldnote taking in this case may provide additional data or information that captured anything at a particular time. Although the researcher was assisted by a partner, she sometimes took some notes and comments on the occurrence that she considered important. Fieldnote taking results are displayed in Appendix 4.

3.6.2 Questionnaire

Questionnaire was delivered to the students after the whole teaching process had been conducted. There were 31 sheets of questionnaires distributed but only 28 were returned back. The type of questions designed in the questionnaire is the mixture of closed and open ended type (Nunan, 1992: 143). It aimed to facilitate the participants to respond to the questions more easily and accurately, so that they reflect what the participants want to say (Nunan, 1992). The questionnaire and the data obtained are displayed in Appendix 3.

3.7 Data Analysis

The analysis technique employed in this study consisted of three activities which cover activities in categorizing, validating, and interpreting the data (Hopkin, 1985: 107 in Nuraeni, 2008: 53). Similarly, Miles and Huberman

(1984 in Silverman, 2005) explain three ongoing activities concerning this process, data reduction, data display, and conclusion drawing or verification. However, those activities were not done separately, as Creswell (1994: 153) suggests that “the data analysis is conducted simultaneously with data collection, data interpretation, and narrative reporting writing.” In this study, the three processes were done soon after the first observation was conducted as explained in the following.

3.7.1 Data Categorization

After recording classroom activities and interaction in the observation, the transcription was done by watching and listening to the audio and video-recording for several times in the act of providing categorization. This was done continuously from the second observation to the end of the program in order to avoid the missing data (Alwasilah, 2002; Krueger, 1998). In the first observation, the data analysis was only from the field note because recording was not done yet.

When analyzing the observation transcripts and questionnaire results, the coding and categorization were constructed as follows:

1. Coding

- Obs (Observation data)
- Que (Questionnaire data)

2 Categorization

Research Focus	Categories	Data Resources
1. The ways speaking are taught through storytelling.	<ul style="list-style-type: none">• Activies before the storytelling.• Activities during the story.• Activities after the story.	<ul style="list-style-type: none">• Observation• Questionnaire
2. Kinds of oral production that the students carry out during the teaching of speaking through storytelling.	<ul style="list-style-type: none">• Extensive or Monologue• Transactional• Responsive• Imitative	<ul style="list-style-type: none">• Observation

3.7.2 Data Validation

To maintain validity and gain a more valid and accurate data, Merriam (1998) proposes some strategies that can be used to ensure the validity of investigation such as triangulation. In the present study, the data were obtained from two sources, observation and questionnaire. Hence, the analysis of the data from these two techniques may confirm the emerging findings (Merriam, 1998: 204). This was aimed at enhancing the validity of the study to get a 'true' fix on a situation by combining different ways of looking at different findings (Silverman, 2005: 212).

Another effort of validating the data findings in the present study is by recording the teaching process using multiple instruments, audio and video recorder as well as field note. Conducting the preliminary study was another effort to achieve the data validation (Alwasilah, 2002).

3.7.3 Data Interpretation

In the present study, the act of transcribing all the interaction between teacher and students during the process of teaching speaking through storytelling was done in the effort of obtaining clear picture of what exactly happened in the classroom during the instruction process. In this case, inductive analytical approach (Alwasilah, 2002) was employed by which the data analysis was begun while being gathered. As the characteristics of qualitative research, the analysis was tentative and provisional throughout the study and only become comprehensive once when the data were completely collected (Merriam, 1998).

Ongoing data analysis and interpretation were based on data mainly from observation and questionnaire. In this case, the activities of both teacher and students that occur during the teaching of speaking through storytelling were obtained from observation and supported by the data from questionnaire, while, the kinds of oral production which the students carried out during the

process were obtained from observation through audio and video-recording. The result from both data collection were directly compared and interpreted.

In categorizing the data finding, some process of selecting, focusing, simplifying the data into the research foci or research questions was done. This enabled the researcher to interpret the data based on the central themes of this study and the related theory, and then concluded the finding. In the conclusion process, some activities were done such as, deciding what the data meant, explaining them and also providing some possible configurations on the findings (Miles and Huberman, 1984:22 in Silverman, 2005:176).

3.8 Concluding Remarks

This chapter has presented a brief discussion of methodology in conducting the study including the research design, site, participants, data collection techniques, and data analyses. Process of data analyses or interpretation of the data findings will be discussed in detail in the next chapter. The next chapter will also present the conclusions and suggestions related to the results of the study.