

CHAPTER III

RESEARCH METHOD

This chapter discusses about method of the research that was used to conduct the research. This section starts with the research design, subject of the research, source of data, research instruments, triangulation, data collection, and data analysis.

A. Research Design

A research design is needed to conduct research. Case study was used as the design for this qualitative research. Case study provides holistic description of single unit (an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community) (Ary, et.al, 2010). Researchers may use theory to analys data of a case, build theory from the data, or test a theory for a case. There are some objects that can be taken as the case such as event, situation, process, program, and activity (Rasyid, 2015). The goal of this research was to have depth description about miscues occurrences of *Kodong Armi*'s storytellers in storytelling activity by using reading aloud strategy. Hence, theory was needed to analyze the miscues. Yetta M.Goodman, Dorothy J.Watson, and Carolyn L.Burke's theory (2005) were used to analyze the miscues.

B. Subject of The Research

The subject of this research were storytellers of *Kodong Armi*. In this study, the researcher described miscues occurrences of *Kodong Armi*'s storytellers. The miscues were analysed in their storytelling activity by using

reading aloud strategy. The analysis was done with purposeful comprehensive sampling as the number of *Kodong Armi*'s storytellers were 3 people.

C. Source of Data

Data of qualitative study is natural setting that conveys actual words or actions of people. Qualitative researchers often use audio recordings and videotapes (Fraenkel, Wallen, & Hyun, 2012). In case study, source of data is information about an event, social setting, person, group, or community (Scheiber, and Self, 2011). The data of this research were storytellers of *Kodong Armi*'s readings toward an English story book in their storytelling activity.

D. Research instrument

Tools to analyze the data are called as research instrument (Arisandi, and Wachyudi, 2017). Code sheets, coding system, recordings, miscue analysis theory, and English dictionary application were used as the instruments. The code sheets were copies text of English story book. The book was *Kucabi (Kumpulan Cerita Bahasa Inggris)* entitled "Mr. Gimán's Lovely Bird". The coding system used in the code sheets was adapted from Argyle (1989). The recordings were videos of storytelling activity of *Kodong Armi*'s storytellers in reading aloud strategy toward the English story. Six features of Yetta M. Goodman, Dorothy J. Watson, and Carolyn L. Burke's theory (2005) were used to analyze the miscues. The English dictionary application was U-Dictionary.

E. Triangulation

Triangulation is used to get validity and reliability of the data. Triangulation is done within collecting and analysing data. There are some types of triangulations such as methodologies triangulation, investigator triangulation, data source triangulation, and theory triangulation. Methodologies triangulation was used in this research. In methodologies triangulation, researcher can use observation and interview method. Furthermore, researcher can use written document, official note, file, historical record, personal writing, and picture or photo (Rasyid, 2015). In this study, the researcher used observation and interview. The researcher recorded storytellers of *Kodong Armi*'s reading in the form of video and put miscues occurrences in code sheet within the observation. Afterward the researcher conducted interview towards the storytellers of *Kodong Armi*.

F. Data collection

There were some steps that the researcher used in collecting data. The first step was taking 3 students as storyteller. They have same hobby that gathered in one community named *Kodong Armi*. Their hobby is reading English story.

The second step was finding English story book perceived that the storytellers of *Kodong Armi* have not read it. The English story book that taken as the instrument was *Kucabi (Kumpulan Cerita Bahasa Inggris)* entitled "Mr. Gimán's Lovely Bird". The book was chosen because the book is compiled as learning resource for basic and intermediate level of education.

The book is already rated by Language Development and Fostering Agency of Central Java (*Balai Bahasa Jawa Tengah*).

The third step was asking to the storytellers of *Kodong Armi* whether they ever read the English story of the book or not. If the storytellers have not read the story, it was used as their reading material to conduct the research and vice versa.

The fourth step was copying text of the English story in three copies. The copies were used as code sheets. Each line in code sheets was numbered to know exactly miscue occurrence to be identified.

The fifth step was telling to them about activity they were going to do that was storytelling by using reading aloud strategy. Afterward the researcher telling the procedures that there was no time limitation in reading aloud and without any preparation.

Recorded the storytellers of *Kodong Armi's* reading was the last step in collecting data. Before recording session was begun the researcher made bright conversations with the storytellers to have them at ease.

G. Data Analysis

After collecting the data, the researcher came to analyse the data. Only selected data which were appropriate with the research to be analysed. There were some steps in analysing the data.

The first step was coding miscues as the storytellers did storytelling in reading aloud strategy. The coding system was adapted from Argyle (1989). The second step in analysing the data was doing interview towards the

storytellers about their reading after all of them finished telling the story in reading aloud strategy. The researcher used semi-structured interview. The researcher asked about important cases of their reading using interview guidance. During process of interview the researcher may modify the questions based on situation. The question cannot be answered in simple response. The researcher used why, how, what, etc into the questions.

The third step was analysing the miscues that referred to the miscue analysis theory of Yetta M. Goodman, Dorothy J. Watson, and Carolyn L. Burke (2005). In this step the researcher played the recordings to put more description about occurrences of the miscues and checked the phoneme by using English dictionary application (U-Dictionary). The researcher also put storytellers' miscues in the form of table. Afterward the conclusion was drawn based on occurrences of the miscues that was analysed.