CHAPTER III

RESEARCH METHOD

This chapter focuses on a description of the effect of storytelling to improve the students’ pronunciation at the tenth grade of MAN 2 Gresik.

A. Research Design

The design of this study is descriptive qualitative design. This research is purposed to give more detailed explanation of a phenomenon. Descriptive qualitative study is a research relaying primarily on the collection of qualitative data-non numerical data such as words and pictures. The purpose of this research are to describe how the students’ pronunciation after the implementation of folktales storytelling in the learning process and the students’ response after the implementation of folktales storytelling to their pronunciation skill.

The researcher observes the teaching learning process using observation checklist to tell what happen in the class, gives questionnaire to the students, collects the students’ score as documentation, then concludes and reports everything that happens during the research descriptively.

B. Setting of the Study

The researcher chooses the tenth grade students of MAN 2 Gresik as subject of her study. This school is located on Jl. Raya Metatu No.07 Benjeng Gresik.

research is carried out from August 2- 27, 2012; after getting agreement of the school and having consultation to headmaster of MAN 2 Gresik then the researcher observes the teaching learning and everything that happens during the class.

The researcher observes the teaching learning process on August 2, 4, and 27, 2012. Next, the researcher gives questionnaire to students in the class on August 27, 2012. The researcher also makes documentation by collecting students’ score. After doing research then the researcher concludes the data about the effect of storytelling to improve the students’ pronunciation at the tenth grade of MAN 2 Gresik.

C. Data Collection Technique

In this research, the researcher does observation to collect data about the effect of storytelling to improve the students’ pronunciation in the learning process using observation checklist to retell everything that happen in the class (about material, media, teacher’s and students’ activity). The researcher also makes documentation by collecting students’ score to support the data. After doing observation, the data about the effect of storytelling to the students’ pronunciation will be found from the improvement of students’ pronunciation. The data from questionnaire is expected to find out the students’ response after using folktales storytelling to their pronunciation. If the students’ interested and motivated in learning process; and their ability in pronunciation improves, so it means that storytelling give good effect to improves the students’ pronunciation, the
researcher concludes the data and takes note the result from all of the data of the research.

D. Research Instrument

The instruments that are used by the researcher in this research are observation checklist, questionnaire, and documentation to collect the data about the effect of storytelling to improve the students’ pronunciation at the tenth grade of MAN 2 Gresik.

1. Observation checklist

Observation is used to observe the teaching learning process about the effect of storytelling to the students’ pronunciation development. The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are about the use of material, media, teacher’s activity, and students’ activity in the class during the learning process. According to Flick, Kardorff, and Steinke that “Observing processes and activities is still and once again a prominent way of doing qualitative research”.2 (See Appendix 1, 2, and 3)

2. Questionnaire

The researcher uses the questionnaire to know the students’ response after the implementation of folktales storytelling to improve their pronunciation. The questions are about their feeling, their interest, and their motivation when

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2Ibid, 193.
implementing folktales storytelling to improve their pronunciation. According to Spencer-Oatey that “Questionnaires are standard research instruments in the social sciences. Questionnaires produce offline responses, that is, respondents are not currently engaged in the activity addressed in the questionnaire”.

The researcher makes questionnaire based on the book “Genius Learning Strategy” that:

a. Learning style based on the environment determine the different responses to physical condition, psychology, social and instructional. (number 1 and 2)

b. The material in the learning process should be fun and increase the students’ interest and attention to the lesson. (number 3, 8 and 10)

c. The roles of the teacher is to help students to find their power, talent and ability. (number 4, 6, 7 and 9)

d. The bravery is important to maximize the students’ potention.

( number 5)

(See Appendix 4)

3. Documentation

In this research, the researcher uses documentation by collecting students’ score during the learning process. It is used to support the data about students’ pronunciation development after the implementation of folktales storytelling to

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\(^3\)Helen Spencer-Oatey, *Culturally Speaking* (London: Continuum, 2008), 291.

improve their pronunciation. According to Flick, Kardorff, and Steinke that “Documentation of the research process is the principal technique. With this an external public is given the opportunity to follow the investigation step by step and to evaluate the research process and the results which derive from it”.

(See Appendix 5)

E. Data Analysis techniques

1. Data from observation

The data from observation using observation checklist is describe clearly about what happen in the classroom (the use of material, media, teacher’s activity, and students’ activity in the class). The researcher observes activities during the teaching learning process, watches closely the phenomenon in the class and tries to make note based on the observation checklist. After doing those steps above, then the researcher concludes the result of her observation that the effect of storytelling can improve students’ pronunciation or not.

2. Data from questionnaire

The data from the questionnaire will be analyzed using descriptive statistics. This data is used to answer the research question number two. The questions are about the students’ response about the use of folktales storytelling, how their feeling after using it, about their understanding, and their development in pronunciation. The formula that is used to calculate the percentage is presented below:

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Uwe Flick, et.al., translated by Bryan Jenner, A Companion to Qualitative Research... 187.
\[ \rho = \frac{\Sigma F}{\Sigma N} \times 100\% \]

Note:

\( \rho \): the percentage of students’ response

\( \Sigma F \): the number of response

\( \Sigma N \): the number of students

After calculating the percentage of students’ response, then the researcher concludes the result and describes them descriptively.

3. Data from documentation

The data from documentation by collecting students’ score will be shown on the table. The development of the students skill will be shown through their score that are improving after three times implementation of folktales storytelling in the learning process. If the students’ score are improving, it means that the implementation of storytelling give good effect to improve the students’ pronunciation.

Then the researcher concludes and takes note the result from the data observation, questionnaire and documentation to answer the research questions that are mentioned in the chapter one.