

CHAPTER 3

RESEARCH PROCEDURE

3.1 Research Method

The research method used in this present study is a descriptive case study. It aims to describe an invention or phenomenon and the real-life context in which it occurred (Yin, 2013). In addition, it aids in the investigation of the phenomena. Thus, it is occupied in this study to have a deep analysis of students' perception regarding storytelling as the speaking task based on phenomena that occur in the field. The researcher uses regular face-to-face interviews using semi-structured questions and open-ended questions as the best way to collect primary data for this study. In this way, the researcher is able to map, to track and to compare differences and similarities between interviewees, draws comparative conclusions and works on generalizable results.

3.2 Settings and Participants

The setting of the study was the participants of this study were 3 (three) EFL young learners' at one of the state junior high schools in Tasikmalaya, located in West Java, Indonesia. The study was conducted in English Club class. The English Club usually took place once a week and the schedule itself depends on teacher/tutor's availability. The selected participants of this study are 3 students who were in 8th grade; 2 female students, and 1 male student who have learned English since they were in elementary school. Foremost, to be selected as participants it is essential for students to meet the criteria of a good speaker. Thus, the three of them have accomplished the criteria as they have experience in storytelling, excellence in every speaking task, and they have big interests when it comes to learning

English. The researcher also notified the school about any information regarding the confidential observation data of this study.

3.3 Research Procedure

The researcher used semi – structured interviews. In this case, the researcher believes that any information regarding the research is possible to be gathered through interviews. The semi – structured interview is applicable in this study since it is relevant to reach an in – depth understanding when the researcher has been familiar with the phenomenon and context (Cheng & Dornyei, 2007). The researcher has tried to capture the participants' experience with a storytelling role as a speaking task throughout the interview. The language used to obtain the data when conducting semi-structured interviews was Indonesian language to avoid misunderstandings during the interview.

3.4 Data Collection

The data were collected through voice recording interviews. The interview method is popular and widely used and action. The researcher needs to consider what kind of questions are appropriate to the research issues which the learners are involved with. In this study, the interview was used to figure out in depth information regarding their perception towards storytelling. The interview used semi-structured interview and open-ended questions in order to allow the wider and various responses from the participants.

3.5 Data Analysis

The data were transcribed, reviewed, and analyzed. For analyzing the interview data, the researcher used Braun and Clarke's (2006) thematic analysis. Having chosen to apply a thematic analysis in this research, there are some important factors to consider such as the differences between inductive and the deductive approaches. Inductive approach involves work on the data to determine the themes, while a deductive approach involves collecting data with colored themes directed based on existing knowledge. It is an effective

approach to discovering students' views, opinions, knowledge, and experiences. It also helps create value from data from different perspectives, such as interviews, transcripts, social media profiles, and different types of research. Finding answers to qualitative research questions requires collecting and analyzing data from relevant participants. The aim of thematic analysis is to classify meanings based on themes; it is an analytical tool for identifying, analyzing, and reporting patterns (themes) within data (Braun and Clarke 2006, p. 79). However, after the researcher decided the thematic analysis as an accurate or right method for data collection, also finalizing an appropriate approach, the researcher can conduct the popular six steps of which are developed by Braun & Clarke.

1. Familiarization with data.

The data from the interview was transcribed and translated. Furthermore, the data was read repeatedly in order to be familiar. Furthermore, the data was read repeatedly in order to be familiar.

Interviewer	Interviewee
Yesterday our subject was about storytelling, right? Previously have you ever try telling a story using English?	Yes, I have.
At what grade were you in?	Sixth grade
Ah sixth grade. Was it for English subject or for competition?	It's for competition

Figure 3.1 Data transcription and translation

2. Generating initial codes

The researcher coded the data by highlighted the initial codes with the same color in order to make the process of analysis easier in the next step, thusly:

Acting out the stories

Evaluating the effectiveness of storytelling

Originality of the students' story

Relating new learning to what students already know

Storytelling helps students be more comfortable speaking

Storytelling is fun

Storytelling is planned out

Students definition of storytelling

Students tell personal stories of actions

Students' need for accountability

Students discussion prior to storytell

3. Searching for themes among codes

In this section, the researcher grouped the initial codes which possibly have the similar themes.

Themes		
Purposefulness	Authenticity	Challenge
Storytelling helps students be more comfortable speaking	Originality of the students' story	Acting out the stories
Storytelling is fun	Relating new learning to what students already	Evaluating the effectiveness of

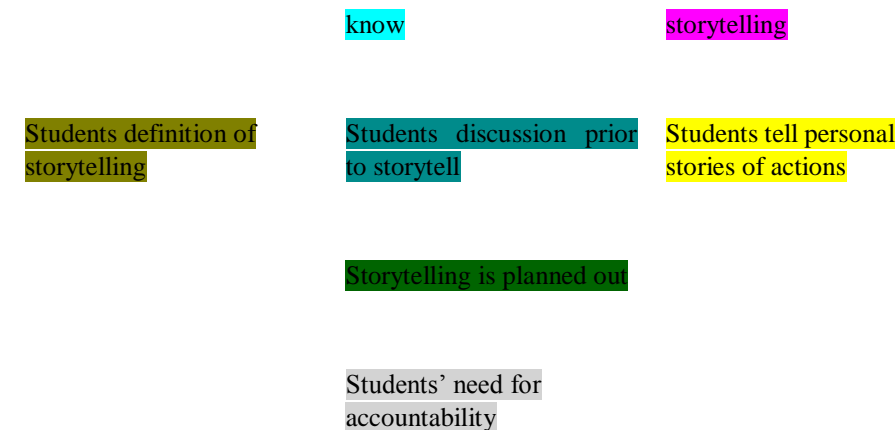


Figure 3.2 Process of Searching Themes

4. Reviewing themes

This step involved reviewing the themes in order to ensure whether the themes are appropriate or not. If the themes were not appropriate, the researcher omitted or replaced the themes.

5. Defining and naming themes

The themes become the finding of this study. Themes were named as representatively of Thornbury's (2005) criteria for speaking tasks. Those aspects are Purposefulness, Authenticity, and Challenges.

Those themes from the framework will become the findings of my present study.

6. Producing the final report.

Thus, the final data is categorized and coded based on repeated themes, which represents data sets relevant to specific research questions.

Interviewer	Interviewee	Initial Code	Theme
Have you ever been trying to tell a story using English?	I was pulled into the teacher's room, the teacher said, "Do you want to join an English competition?" So, at the end, P1 took part in that competition until the 8th grade, so it seemed like I joined the competition every year.	Students tell personal stories of actions	Challenge: What tactics they do when delivering the story
Usually, when you tell stories in English, do you have specific tactics in telling stories?	My character when it comes to story tell feature is expression or intonation, if it's from my friends about gesture, hands... then if it's from the teacher it's usually an expression, the expression and also intonation.	Acting out the stories, Students discussion	Challenge: What tactics they do when delivering the story

Figure 3.3 Coloring the codes

3.6 Research Schedule

No.	Activities	Oct. 2018	Jan. 2019	Oct. 2019	Mar. 2022	Oct. 2022	Nov. 2022
1.	Submission of Research Topic						
2.	Research Topic Approval						
3.	Chapter 1						
4.	Chapter 2						
5.	Chapter 3						
6.	Proposal Approval						
7.	Seminar Proposal Examination						
8.	Conducting the Research						
9.	Chapter 4						
10.	Chapter 5						
11.	Final Thesis Examination						