

## **CHAPTER II**

### **RESEARCH METHODOLOGY**

#### **2.1 Research Designs**

This study used a descriptive qualitative approach to explore teachers' experiences in using storytelling in English for Young Learners (EYL). Qualitative research is used when variables are not clearly identified, existing literature provides limited understanding of the phenomenon, and research seeks to explore issues from the perspectives of participants (Creswell, 2012). This approach was chosen because the purpose of this study was to investigate the challenges faced by teachers as well as the strategies they implemented, which required an in-depth understanding of human behavior and the motives behind it (Mantula et al., 2024). The main data were collected through semi-structured interviews to obtain detailed information about teachers' perspectives and problem-solving approaches during storytelling activities, with the researcher serving as the primary instrument in gathering and interpreting the data to capture the complexity of educational phenomena.

#### **2.2 Participants**

The participants in this study were four English teachers who have implemented storytelling in teaching English for Young Learners (EYL). In qualitative research, participants are individuals who are intentionally selected because they can provide detailed and relevant information about the research problem and offer important perspectives on the phenomenon under investigation (Sargeant, 2012). The participants were selected purposively based on the following criteria: (1) have teaching experience in an EYL environment; (2) have used storytelling as part of classroom teaching; and (3) be willing to participate voluntarily in this study. They were chosen because they were considered capable of providing rich and in-depth information regarding the challenges and strategies in implementing storytelling.

The participants' educational backgrounds and teaching experiences are as follows: Participant 1 holds a Master's degree with 13 years of teaching experience, Participant 2 also holds a Master's degree with 12 years of experience, Participant 3 holds a Bachelor's degree with 1 year of experience, and Participant 4 holds a

Bachelor's degree with 2.6 years of experience, all participants had directly implemented storytelling in EYL activities, making them well-positioned to provide relevant insights for this study.

The study was conducted at Main Harmoni class, an informal education institution where storytelling was integrated into the English language learning process. The institution provided English instruction to young learners outside of the formal schooling system and applied a flexible, student-centered approach to teaching.

### **2.3 Data Collection**

This study utilized interviews as the main method of data collection to investigate teachers' views, experiences, challenges, and strategies in implementing storytelling in English for Young Learners (EYL). The interviews were conducted both face-to-face and online, with three participants interviewed face-to-face and one participant interviewed online. Each interview lasted approximately 20 to 40 minutes and was audio-recorded with the participants' consent.

### **2.4 Instruments**

The research instrument used in this study was a semi-structured interview guide. This instrument was chosen because it allowed the researcher to ask open-ended questions and explore participants' responses in depth while maintaining a flexible structure (Creswell, 2012). The interview questions covered several key topics, including the challenges teachers faced and the strategies they employed in implementing storytelling, student barriers, availability of materials. Follow-up questions were also used to encourage participants to elaborate on their responses and provide more detailed information of their classroom practices. This instrument enabled the researcher to obtain rich and detailed information while maintaining consistency across interviews.

### **2.5 Procedure**

The data collection process was carried out in several stages. First, the researcher contacted the participants and scheduled a time for the interviews. Before the interviews began, the researcher explained the purpose of the study and

obtained the participants' consent. The researcher then conducted semi-structured interviews using a prepared interview guide. Predetermined questions were asked, and when necessary, follow-up questions were added to clarify or further explore the participants' responses. The interviews continued until all questions had been addressed. Each interview was audio-recorded for transcription and analysis purposes.

## **2.6 Data Analysis**

The data were analyzed using the qualitative analysis model proposed by Miles et al. (2014). This model consists of three stages: data condensation, data display, and conclusion drawing and verification. This model was chosen for its ability to offer a systematic yet flexible approach, making it suitable for interview analysis. These three stages are not separate but occur simultaneously as part of the analysis and interact with one another.

### **1. Data Condensation**

The researcher first transcribed the interview recordings. The transcripts were then reviewed and organized by selecting and focusing on relevant information related to the research questions. This process involved initial coding through the identification of main ideas and keywords from interviews, categorizing the data based on recurring keywords, and determining themes to be presented in the data display stage. Following Miles et al. (2014) framework, data condensation was carried out to identify emerging themes related to the challenges faced by teachers and the strategies they employed in implementing storytelling in EYL classrooms. The complete coding process is presented in the Appendix

### **2. Data Display**

The condensed data were then displayed in descriptive narratives supported by participants' quotations to clarify the categories and themes that emerged. These quotations served as evidence of the study's findings regarding the challenges and strategies in implementing storytelling in EYL teaching activities. This stage aimed to help the research examine relationships among categories and themes and verify the consistency of information before drawing conclusions. In line with Miles et al. (2014), data display was employed to organize and present the findings in a clear and systematically, enabling effective examination of patterns across participants.

### 3. Conclusions

Based on the model proposed by Miles et al. (2014), the researcher drew conclusions continuously during the analysis, guided by categories and themes that emerged from the data. These conclusions, which included teachers' challenges and strategies in implementing storytelling in EYL classrooms, were not immediately considered final. Instead, were revisited by re-reading the transcript, reviewing the coded data, and comparing responses across participants. This is done to ensure that the analysis results are consistent and reliable.

