

CHAPTER III

RESEARCH METHOD

A. Research Design

There are several approaches that may be employed in researcher. Methods for doing research might be quantitative, qualitative, or hybrid. Shall talk about qualitative research techniques like case studies in this research. Sugiyono (2007) defines qualitative research as an investigation of natural things in which the researcher serves as the primary instrument, several data-collecting strategies are employed, inductive data analysis is performed, and meaning is prioritized above generalization in the findings.

The goal of qualitative research, as is widely known, is to preserve the structure and content of human behavior and examine its characteristics rather than converting them into quantifiable things (Mulyana,2008).

The case study is research to explain an individual's actions using a single observation or a collection of observations to describe the actions of people; instances made up of individuals, Etc. (John, 2007).

The research procedure was taken by Johnson and Larry Christensen (2014) according to the steps in qualitative research. This is a study case steps:

Step 1. Select research topic

The researcher chose to title about maximize Fairy Tales Storytelling to Improve Adolescents' English Listening Skills as a research topic, based on the success of the listening skills approach in learning English and storytelling which are expected to keep up with the times by teachers around the world. Therefore, the researcher chose this topic which aims to report listening skills implementation procedures through fairy tale storytelling.

Step 2. Determine research question

1. How does the process of using fairy tale storytelling improve the teen's listening skills?
2. What are the challenges of using fairy tales to improve their listening skills?

Step 3. Design the study

This study takes a case study as the research design. Case studies enable researchers to investigate specific and complex cases. This can help in an in-depth understanding of a particular phenomenon in a real context. Not just focusing on a single case, researchers can understand the context in depth, including the environmental, social, and historical

factors that influence the phenomena being studied. And also case studies can provide a more in-depth and comprehensive understanding of the case being investigated.

Step 4. Collect data

Since this is a case study, the researcher use classroom observation and in-depth interviews with English teachers at MTsN 3 Banjarmasin as data collection tools. The researcher collects data until there is no more new data to report.

Step 5. Analyze data

To analyze the data that has been collected, the researcher applies thematic analysis (Braun & Clarke, 2006).

Step 6. Generate findings

The findings found in this study are that improving teens' English listening skills through fairy tales storytelling can have an impact on the development and evaluation of learning in the future.

Step 7. Validate findings

To achieve the trustworthiness of the data, the researcher fulfill the criteria that include; high credibility, transferability so that future

teachers can apply these findings. dependability, and finally, confirmability by presenting this research to the examining.

B. Research Setting

This research was conducted at MTsN 3 Banjarmasin. The subject of this research was ninth and eighth-grade students. It is located on Jl. Mahligai, Pemurus Luar, Kec.Banjarmasin Tim., Kota Banjarmasin, Kalimantan Selatan. The researcher chose this school because the teachers use storytelling when teaching in class and students often won storytelling contests. Then the English teacher at the school uses storytelling in teaching listening. it is carried out in 2024.

C. Participant

The participants of this research are the English teacher and students at Mtsn 3 Banjarmasin. The researcher generates data dealing with the teacher and student's views, such as issues and challenges in maximizing fairy tales storytelling to improve teen's English listening skills.

D. Data

In this research, data was collected through classroom observations and interviews with teachers and students involved in maximizing fairy tale storytelling to improve teens' English listening skills. Researchers also

explored the benefits and challenges of fairy tale storytelling. The research subjects, or data sources, consisted of several ninth-grade students and a teacher from MTsN 3 Banjarmasin who were active participants in this research.

E. Technique of Data Collection

In this study, the researcher employed a case study, therefore the researcher interviewed to collect data.

1. Observation

Observation is a method of gathering facts in the class. This type of data collection is categorized as a participatory study since the researcher must spend time with her respondents in their environment while taking notes and/or recording. A variety of techniques, including listening, reading, touching, and documenting behavior and phenomenon features, can be used to acquire data through observation. "An act of recognizing and noting a fact or event frequently including measurement using tools," is how Merriam-Webster defines the term "observation." In sociology, observation entails the researchers keeping an eye on and analyzing the participants' continuous behavior.

2. Interview

One of the finest approaches for a study to discover or examine someone's profound information is through interviews or question-and-answer sessions. The purpose of an interview is to gather information in the form of a description of the person being questioned's life in order to assess the significance of the "reported phenomena" (Kvale, 1996). Additionally, Schostak (2006) adds that interviews are prolonged talks that are used to gather in-depth information on a certain subject or topic and through which phenomena can happen and be interpreted in the context of the person being questioned.

F. Research Instrument

The researcher used two instruments to gather the qualitative data: the interview protocol and observation guidelines. It aimed to answer two research questions addressed in Chapter 1.

Table 3.1 Research Question

No Of RQ	Point Of Research Question	Research Instrument
1	The process of using fairy tale storytelling improve the teen's listening skills.	Observation Guideline Interview Protocol

2	Teen's perceptions of using fairy tales to improve their listening skills	Interview Protocol
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G. Data Analysis

Researcher have chosen to apply approach to data analysis technique, namely thematic analysis. The use of this technique is designed to provide a comprehensive framework and simplify the data processing process at the next stage. Thematic analysis is used to identify significant emerging patterns or themes in the dataset. By using this technique, it is hoped that the analysis results can provide a deeper and more holistic insight into the information obtained during the research.

Researchers analyze the data to find themes and identify patterns in the data that has been collected (Braun & Clarke, 2006). Researchers used thematic analysis to analyze the data. This data analysis technique is very appropriate if a research aims to investigate what actually happened at an event from the researcher's perspective (Fereday & Muir-Cochrane, 2006). The following are the stages of thematic analysis with a description of the analysis process adapted from Braun & Clarke (2006).

Table 3.2 Thematic Analysis Phase

No	Phase	Description of Analysis Process
1	Familiarizing with the data	<p>Prolong engagement with data</p> <p>Triangulate different data collection modes</p> <p>Document theoretical and reflective thoughts</p> <p>Document thoughts about potential codes/themes</p> <p>Store raw data in well-organized archives</p> <p>Keep records of all data field notes, transcripts, and reflexive journals</p>
2	Generating initial codes	<p>Peer debriefing</p> <p>Researcher triangulation</p> <p>Reflexive journaling</p> <p>Use of a coding framework</p> <p>Audit trail of code generation</p> <p>Documentation of all team meeting and peer debriefings</p>
3	Searching for themes	<p>Researcher triangulation</p> <p>Diagramming to make sense of theme connections</p> <p>Keep detailed notes about development and hierarchies of concepts and themes</p>