Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. There are six sections namely research design, research setting, research participant, research instrument, data collection method and procedure, data analysis, and trustworthiness. In addition, several theories are also included in this chapter to support the methodology in this study.

Research Design

The purpose of this research was to find out how the implementation of storytelling in Literary Appreciation class. In conducting the study, the researcher chose the right type of methodology to achieve the research objectives. Furthermore, the aim of the research was to describe, explore, solve, conclude or summarize the problems of the research in a convinced way.

In line with the purposes, this study was conducted using qualitative method. According to Cresswell (2007), qualitative research is a type of education research method which is best way to investigate the problem and elaborate the specific and detailed understanding of the main problem. Besides, the qualitative research comes as an important behavioral science where the aim is to find the motives on underlying the human's behavior. Through this research, the researcher could analyze various factors which could motivate the majority of the people to behave in certain ways or make people like or dislike certain aspects (Kathori, 2004). Besides, the qualitative approach was appropriate method applied in this research because it was able to help the researcher to find out how the implementation of storytelling in a Literary Appreciation class in detail was conducted. The detailed information was necessary owing to the fact that the researcher could understand the implementation in the Literary Appreciation class until she knew

the process of students to be able to achieve certain advantages in the storytelling. Hence, the process was really important in the education context.

The researcher used a descriptive qualitative research for this study which aimed to determine how the implementation of storytelling in the Literary Appreciation class and the benefits of storytelling in relation to the students' English. That way, by using descriptive qualitative design, it could help the researcher to find out more information about the implementation of storytelling and its benefits. Kathori (2004) also argued that the descriptive qualitative design is to describe the problems structurally and deeply to know some issues and trends. Therefore, from this case, the qualitative descriptive design was appropriate for this research used by the researcher in describing and explaining in-depth findings of this study.

Research Setting

This research was conducted at an Islamic Private University in Yogyakarta of English Education Major. Two aspects were decided as the reasons for research setting. For the first reason, the Literary Appreciation class is one of the courses at the English Language Department at an Islamic Private University in Yogyakarta. Literary Appreciation class was an elective course which was intended for all batches conducted for 2 credits. Secondly, Literary Appreciation class was one of the classes used the storytelling as a activity in the classroom activiy so that this class is very compatible with the storytelling research being carried out. The purpose of this class was to understand the elements of short stories, poetry, and drama for the students so that they could improve their abilities in prose, poetry, and fiction drama. Following this, the students were expected to be able to analyze genres to enhance their understanding of the diversity of human's experience and culture. Likewise, this course also required the students to read, analyze, and appreciate short stories, poetry and drama. In this course, there were several

practices such as storytelling and writing poetry. Also, the students were also required to watch the literary performances directly and write reports.

In conducting this study, the researcher used timelines as the guideline so that it was carried out efficiently based on the schedule. In the time table, it showed the time which the researcher should collect the data from interviewing the participants in a Literary Appreciation class, transcribing, coding, analyzing the data, and member checking until the researcher finished writing the chapter four and five. Besides, the researcher collected and analyzed data for two months approximately in october to november 2019.

Research Participants

The participants of this study were students of an Islamic private University in Yogyakarta who were enrolled in Literary Appreciation course. To select the participants, the researcher used a purposive sampling (non-random) technique. Cohen, Manion, and Marrison (2011) said that a purposive sampling is a non-probability sample, in that some members would be excluded and others definitely included (every member of the population does not have an equal chance of being included in the sample. Non-random sampling (purposive sampling) technique does not need fundamental theories or a number of participants. That way, there were three students selected as participants of this research realted to the following criteria. Firstly, the participants were English Language Education Department (ELED) students at an Islamic Private University in Yogyakarta. Secondly, they had taken the Literature Appreciation class course in academic year 2018/2019. Thirdly, these students had experience towards the practice of storytelling in the Literary Appreciation class. To ease the researcher to obtain data, the researcher selected students who were responsive in answering questions. To get participants who fit the criteria, the researcher tried to ask one of the participants. The researcher knew that

the participants had attended the Literary Appreciation class so that they could help researcher to find other participants based on the criteria as needed by researcher. Finally, the researcher found the participants who fit the criteria, the researcher had three female participants namely Lala batch 2016, Lili batch 2017, and Lulu batch 2016.

Research Instrument

To investigate the implementation of storytelling and know the advantages of storytelling, the researcher used an interview as the instrument to obtain the data. In addition, this research used the interview guideline as the guide for the researcher to do the interview. According to Cohen, Manion and Marisson (2011), the interview is a flexible tool which allows participants to discuss how the participants feel and experience and how they see a particular situation from their point of view. By using interview, the researcher expected to able to elaborate more the data not only to obtain the complete answers but also to respond deep issues both the students' perception and advantages. Besides, the type of interview used in this research was unstandardized open-ended interview; and the questions should not be sequenced to be asked to interviewees but still using interview guidelines which can be analyzed more easily (Cohen et al. 2011). Likewise, the open-ended items also enabled the researcher to have an in-depth interview. For the question format, the researcher chose the indirect format which intended to find out the participants' view, so it led the answer to be specific.

In addition, the researcher was responsible for providing the necessary tools. Firstly, an audio recorder was used to record the participants' voices in answering questions. Secondly, the notebook and pen were used to write additional information in order to complete the data needed by the researcher in this research.

Data Collection Procedure

To collect data, the researcher conducted the interview. To do the effective interview, the researcher used interview guidelines. To start interview, the researcher recruited the participants who have the criteria by contacting them through WhatsApp. Then, the researcher made an appointment with the participants about the time and place agreed by the participants. In addition, after agreeing the time and place, the researcher explained the purpose of this study to the participants so that they had general understanding of research. In conducting the interview, the researcher used Indonesian language to get clarity and avoid misunderstanding between researcher and participants. As the reason, Indonesian language is the mother tongue for both researcher and participants. In doing interview, the participants needed thirty minutes to one hour. The first participant's interview was 45 minutes, the second participant's interview was 65 minutes, and the third participant's interview was taken around 57 minutes.

Data Analysis

After collecting the data from the interview, the researcher analyzed the data. Analyzing the data intended to identify and find out the answers regarding the research questions. There were some steps in data analysis namely transcribing the data, member checking, and coding the data. For more detailed information, each step of data analysis is explained in the following paragraphs.

The first step was transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2007) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. In addition, the researcher used a pseudonym (Lala, Lili, and Lulu) because the researcher intended to keep the personal information of each participant. According to Allen and Wiles (2016), a pseudonym is

unreal name which is often used by researcher or writer to personally keep the participants' privacy.

The second step after transcribing the data was testing trustworthiness by using member checking. Birt, Scott, Cavers, Campbell, and Walter (2016) said that member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. In member checking process, the transcription of the interview was shown to each participant to get the approval from them. In this case, the researcher sent the transcript via Email, and the researcher sent the results of the interview to check that the transcription was written in accordance with what they said or not. The participants agree to the results that have been transcribed data so that there is nothing to changed, and the researcher could continue to the next step in the data analysis process.

The last step of data analysis was coding. Coding is the process of creating and grouping text to form details and broad themes in the data (Creswell, 2007). There were four types of coding conducted by the researcher namely open coding, analytical coding, axial coding, and selective coding. Hence, each step of coding is explained in the following paragraphs in detail.

Open coding is the process for important answer codes from the participants. Open coding can be done in line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph by paragraph (Cohen, Manion, & Morrison, 2011). In open coding, the researcher conducted the open coding on each answer in accordance with the questions given by underlining and giving different colors for the important answers.

After conducting the open coding, the researcher conducted the analytical coding. In this step, the researcher gave the labels to each participant's answers like (P1.1, P1.2, P1.3 and others) for the important answers which had been underlined by the researcher. Also, the

researcher chose the data to make as much code as possible that could match the axial coding. Cohen et al. (2011) stated that analytical code is more than descriptive coding and becomes more interpretive.

In axial coding, the researcher categorized the data in tables and entered data which had been labeled by the appropriate categories. The data in axial coding were divided into each answer from the participants, and the answers from each participant were analyzed in one table. Additionally, the researcher classified tha data into the same categories related to the research problems towards the research questions. Strauss and Corbin (2008) asserted that axial coding refers to a causal condition, a phenomenon, context, intervention conditions, actions, interactions and consequences.

In selective coding, the researcher identified and integrated the categories into well-structured and systematic. In addition, researcher chose the core data from each participant's anwers from axial coding. Following this, the data in selective coding were the most important data related to the research questions because data from selective coding became the research findings. According to Cohen, Manion, and Morrison (2011), selective coding identifies the core categories of text data which integrate them into form theories. After doing the coding in the data analysis, the researcher reported the obtained data by explaining them in the paragraph forms to answer the research questions in the finding and discussion in chapter four briefly.

Trustworthiness

The validity of the data is a standard validity of the retrieved data. Validity is benchmark accuracy between the data which happen to an object of research with data which can be reported by the researchers (Sugiyono, 2007). Sugiyono added that the valid data are the data which do

not differ between the data reported by the researchers with the real data objects occurred on the research (p. 299). In qualitative research, the term trustworthiness is used instead of the validity.

There were several types of trustworthiness called transferability, credibility, dependability, and conformability. Trustworthiness was conducted to maintain the correct data. To check the trustworthiness of the data, the researcher applied credibility by using member checking. Member checking is the qualitative technique used to establish the tenet of credibility in trustworthiness which shows that the findings are accurate and honest (Creswell & Miller, 2000). In doing member checking, the researcher showed the transcript of the interview to the participants. The results of member checking were in accordance with the participans' answers and were agreed by the participants, so the researcher continued to write the results into chapter four especially in the finding and discussion.