CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study uses semi-structured teacher interviews together with two questionnaires, utilizing qualitative design. Sixty students are administered the first questionnaire. The purpose of this questionnaire is to find out what the learners think about whether or not they have gained anything from using the storytelling approach. There were twenty-four items on the survey. Three sections comprise the classification of the items :

(1) Learners' opinions regarding the storytelling strategy.

(2) Their writing in stories.

(3) Their preparation before story writing in classroom and at home.

The five teachers who used the study's approach are given a second questionnaire to complete in order to learn more about their opinions of the advantages they felt the storytelling technique had provided. There were two open-ended questions and 19 items total in the questionnaire. These educators conducted interviews in order to gather information regarding the impact of storytelling.

3.2 Subject

The study is being conducted at SMPS IT Ad Durrah Medan. The subjects of this study are the thirty students in class IX Fairuz and the thirty students in class IX Diamond, for a total of sixty students.

The researcher gave the study's participating teachers technical advice on how to use the storytelling technique with their students. The three educators who instructed the sixty students at the school participated in the training. There were fifteen lessons in the narrative strategy.

3.3 Research Instrument

3.3.1 Learners' Questionnaire

The students in the experimental groups are given this questionnaire (See Appendix A). It attempts to investigate students' opinions regarding whether or not they have profited from using the storytelling technique. There were twenty-four items on the survey. The products are divided into three categories:

(1) Learners' opinions.

(2) Their writing in stories.

(3) Their preparation before story writing.

The purpose of the first segment, which has thirteen items, is to find out how the experimental groups' learners felt about any possible educational advantages of the storytelling technique. The second segment, which included five items, focused on how people saw how storytelling affected the way they composed stories. The final question in the third segment asks students to estimate the number of times they have written a tale as homework. The first five questions in the section examine how students prepare for writing stories in class.

3.3.2 Teachers' questionnaire

The purpose of the teachers' questionnaire (refer to Appendix B) is to investigate the perspectives of the three instructors who implemented the study's strategy in public schools regarding the advantages they believed they had reaped from using the storytelling approach. There are two open-ended questions and nineteen closed-ended statements in all.

3.3.3 Teachers' interview

This study also uses semi-interviews (see Appendix C). The sporadically mentioned person from the previously utilized questionnaire was taken into consideration when structuring the interviews. Despite this, a number of participants preferred being interviewed than responding to a questionnaire, and the interviews turned out to be beneficial in aiding with technique triangulation. The interviews follow the same

questionnaire format and are semi-structured, allowing the respondents to expand on their answers as needed.

Three educators who were part of the strategy conducted interviews with participants to gather information regarding the impact of storytelling; all interviews were conducted in English.

To ascertain the validity of the aforementioned instruments, a panel of college doctors with expertise in language teaching or language literature confirmed the instruments' face validity and recommended a few modifications, which were then taken into account before the instrument's final draft was created. The jury members point out and recommend fixes for a few grammatical errors in the instructors' questionnaire.

The Alpha Cronbach coefficient, which is 0.81 and is regarded as highly appropriate, is used to determine the reliability of the questionnaire. This indicates that the questionnaire is deemed reliable.

3.3.4 Observation

An observation instrument is a recording format that a researcher has offered as a tool for making observations. The researcher also makes sure the class is prepared to conduct the research.

3.3.5 Documentation

(Nursyahrina et al., 2021) states that documentation can take the kind of text, images, or original artwork. (Okmawati, 2020) defines documentation as the process of obtaining information about objects or variables from a variety of sources, including books, journals, magazines, transcripts, notes, and newspapers.

Al-Maroof & Al-Emran (2018) define a document in qualitative research as any written or visual resource that can be utilized to bolster research findings. Documents can contain precise details that corroborate information from other sources, according to Yin (2000:104), so using them as data sources in research is meant to contribute to and support the evidence. According to (Kumar & Bervell, 2019), research data can be tested, interpreted, and even predicted using any document pertaining to the topic of the study.

Drawing from the perspectives of the aforementioned experts, it can be inferred that researchers utilize documentation as a tool to gather data from multiple sources that address

the subjects of study. The retrieval of data acquired through documents is the method of data collection with documentation. In order to learn more about learners' and teachers' perspectives on the usage of storytelling strategy in teaching narrative text at SMPS IT Ad Durrah Medan, this study used the documentation technique to gather data. Only a file containing the even semester learning objectives for pupils in classes IX Fairuz and IX Diamond was provided to the researcher during this process.

3.4 Data and Data Sources

3.4.1 Primary Data

Data collected directly from the item by a researcher is referred to as primary data, or main data. Primary data refers to information that was initially gathered and documented by scientists. In qualitative research, primary data refers to both the words and deeds of individuals and organizations. Data that originates from the original source is referred to as primary data. There are no files or compilations of this data available. This information must be obtained from sources, or, to put it more technically, respondents—that is, those who serve as research subjects or as a source of data or information (Kumar & Bervell, 2019).

Primary data for this study comes from student and instructor surveys and interviews.

3.4.2 Secondary Data

Secondary data, also known as supporting data, is information that a researcher learns about an object indirectly from other sources—both written and spoken. Data that has previously been gathered and made available by other parties is known as secondary data. In qualitative research, secondary data refers to extra information gathered from notes, other people's documents, or published publications. Examples could come from documents or other people. Information supporting the requirements of primary data, such as the school's vision and mission, is referred to as secondary data.

The secondary data for this study came from a variety of library resources, including books, journals, media, blogs, and more.

3.5 Data Collection Procedures

The following is how the researcher goes about gathering data:

1. Teaching Index; specifically the gathering of information from books and journals that are relevant to the research topic.
2. Observation procedures; is used to collect data by watching different learning process activities.
3. Interview procedure; specifically, data collecting that poses questions about the research's main focus on student assessments of the learning process.

3.6 Data Analysis Technique

In qualitative research, the first step in the data analysis process is to review all of the accessible data from diverse sources. The different data are thoroughly analyzed, examined, and condensed by creating an abstraction, or core summary. Following the writing of the abstraction, the data is categorized by themes. Interpretation is then done to produce preliminary results, which must be repeatedly refined to produce a substantive theory.

This study used an open-ended questionnaire, which is one that is laid out such that the respondent can fill it out in the column or location of his choice based on his preferences and circumstances.

In order to observe a general description of the respondents' characteristics and their appraisal of each variable in the questionnaire, it is also required to pay attention to the determination of the measurement scale (rating scale) when creating the questionnaire. As stated by Chakrabartty (2019), "The Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena." The researcher use this scale. The variables to be measured are converted into variable indicators using a Likert scale. Subsequently, the indicator serves as the basis for gathering instrument items, which may take the kind of questions or statements.

The author of this study utilizes a closed questionnaire, which is one that is presented so that the respondent can only check (√) the appropriate column or spot after receiving the necessary information. Furthermore, it is imperative to consider the measurement scale when creating the questionnaire in order to obtain a comprehensive understanding of the respondents' characteristics and their evaluations of each variable. Researchers employed a Likert scale in this investigation. The variables to be measured are converted into variable indicators using a Likert scale. Subsequently, the indicator serves as the basis for gathering

instrument items, which may take the kind of questions or statements. A checklist-style Likert scale was employed in this investigation.

The interview that was conducted was semi-structured; it was open-ended but yet based on the standards. The subjects of the interviews are the most exceptional pupils in each class.

The Miles & Huberman analysis paradigm, which has three steps, is used for the data analysis in this study :

3.6.1 Data reduction

The process of refining, classifying, organizing, and getting rid of extraneous information from data so that conclusions can be made and confirmed is known as data reduction. Qualitative data can be rigorously selected and reduced to simplify and change it in a variety of ways. The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247). Firstly, the researcher collected data about the implementation of storytelling strategy in teaching narrative text. The researcher then transcribed the data. The irrelevant data which were not related to research questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

3.6.2 Data presentation

The second step is data presentation. A presentation is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and presentating the data, it was based on the formulation of the research problem. This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

In qualitative research, data is typically presented as a narrative with matrices, images, graphs, networks, charts, tables, schematics, illustrations, and other visual aids to

make the data easier to read, more stable, detailed, and clear when presented for analysis. The information is presented in a methodical manner based on the main themes, making it simple to comprehend how the many components interact within a larger framework rather than apart from one another.

3.6.3 Conclusion or Verification

The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected by making temporary conclusion. In the other words, it can be said that the conclusion is analyszed continuously and verified the validity to get the perfect conclusion.

New results that have never been discovered before constitute the conclusion in qualitative research. This section presents the researcher's conclusions based on the information gathered from questionnaires, interviews, and documentation, transforming the study into one whose data addresses current issues.

Interpreting the outcomes of data analysis and interpretation is the process of drawing conclusions. Only one of the tasks in the entire arrangement is reaching this conclusion. In order to make the ultimate conclusion easy to understand, it should be brief, precise, and uncomplicated.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	4	3	2	1

3.7 Triangulation

In this research, the researcher uses triangulation technique. Cohen (2000: 112) stated "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior". Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are: (1) source

triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source triangulation

   In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator triangulation

   Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

   Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical triangulation

   Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory. From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.