

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Method of the Research**

The researcher employs qualitative research methods in this study because the study aims to obtain the data by simply observing and interviewing the participants understanding and interpreting the data without altering and manipulating the data. Creswell (2014, p. 4) said that qualitative research is "for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.". Therefore, qualitative research will be the best fit given the research's intent to gather the students' perspectives via observations, questions, and interviews. Descriptive case study will be employed as the research design. A descriptive case study describes a phenomenon or case in a real-world context (Yin, 2018). Additionally, this approach is an appropriate method for in-depth investigation of certain phenomena, which can result in comprehensive analysis. Therefore, this strategy is suitable for an in-depth examination of specific occurrences, which may lead to a thorough analysis.

#### **3.2 Focus of the Research**

This study focuses on knowing the students' perceptions of using fables in learning narrative text.

#### **3.3 Setting and Participants**

This study took place in one of the junior high schools in Tasikmalaya. It aims to explore students' perceptions after learning English fables in narrative text material. In this school, an English subject is taught in two weekly meetings. Each meeting lasts two hours of lessons. The curriculum used is Kurikulum 2013. One of the material coverages is narrative text, and students learn about it using fables.

The participants involved in this study are three students, specifically two female students and one male student of 8th grade with an age range of 14-15

Years old. The criteria for the participants are: first, students who have studied the narrative text through fables in the classroom, and second, students who are active and have a good interest in learning English. Furthermore, they were selected because of factors like availability and compatibility for research success. All the participants' voices represent the research requirement.

### **3.4 Technique of Collecting Data**

The researcher used a semi-structured interview as the data collection method. This method is carried out by researchers who provide several interesting and relevant questions to students. In this study, the writer collected data from students as interviewees. A semi-structured qualitative research interview is defined as an interview to obtain a world description of the interviewee's life to interpret the meaning of a phenomenon being explained. The researcher has used semi-structured interviews because this type suits this study. After all, semi-structured interviews allow interviewees to explore their opinions about the interviewer's questions. However, the questions were flexible to gain rich information and a deep understanding of the students related to their perceptions. In addition, the interview was conducted in Bahasa, Indonesia, to avoid misunderstandings between the participants and the researcher. The interview process was recorded with an audio recorder, and the collected data was shared with all participants at once. The interview guideline is adapted from Jumroh and Rohmah's (2019) observation of the questions' ability to elicit detailed and informative responses from participants.

The interview was conducted with an audio recorder. Several requirements must be fulfilled by the participant, namely, filling out the consent form to agree each participant with the interviewer to ask for data. Fables in learning narrative text. Students' opinions are based on their experience learning narrative text using fables.

### 3.5 Technique of Analyzing The Data

The data from the interview was transcribed and analyzed by using thematic analysis. The researcher employs this technique because it is an “ideal ‘starter’ method for the researcher who is new to qualitative research. It is also accessible, flexible, and involves analytic processes common to most forms of qualitative research” (Clarke & Braun, 2013, p. 10). Clarke & Braun (2013) reported that there are six phases of thematic analysis, such as:

1) Familiarizing yourself with the data

The researcher read the data several times and took note of initial analytic observations to comprehend the data.

2) Generating initial codes

In this phase, the researcher made codes to highlight the important data using color and arranged it.

***Tabel 1* Generating Initial Codes**

<b>Transcription</b>	<b>Codes</b>
Aku merasa senang eee Ketika dapat eee text fabel atau dongeng hewan ya kak untuk belajar text narrative,... belajar text narrative menggunakan fabel itu hal yang menyenangkan dan juga positif ya kak eee aku jadi ingat cerita-cerita dan juga pesan moralnya eee	Feeling happy
jadi lebih bisa baca cerita karena disana kan terdapat cerita-cerita tentang hewan-hewan yang keren yang bisa mengajarkan pelajaran yang penting ya kak	Understanding moral value

<p>penggunaan dongeng fabel itu cukup efektif ya kak... karena terdapat pesan, moral dan juga pelajaran yang eee bisa diambil gitu dan itu juga menurut aku untuk berfikir apasih yang mau cerita itu kasih ke aku gitu kak</p>	<p>Interesting learning experience</p>
<p>Untuk performa aku biasanya jadi lebih baik ya kak Ketika menggunakan cerita fabel emm jadi saya lebih mudah ingat</p>	<p>Easy to understand</p>
<p>saat menggunakan fabel itu lebih bersemangat dan pada saat pembelajaran selesai pun saya dan teman saya masih suka membahas tentang cerita fabel yang sudah kita pelajari kak</p>	<p>Increasing motivation</p>
<p>Ketika proses pembelajaran pasti mendengarkan dan mencermati guru didepan gitu kak, walaupun saat belajar yang lain saya juga mendengarkan tapi saat pembelajaran tentang fabel itu saya lebih eee baik gitu kak karena saya pun mengerti jalan cerita fabel tersebut.</p>	<p>Focus in learning</p>

Six codes represented different aspects, as shown by the participants' interview transcriptions. Here is the list of initial codes and their frequency.

*Tabel 2 List of Initial Codes and Their Frequency*

No.	List of Codes	Total
1.	Feeling happy	4
2.	Interesting learning experience	4
3.	Increasing motivation	3
4.	Focus in learning	2
5.	Easy to understand	2
6.	Understanding moral value	1

### 3) Searching for themes

After making the codes, the researcher divided them using themes to analyze them easily.

**Table 3 Searching for Themes**

No	Codes	Themes
1.	Feeling happy	Students' Emotions
2.	Understanding moral value Increasing motivation Easy to understand	Students' Performance
3.	Interesting learning experience Focus in learning	Students' Learning Experience

### 4) Reviewing themes

At this phase, the researcher determined the themes in this step and decided whether to use these codes or not. The researcher next reviewed the subsequent topics that had been identified before deciding whether to integrate, improve, or eliminate the first themes by creating a thematic analysis to help the researcher more easily understand the findings. The researcher can reject or modify a theme until they find the most suitable theme if it does not fit the situation.

### 5) Defining and naming themes

The researcher conducted and wrote a detailed analysis, recognized each theme's story, and considered how each theme links the overall story of the entire data to the research questions.

***Tabel 4 Defining And Naming Themes***

<b>Themes</b>	<b>Definition of themes</b>
Students' Emotions	The students' positive emotions in learning narrative text using fables.
Students' Performance	The students' motivation and understanding when learning narrative text using fables.
Students' Learning Experience	The students' learning experience, especially about how the students learn narrative text in the class using fables.

#### 6) Writing up

This is the last step in analyzing the results. The researcher wrote a report on the research findings.

### 3.6 Steps of the Research

Here are the steps of a research process:

1. Identifying and defining the issue/problem/phenomenon
2. Exploring relevant studies, finding the gap in the research, and formulating the research question
3. Determining research design
4. Writing the process of the thesis
5. Reviewing relevant literature
6. Selecting research subject
7. Choosing and formulating appropriate techniques
8. Choosing participants and conducting interviews

9. Analyzing the data
10. Presenting findings and conclusion

### 3.7 Time and Place of the Research

The research was conducted in October 2023. It took place in a Junior High School located at JL. R.E. Martadinata No.85, Cipedes, Kec. Cipedes, Tasikmalaya City, West Java.

***Tabel 5 Research schedule***

No	Description	May - July	Aug	Sep	Oct	Nov	Dec- March	May
		2023-2024						
1	Research proposal writing							
2	Research proposal examination							
3	Data collection							
4	Data analysis							
5	Report							

No	Description	May - July	Aug	Sep	Oct	Nov	Dec- March	May
		2023-2024						
6	Comprehensive Review							
7	Thesis examination							