CHAPTER III

RESEARCH METHODS

This study used descriptive qualitative research as the design. The researcher described the result of the students score based on the combination rubric served by *Heather Forest* and three other rubrics, TEA storytelling rubric, Fulton City School District and NCTE storytelling rubric, to make it convincing and valid. When the students acted and played in storytelling, the researcher only focused on some aspects of scoring in the rubric. Other way to find the answer of the question, the researcher interviewed the students related to the story presented. This activity makes the result not subjective. The researcher asked about the students' preparation of mastering the story, and from this, the researcher understood more about how far the students mastered the story being told.

A. Research Design

This research is a descriptive qualitative research. Sutopo dan Arief, as cited by Wilhelmus Hari in his book, stated that qualitative research is a research for describing and analyzing phenomenon, event, social activity, attitude, and individual perception or group perception¹. It means when doing a qualitative research, the researcher has to collect the data to analyze then describe briefly about the evidence obtained from the field.

¹ Hari, Wilhelmus S, 2010. Penelitian kualitatif; Aplikasi Pada Penelitian Ilmu Kesehatan. Susilo&ivy. www.nulisbuku.com

B. Research Subject

The place chosen for this research was in the SMA Muhammadiyah 2 SIDOARJO. This was because this school has received many awards in the context of education. The two awards that relate to the education award in general are first, education Indonesia award categorized as the best education and educator of the year 2013. The second is the platinum of Indonesian award 2014 categorized as the best education, learning and training. These two bases become a strong reason to test the skill of the students in learning process.

The population for this study is all of the tenth grade students at SMA MUHAMMADIYAH 2 SIDOARJO. There are a number of classes for the tenth grade. Based on the observation done by the researcher about the field, there were 14 classes for the tenth grade. For each class, there were about 35 students. So, there were about 490 students for population.

The data was taken from the 1st grade senior high school students in the first semester. The students had any kinds of text genres like narrative, recount, report, descriptive texts in and so on based on the book used. Based on the advice from the teacher, the researcher used 5 of 14 classes as samples for this research which contains 187 students. The researcher used random sampling to choose the sample.

C. Research Instrument

a. Observation Rubric

Observation was used to get the real data from the field by taking notes and paying attention on students' performance. This can also use recorder to minimize the missing.

Mallan said that there are six strategies to do storytelling².

They are:

- 1. Choosing the story
- 2. Limiting the time
- 3. Giving voice to the story
- 4. Story structure
- 5. Telling without the book
- 6. Telling to audiences

Eric miller stated in his journal, Theories of Story and Storytelling, that there are eleven elements of the story³. They

are:

- a. Characters
- b. Place
- c. Time
- d. Storyline/plot

² Mallan, K. (1996) Storytelling Sourcebook, Project SARA, Brisbane, pp. 15-16.

³ Miller Eric's, Theories of Story and Storytelling January, 2011. P3

- e. Sensory elements like smell, flavours, colours, textures, etc.
- f. Objects
- g. Emotion
- h. Narrators' point of view
- i. Narrators' voice, attitude, and style
- i. Theme
- k. Characters' physical gestures

In order to have a good storytelling as Mallan said and to fulfil the storytelling elements like miller said, the researcher included those strategies in a rubric combined with the criteria from some storytelling rubric designers; Heather Forest, TEA (Texas Education Agency), Fulton City School District and IRA/NCTE (International Reading Association): The criteria were (see appendix 2):

a. Voice

This involves the students' voice variation: the use of intonation, volume fluctuation, tone, and inflection.

b. Audience contact

This is about the storyteller's sight and attention.

c. Body language

In this part, the performer's gesture and facial expression are noticed.

d. Duration

This is about the time limit of the performance

e. Acting

This is about the performer's role, antagonist or protagonist, and the performers' cooperation.

f. Props

This is about the use of props and materials during the performance

g. Pacing

At last, this is about the story pace and flow.

Other aspect that observed was about the Storytelling compositional skill. In this part, the researcher paid much attention to the story being told. There were two categories of this part. They were (see appendix 3):

a. Knowledge of the story

This is about the students' story content understanding.

b. Story structure

This is about the story structure of the story told.

b. Interview

To answer the second and the third question in this research, the researcher interviewed the students. The researcher asked about the problem faced during the performance and the strategy to solve. The researcher took six points for these two questions. They were (see appendix 4):

- a. Asking about the things that influence their storytelling skill.
- b. Asking about the difficult things to handle in storytelling performance.
- c. Asking about the difficult things in conveying the story to the audiences.
- d. Asking about their solution for each problem they have.
- e. Asking about their teacher solution for their problem.
- f. Asking about their suitable storytelling.

D. Data Collection Technique

1. Targeted Data

The data I need for observation is about the students' storytelling skill in the classroom performance. The next from the interview, I need the students' answers about the part of storytelling skill that was easiest and the most difficult. After getting the data, the researcher would easily take a conclusion about their level of skill, the

problems found in doing storytelling, and the way of how to improve the skill in the next lesson.

2. Source of Data

The source of this research is the tenth grade students at SMA Muhammadiyah 2 SIDOARJO.

3. Procedures of doing this research are:

a. Going to the field.

Looking at the people that we are going to make as sample. The targeted data is the tenth grade students. Look at the population to take the sample. The sample will be chosen randomly.

b. Doing Observation.

Asep Suryana stated that observation means gathering the data directly from the field where the subject used to do the activity⁴. Here, the researcher will observe the students' performance at the classroom. The researcher will follow their performance to take some note and to score their performance based on the certain criteria.

The first data I need comes from their performance.

Therefore, to get the real data for my research is to observe

⁴ Suryana, Asep, 2007, Tahap-Tahapan Penelitian Kualitatif Mata Kuliah Analisis Data Kualitatif. Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia

them and their storytelling skill in their class. When the students were doing the performance in front the class, the researcher would take their score based on the criteria. Besides the researcher also used recorder to record the performance, if it is possible.

c. Interview

Interview is a gathering data technique by having dialog with the subject; it does not tend to be formal in order to make the subject feels free to share their opinion⁵. The researcher interviewed the teacher about the students' performance in the classroom to make it not subjective. The researcher also interviewed the students about their own and their friends' performance, about the each part of storytelling to get the answer of the second and the third questions.

The researcher would give the questions to answer the problem number two and number three. After observed the students' performance, the researcher will interview them one by one about the problems they faced during the performance and their solution or strategy to solve it.

⁵ Suryana, Asep, 2007, Tahap-Tahapan Penelitian Kualitatif...4

d. Analyzing the result.

This is the main part of doing this research. All of those data from different resources was then analyzed. The researcher would find the level most of students in the storytelling skill. The second, the researcher and the readers will know what part of storytelling the students were good and what part of storytelling that both students and teacher needed to improve.

e. Make conclusion

From all of those data, the researcher will take conclusion and will get all of the questions' answer in the statement of the problem. This means this research was done well and has made beneficial contribution for education life.

E. Data analysis technique

Miles and Huberman stated that the most serious and the most complicated part of the qualitative research is the method of analysis has not been well organized⁶. Yet, Spradley clarified that analysis in any research is the way of thinking. It relates to the systematic test to

 6 Miles, MB and AM Huberman. Qualitative Data Analysis: A Sourcebook of new method.SAGE.Beverly Hills

something in divining the part and the relation. The analysis is to find the pattern⁷.

Here, in this research, the researcher used the model of the analysis data from the Miles and Huberman. They stated that in this qualitative analysis, the researcher does the interactive research and it goes until the researcher gets the surfeited data. The activities in this research are reduction, data display, and conclusion or verification⁸.

1. Reduction

The data from the field must be massive. But not all the data are required for reaching the goal of the study. Omitting the unnecessary data to analyze here is called reduction. The collected data will be reduced as needed. When the focus is found, the rest of the needed data will be easier to collect.

2. Data display

When all of the data needed has been collected, the next activity is displaying the data. The data can be served as table, graphic, pictogram and others to make it easier to understand. But here, in this study the researcher will also use description to serve the data.

3. Conclusion

.

⁷ Moleong, LJ.1989.Metodologi Penelitian Kualitatif. Remaja Kosdakarya.Bandung

⁸ Miles, MB and AM Huberman. Qualitative Data Analysis....6

The last part of the activity is to conclude of the whole of the study result. To conclude the result, the researcher will describe it briefly.

