

Chapter Three

Research Methodology

The third chapter consists of the research methodology which discusses about how this research was conducted. Besides, this chapter provides the research setting and the research participants that was chosen for this research. In addition, this research shows the reader about what steps that the researcher was do in collecting and analyzing the data.

Research Design

The researcher chose qualitative research because the researcher thought that qualitative research was appropriate to achieve those two objectives which were about challenges and strategies in joining storytelling extracurricular. Another reason why the researcher chose qualitative research was because it was in line with Creswell (2012) who contends that qualitative research design is used because qualitative research is to collect, analyze, and interpret data by observing what people do and say. Besides, Creswell (2012) also states that qualitative research is an explorative research which is useful to know the problems and the phenomenon. The researcher found that there was a phenomenon at one of the junior high school in Panggang which was the teachers often used storytelling to improve students' speaking skill. Another phenomenon was that the junior high school in Panggang had a storytelling extracurricular for the students. However, not every student had good skills in speaking which meant that it was seen as a problem. According to previous statements, the researcher believed that qualitative research was appropriate for this research.

The researcher implemented descriptive qualitative for this research because this research aimed to know challenges and strategies to solve the problems in practicing storytelling in their extracurricular. Kothari (2004) also argues that the descriptive qualitative is to describe the problems structurally and deeply to know some issues and trends. By this case, descriptive qualitative was the correct one that the researcher used in describing and explaining deeply the findings of this research.

Research Setting

Place. This research was conducted at one of the junior high school in Panggang. The researcher chose that school because the junior high school in Panggang had storytelling in their extracurricular, so it made the researcher to get the data easily. It made the researcher want to know problems and strategies to overcome some problems in practicing storytelling in their extracurricular. That school was the best choice as the setting of this research. The school was located in Panggang. That was one of the sub-district in Gunung Kidul, Yogyakarta. The school was one of the favorite junior high school in Panggang.

Time. In conducting this study, the researcher used timelines as the guideline so that it was done efficiently based on the schedule. In the table was show the time when the researcher collect the data, from interviewing the participants in their school, do transcribing, coding, analyzing the data, and go back to the school to do member checking, till the researcher finish in writing chapter four and five. Detailed schedule of the study was explained in the following table.

Table 3.1
Research Time line

Week/Month	Activity	Detail activity
December	Interview	<ul style="list-style-type: none"> ● Find the data at SMP N 1 Panggang
January	Transcribing and Coding – Data analyses	<ul style="list-style-type: none"> ● Transcribing ● Coding ● Analyzing data ● Member check ● Writing chapter four and five ● Revision for chapter four and five

Research participant. The researcher chose three students in one of the junior high school in Panggang to get the data. To choose the participants, the researcher used purposive sampling. It is in line with Palys (2008) who states that purposive sample is a non-probability sample that is chosen based on characteristics of participants and the objective of the study. The characteristic of the participant was, first the participant was students at junior high school in Panggang, Gunung Kidul, the students who were in grade nine who joined storytelling extracurricular. The researcher selected the participants by asking for teacher recommendation. He recommended three students as the participants of the study. The reason why the researcher chose some students grade nine at SMPN 1 Panggang who joined storytelling extracurricular because they had more experience than some students in lower grade (seven and eight). It was because the students who joined storytelling extracurricular in grade nine was join from grade seven or eight. First participant was Mawar. She joined the extracurricular from grade

seven. Second participant was Melati. She joined the extracurricular from grade eight. The last participant was Dahlia. She joined the extracurricular from grade seven. The researcher selected students grade nine because the students grade nine contributed more to answer the research questions of this research. To meet the participants, the first that the researcher did was contacting the teacher. Then, the researcher explained about the character of the participants that the researcher wants to be the participants of this research. After asking the teacher, the teacher told that there were three students in grade nine who joined the storytelling extracurricular.

Data Collection Method

This research used interview as instrument to collect the data. The researcher used interview as an instrument for this research because this research aimed to know challenges and strategies to overcome the challenges in doing a storytelling in their extracurricular. It meant that the data was about students' opinions, beliefs, and perspectives. Cohen, Manion, and Morrison (2011) state, "the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p. 409). To know participants' perceptions, beliefs, and opinions, the researcher asked the participants orally which meant that interview was really suitable to be used in this research.

Tools. There were several tools used as instruments which helped the researcher in interview such as interview guideline, hand phone, pen and paper. The interview guideline was needed in interview because interview guideline helped the researcher to ask the participants systematically. It meant that the researcher used interview guideline

in order to get sufficient students' answer. In addition, the researcher needed an interview guideline in order to avoid unimportant questions which did not answer the research questions.

Next was hand phone. Here, hand phone was meaningful for collecting the data. Hand phone was used to record the data. In this case, the researcher used mobile phone to record the data or the answers from participants during the interview. The researcher recorded the participants' answers during the interview. The researcher recorded participants' answers using hand phone in order to not miss participants' answers. Last, the researcher also used pen and paper. It helped the researcher to underline or to write down some important answers which needed to be clarified.

The researcher used Indonesian language for interviewing the participants. The researcher used Indonesian language to make the participant easy to understand about the question. The interview was done 30 minutes of each participant. After the interview, the researcher transcribed the data collected into text and analyzed the transcription in detail.

After collecting data, the researcher analyzed the data using five steps. The steps were transcribing the data, member checking, open coding, axial coding and the last was selective coding. Coding was the process of breaking down segments of text data into smaller units (based on whatever criteria area relevant), and then examining, comparing, conceptualizing and categorizing the data. According to Cohen, Manion, Morrison (2011), open coding is the first coding that the students will be done. Open coding is about categorizing the data collected into some points. The second is analytical coding.

In analytical coding, the researcher analyzed the participants' answers about what answers that can answer the research questions. Third was axial coding. Axial coding is a labeling participants' answers which have similar meaning. Last is selective coding. Selective coding is to select the answers which can answer research questions.

Trustworthiness

In qualitative research, the validity and reliability are called by trustworthiness. Trustworthiness was to demonstrate that the argument of the research made based on the result was the truth. According to Guba (1981), there are four criteria that should be considered by qualitative research to keep its trustworthiness. The criteria are credibility (in preference to internal validity), transferability (in preference in external validity), dependability (in preference to reliability), and confirmability (in preference in objectivity). In this research, the researcher used credibility to examine the trustworthiness of this research.

Mariam (1998) write that credibility deals with the question "how the congruent are the finding with reality?". Credibility is the way to determine the result of this research is the truth value through prolonged engagement, persistent observation, member checks, and triangulation. To maintain its credibility, member checking was used in the study. Member checking is the strategy to validate, verify or assess the trustworthiness of qualitative result (Birth, Scoot, Covers, Campbell, & Walter, 2016). In doing member checking, The researcher sent the transcript to the participants because it aimed to make sure that the researcher did not add any other information or answers

that the participants did not say. It meant that the participants were able to interrupt if the participants found some information that they felt they never said.