

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the research proposal aiming to find the data. It is a step on which the researcher can collect the data in clear and systematic method. Those, the researcher used an appropriate method to gather the data according the focus of the research problem.

The researcher was triggered by an assumption that: “listening is such a difficult skill to master since it involve an abstract material (non-written text), especially in teaching narrative text”. Sometimes, the researcher herself felt difficult to catch the correct spelling of the words through listening itself. Then, the original aims of this research were to answer these questions:

1. How was storytelling implemented in teaching listening of English narrative text?
2. What were the problems faced by both teacher and students in teaching listening of English narrative text while storytelling is implemented?
3. How does the teacher overcome the problems faced by teacher and students in teaching-learning listening of English narrative text while storytelling is implemented?

Furthermore, this chapter described about research design, data and source of the data, research instrument, data collection technique, and data analysis technique.

## A. Research Design

This study is descriptive-evaluative research since the result of the study will assess the educator involvement in teaching-learning process, the different opinion among the teacher and students, especially through observation and interview. According to Arifin, evaluation research is a research that has an aim to provide information for decision maker (policy maker) related to a power or strength of a program, seen from its effectiveness, cost, device, etc. For instance are the implementations of curriculum, an implementation of contextual learning model, etc.<sup>1</sup>

The researcher used descriptive research method. According to Ary, “descriptive research studies are designed to obtain the nature of the situation as it exists at the time of the study. Thus, the aim of descriptive research is to describe what exist.”<sup>2</sup> In short, the researcher wrote and concluded the data as same as what she/he got from her/his real observation in the real classroom teaching situation.

In addition, the researcher used qualitative method. The data that was found in qualitative method was non numerical data. According to Trochim, ” notice that a qualitative data could be much more than just words or text. Photographs, videos, sound recordings, and so on, can be considered as qualitative

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<sup>1</sup>Zaenal Arifin, *Metodologi Penelitian Pendidikan Filosofi, Teori dan Aplikasinya*, (Surabaya: Lentera Cendekia, 2010), 15.

<sup>2</sup>Donald Ary, et al, *Introduction to Research in Education* 4<sup>th</sup>. (NY: Harcourt Brace College Publishers, 1990), 415.

data.”<sup>3</sup> Nevertheless, the data can be presented as quantitative in which the data presentation can be a descriptive essay. Thus, researcher is the main instrument in finding the data. Additionally, the process is as important as the final result.

The main aim of this research was to describe how storytelling was implemented in teaching listening narrative text and the problems faced by both the teacher and the students as well as whether storytelling could overcome those problems or not. To answer these questions, the researcher reported the real result from the whole research process without any reduction. Therefore, the descriptive design was well suited for these purposes.

## **B. Setting and Subject of the Study**

This study was conducted at MAN Rejosari Jln. Ki Ageng Buntu No.4 Rejosari Kebonsari Kab. Madiun. The subjects of this study were the English teacher and the tenth and eleventh grade students of Islamic Senior High School Rejosari- Madiun. There were three classes in each grade, A, B and C class. Each class consist of 20-27 students. The researcher chose A class since it was an advice from the English teacher there. Another reason why the researcher will choose this class is the students of this class was considered have the highest level in academic achievement. So, the students can respond well to the questions from the resercher.

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<sup>3</sup> William M. K. Trochim, *The Research Methods Knowledge Base*, 2<sup>nd</sup> Edition, (Ithaca, N.Y. : Cornell Custom Publishing, 1999), 11.

The data of this study was collected through observation in form of observation checklist, interview in form of interview guide, and documentation. Then, the data that was collected was used to answer these points of research, those are:

1. The implementation of storytelling in teaching listening of narrative text;
2. The problems faced while storytelling is implemented in teaching listening of narrative text, and;
3. How does the teacher overcome the problems faced by teacher and students in teaching-learning listening of English narrative text while storytelling is implemented?

Data of this study was the information that has collected from observation, interview and documentation. The data of observation was needed to answer the first problem have been gotten from teacher and students' activities in the classroom. The data of interview have been gotten from the interview with the teacher and students in accordance with the narrative text as a material and the media in teaching storytelling as well as the problems in teaching-learning narrative text through storytelling. Then, the data of documentation such as lesson plan have been used to complete the collected information.

### **C. Data Collection Technique**

In this research, the researcher collected the data by observing the teaching-learning process in the classroom while storytelling was implemented in listening

narrative text, interviewing the English teacher and the students, and recording the whole activities as documentation.

The researcher used direct observation. Trochim stated that, “direct observation suggest a more detached perspective. The researcher is watching rather than taking part.”<sup>4</sup> It means that the researcher did not participate in the classroom activities but she only pay attention to the whole activities.

Additionally, the researcher also used observation checklist to observe the whole classroom activities from the beginning, middle and the ending of the teaching-learning process. The observation was done at least twice at two meetings. The observation was used to collect the data about how storytelling was implemented in teaching listening of English narrative text.

The interview was done outside the teaching-learning process after doing observation. The researcher did the interview face to face to the interviewee. The researcher asked some questions (interview guide) to the interviewees, then they answered briefly and the researcher took a note for the result of the interview. The data of interview was used to answer the problems of teacher and students while storytelling was implemented in teaching listening of English narrative text.

Furthermore, the students that were interviewed were they who recommended by the teacher with the highest and the lowest mark in listening according teacher's record. It was done to find out the standard problems that probably faced by the whole students.

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<sup>4</sup> William M. K. Trochim, *The Research Methods Knowledge Base...* 161.

To collect the data about how the teacher overcome the problems faced by both teacher and students while storytelling implemented, the researcher analyzed the data from the observation and interview.

Furthermore, the documentation was done from the first day until the last day of the reasearch. The data got from the documentation could be both audio or visual data such as lesson plan, photoes and the story as a media. The data from documentation was used to support uncomplete data gotten from observation and interview.

#### **D. Instrument of the Study**

The researcher used some instruments that supported her in getting the data easier. There were, as we have seen, many data sources open to the classroom researcher, e.g. observation, interviews and documents. Each data source gives information of a different type which usually serves to complement and provide a check on the others. Those entire instruments (data sources) will be described as follow:

##### **1. Observation checklist**

This instrument was used to get the data by observing the teaching-learning process in the classroom while storytelling was used in teaching listening of narrative text. The instrument was in the form of observation checklist. It was a written statement about the activities that was exist or not in the teaching-learning process. Then, the researcher only needed to put the

checklist sign ( ✓ ) if the activities were exist while teaching learning process.

Form of observation checklist (appendix II)

## 2. Interview guide

It was a research instrument that was in the list of question. The researcher made list of questions that was answered by both the english teachers and the students as the subject of the research. The questions list was arranged in a sequence that made the interviewee easy in answering so the researcher got the data needed. This was why it was called interview guide. The form of interview guide (appendix III)

## 3. Documentation and Field Notes

The researcher recorded the whole activities during the research by memorizing and picturing as well as taking notes. The researcher would memorize the information that she got from interview when she had not written it yet. Then, the researcher took some notes during the observation. Additionally, the notes also were taken during the whole research. The data from the field notes were used to identify the problems of teacher and students in teaching-learning listening of English narrative text that may appear during storytelling was implemented.

### **E. Data Analysis Technique**

This study used descriptive analysis and qualitative approach in analyzing the data. The analysis of the data that was gotten from observation, interview and documentation was presented as follow.

The data from the observation was analyzed by using descriptive analysis. The researcher observed the teaching-learning process that happen in the classroom. To obtain the data, the researcher prepared observation checklist.

The aim of this observation was to get all data from all activities and the process of evaluation in the classroom while storytelling was implemented in listening lesson. The observation checklist was marked based on the situation in the classroom. Then, all the data gotten from observation was translated into the information that needed by the researcher (descriptive essay) after about 4 meeting.

Then, the data from interview will be analyzed using descriptive analysis. The researcher will interview the English teacher as the informant in her research. Then, the data will be in written form. The different answer will be written in point form.

In this technique, the researcher used interview guide to ask some questions related to the material, technique and teaching-learning-process. The interview was done face to face outside of the classroom activities. It was possible if the researcher did the interview in her last day in doing research at the school.



Furthermore, the researcher analyzed the data that was gotten from documentation using descriptive analysis. The researcher took some notes also pictures as documentation data. The documentation was done in the classroom while teaching-learning processes were done. The data of documentation was gotten from the activities, the materials and the technique. Then, the data of documentation was used to support the data of interview and observation.

Finally, the researcher analyzed the data from observation and interview to get the information about teacher steps in overcoming the problems of teacher and students in teaching-learning English narrative text. To support the data, documentation of lesson plan was needed.