

CHAPTER III

METHOD OF THE STUDY

This chapter describes the method used in the study and its elements during research. Basically there are five parts of this chapter. The first part explains about the research approach. The second part deals with the participants of the study. The third outlines the setting. The fourth is about techniques of data collection. The last part explores the technique of data analysis.

3.1. Research Approach

Regarding research approaches, Cresswell (2013) argues that:

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (p.3).

Cresswell classifies three different approaches: (1) quantitative, (2) qualitative, and (3) mixed method. He further suggests that the terms quantitative and qualitative methods should not be viewed as rigid, distinct categories, polar opposites, or dichotomies. Instead, they represent different ends on a continuum. In short, a study tends to be more qualitative than quantitative or vice versa.

This study tends to be more qualitative. It applies principles of qualitative approach. A qualitative research attempts to explore and understand the meaning that individuals or groups ascribe to a social or human problem (Cresswell, 2013).

In this study, the problem refers to how the use of comic strips can help enhance the ability of storytelling of eight grade students of SMP Ulul Albab Sidoarjo.

Qualitative research involves a process of emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particular to general themes, and the researcher interprets the meaning of the data. (Cresswell, 2013). The key concern is understanding the phenomenon of interest from the participants' perspectives, not from the researcher's as in quantitative research (Merriam, 1998). Hence, the final written report has a very flexible structure. The product of a qualitative study is richly descriptive.

Although there are many common types of qualitative research in education, the writer attempts to apply a case study design. Merriam (1998) has provided detailed explanation about the case study design as follows:

A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is in process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation (p.19).

Moreover, case studies are differentiated from other types of qualitative research in that they are intensive descriptions and analyses of a single unit or bounded system, it can be either a person, a group of people, or even community (Merriam, 1998).

Further reasons of choosing case study research design are because of its characteristics appropriate for this research. A case study possesses three main characteristics (Merriam, 1998):

(1) *particularistic*, because it focuses on a particular situation, event, program, or phenomenon. In this study, the particularistic refers to description of how the use of comic strips in storytelling activity. Based on this, it can suggest readers what to do or what not to do in a similar situation.

(2) *descriptive*, because the end product is a rich description of the phenomenon under study, referring to its complete and literal description of the entity or the case under study. A case study can illustrate the complexities of using comic strips in enhancing students' storytelling ability. A case study has the advantage of observation yet can be relevant in the present. It also presents information in a wide variety of ways and from the viewpoints of different groups (including both from the students and the teacher).

(3) *heuristic*, because a case study illuminates the reader's understanding about the phenomenon under study. A case study applied in this research explains the reasons for the use of comic strips in enhancing student's storytelling ability, yet further explains the background of the situation, what happened and why it happened.

Another more specific reason of using a descriptive qualitative case study design is because of limited time permitted. This study is conducted within short time due to students' limited time to study with different teaching methods in English class. They are only allowed to have classes for this study for only 6

meetings. Hence, a descriptive qualitative case study design suits the class's need better than other research designs.

3.2. Participants of the study

The participants of the study are grade 8 students of SMP Ulul Albab Sidoarjo. They are from class 8A and 8B. There are 26 students in each class. Therefore, the total participants are 52 students. However, due to schedule of some students who had to have remedial tests, some students were absent from the class during this study.

These participants were chosen because the only classes given permission to conduct this research were those two classes. The headmaster, the vice head master of education, and the English teacher of the class made agreement to let the researcher use those two classes to conduct this study.

3.3. The setting

This study was conducted in SMP Ulul Albab Sidoarjo. It is a private school in Sepanjang, Sidoarjo. It is one of well-known Islamic private schools in Sidoarjo. A reason to choose this private school was simply because the previous study was done in a public school. Thus, to find out the result of similar research, different setting was chosen. The researcher wanted to find out the process of storytelling using comic strips by understanding its application in a natural setting of a classroom of a private school.

The research was conducted in classrooms 8A and 8B. There are 26 students in each class. In total, there should be 52 students altogether. Unfortunately, since some students needed to have remedial tests for subjects having a risk of low scores, not all students were present during the study.

To better understand the process of using comic strips in storytelling activity, the writer decided to also made use of short stories. This consideration was because the writer needs better description when using comic strips. Only when there is an equivalent tool such as short stories, can the study be continued.

Students in class 8A did the storytelling by using common English short stories used in English speaking classes taken from www.storystar.com. The students of class 8B made use of comic book entitled “*Komik Pendidikan Belajar Bahasa Inggris Dasar*” written by Sri Wulanike (2010) to do the storytelling. This comic book is actually a bilingual comic book (English-Indonesian). However, in order to focus on the English language, the sentences in Indonesian were covered. Thus, students only read the English version. From this comic book, several parts were taken. These taken parts used in this study are called the comic strips. Again, due to limited time given, the research cannot make use of all parts in the comic book, only the comic strips taken from it.

While there were many participants of the study, there was only one researcher. However, in order to enhance research validity and reliability, the research made another person teach storytelling. It is a part of data triangulation which will be explained further in the next sub chapter. In this case, the researcher was just being the class observer during the research. The person

teaching the students was a professional teacher graduating from English Department of UNESA. He is now taking his Master Degree of English in the same campus. Thus, the teacher in this study was not originally the English teacher of SMP Ulul Albab Sidoarjo. This was done as one of data triangulation method in order to enhance the validity and reliability of the research. The term teacher refers to the hired professional teacher who taught storytelling to the 8th graders of SMP Ulul Albab Sidoarjo.

This study was conducted from 19th October 2015 until 5th November 2015. The class met twice a week every Monday and Thursday each 90 minutes. Thus there were only 6 meetings in total. This was the only allowed time by the school management. 3 meetings were used to teach class 8A by using short stories without pictures. 3 meetings were allocated to teach class 8B using comic strips. Further details about the list of students and the lesson plans are attached in appendices 5 and 1.

3.4. Techniques of Data Collection

As suggested by Merriam (1998), several data collection techniques are needed in a case study. This is important to enhance the reliability and validity of the study. These different techniques were also responsible for data triangulation to minimize researcher-biased opinion. Thus, this study made use of two data collection techniques namely observation and questionnaire. These two techniques were used because of limited time given by the school management. The study was conducted within only 6 meetings, 90 minutes each.

For the given reasons, observation served as the first and main technique of data collection. While the teacher taught during the research, the researcher observed the teaching process including the teacher and the students. Therefore, the researcher focused on collecting data. She was not involved in the teaching process. The researcher wrote important notes about the detail descriptions of the class. She also took pictures and recorded videos of the storytelling. The pictures and screen capture of the videos can be seen in appendix 2a and 2b.

At the same time as the class observation by the researcher, the teacher assessed students' storytelling performance using a speaking rubric that can be read in appendix 3. Meanwhile at the same time, the researcher also made notes on important details during the performance. Hence, there were two parties involved during the class observation.

The observation by the teacher resulted in a speaking rubric which can be seen later in appendix 6. Since the comic strips are intended for educational purposes, they do not have strong narrative elements of the story. The focus is more on the language itself. Therefore, when students do the storytelling based on the comic strips, they are simply speaking like speaking in general. For this reason, the rubric used to assess the storytelling is the same rubric as used in speaking. The rubric used is the one suggested by Zaim (2013) which assesses grammar and vocabulary (lexicogrammatical features), discourse competence, pronunciation and intonation, and interactive communication (communicative strategy). Further details of the scores taken by this rubric can be found in Appendix 6A and 6B.

The second data collection technique applied in the study was questionnaire. Questionnaires were given to students after the class observation was over. It was done to find out their opinion about the use of comic strips to enhance storytelling. This is appropriate to seek more descriptions of the study from the point of view of participants. Further details of the questionnaire can be found in appendix 4.

To sum up the steps of data collection techniques, below are the details:

1. The researcher did class observation while making important notes.
2. The researcher took pictures and videos of students' performance.
3. At the same time, the teacher assessed students' storytelling performance by using speaking rubric
4. The researcher distributed a questionnaire asking about their opinion related to the use of comic strips in the class.
5. The researcher collected assessment documents from the teacher and also the questionnaire from the students

3.5. Techniques of Data Analysis

Having collected the data, the researcher analyzed the data. The following data analysis steps explain the techniques:

1. The researcher classified the pictures and videos of the students' storytelling performance into two groups, using short stories and using comic strips.

2. The researcher calculated the total scores given by the teacher during assessment with speaking rubric.
3. The researcher matched her important observation notes with the details of the assessment regarding each student's storytelling performance
4. The researcher classified students' answers of the questionnaire
5. The researcher described and analyzed the data both from the observation and from the questionnaire.
6. The researcher interpreted the data analysis.

