

CHAPTER III RESEARCH METHOD

A. Research Design

This study employs a mixed-methods approach, combining quantitative and qualitative methodologies to bridge the gap between distinct fields of study (Snodgrass et al., 2024). Through this approach, researchers can explore phenomena more comprehensively by integrating complementary numerical and narrative analyses (Taherdoost, 2022). The Sequential Explanatory Design model is applied, consisting of two phases: first, the collection and analysis of quantitative data, which then leads to the qualitative phase to deepen understanding (Tingli, 2024; Masud et al., 2024). This method is utilized to enhance English listening and reading skills at SMPN 21 Bengkulu.

The quantitative method in this study is used to collect numerical data that measure specific phenomena through surveys—in this case, the use of storytelling in integrated reading and listening instruction—which is then analyzed mathematically (Sardana et al., 2023). Combining both methods allows researchers to gain a broader perspective by integrating numerical findings with deeper interpretative insights. In this phase, a standardized questionnaire is administered to the students of SMPN 21 Bengkulu to assess their perceptions and level of engagement in English learning through storytelling. The collected data will be analyzed numerically to identify patterns and trends in students' reading and listening skills. This phase aims to quantitatively measure the impact of storytelling on student engagement and improvements in their English proficiency. The findings from this analysis serve as the basis for formulating more specific research questions in the qualitative phase.

The qualitative research, on the other hand, involves in-depth interviews with informants to gain further insights into the studied phenomenon (Denny & Weckesser, 2022). In the second phase, qualitative data will be collected through semi-structured interviews with a selected

group of participants, including teachers and students. These interviews will explore their experiences and perceptions regarding the use of storytelling in English language learning. Through thematic analysis, this study will uncover deeper insights into how storytelling can create a more engaging and inclusive learning environment. This qualitative phase provides a more contextual and in-depth understanding of the factors that make storytelling effective in language learning.

Both approaches complement each other, resulting in a more valid analysis to explain complex phenomena. Quantitative analysis helps researchers identify general patterns, while qualitative approaches provide deeper insights into the context and motivations behind the data (John, 2024). The mixed-methods approach allows for a more comprehensive exploration of research questions. Quantitative data offer an overview of trends in language skill improvement, while qualitative data uncover the underlying factors behind the mechanisms of using storytelling in English learning. The combination of these approaches enables triangulation, strengthening research findings and providing a holistic understanding of the impact of storytelling on students' reading and listening skills (Taherdoost, 2022; Sardana et al., 2023).

B. Population and Sample

1. Population

This research was conducted at SMPN 21 Kota Bengkulu at the eighth-grade level. At this level, there are six classes that constitute the population of the study, as presented in the following table. The selection of classes was based on methodological considerations relevant to the research objectives, ensuring that the data obtained could comprehensively represent the phenomenon under study. Furthermore, the distribution of classes at this level will be explained in more detail to provide an overview of the characteristics of the students involved in the research.

Table 3.1
Population of the Research

No.	Class	Male Students	Female Students	Total
1	VIII 1	19	13	32
2	VIII 2	19	12	31
3	VIII 3	21	10	31
4	VIII 4	18	13	31
5	VIII 5	19	12	31
6	VIII 6	16	11	27
Total		109	73	182

2. *Sample*

This study employed a purposive sampling technique to determine the sample, selecting class VIII.2 as the research subject. The sample consisted of 31 students, comprising 19 male students and 12 female students. The selection of this class was based on methodological considerations to obtain representative data in the context of learning fairy tales for reading and listening. This technique allowed the researcher to focus on a specific group with characteristics aligned with the research objectives, ensuring that the results could be analyzed in a thorough and systematic manner.

Based on information from the teacher, the six available classes have relatively homogeneous levels of reading and listening skills. Additionally, the educational background and teaching methods applied in each class are also uniform, making the selection of a single class sufficient to represent the population. By choosing class VIII.2, the researcher can delve deeper into how the use of fairy tales contributes to

students' reading and listening skills without significant differences between other classes that could affect the research results.

Although only one class was used as a sample, this study still strives to maintain the validity and reliability of the data through a triangulation strategy. In addition to relying on quantitative data from tests and questionnaires, the study also collects qualitative data through interviews and observations to gain a more comprehensive understanding. Thus, despite the limited sample, the research results can still provide in-depth insights into the effectiveness of using fairy tales in enhancing students' reading and listening skills.

C. Research Instrument

This study utilized various instruments to obtain comprehensive data. A quantitative method was employed to collect numerical data through surveys, particularly in the context of using fairy tales in reading instruction integrated with listening (Sardana et al., 2023). The quantitative instruments included questionnaires as well as reading and listening comprehension tests. Meanwhile, the qualitative method involved in-depth interviews with teachers and students to gain further insights (Denny & Weckesser, 2022). Qualitative data were also obtained through classroom observations to understand the learning process and students' responses to reading and listening skills. The combination of these instruments enhances the validity and reliability of the research.

1. Instrumen Data Kuantitatif

a. Reading and Listening Comprehension Test

This study utilized the Reading and Listening Comprehension Test to measure the effectiveness of using fairy tales in improving the reading and listening comprehension of eighth-grade students (class VIII-2) at SMPN 21 Bengkulu. This instrument was designed based on English language proficiency indicators aligned with the curriculum and assessment principles in language learning. The Reading and

Listening Comprehension Test in this study consisted of 50 multiple-choice questions, aimed at evaluating students' reading and listening comprehension levels. The test was divided into a Reading Comprehension Test with 25 questions and a Listening Comprehension Test with 25 questions. Each indicator had an allocation of five questions, adjusted according to the complexity of the tested material. The test blueprint was systematically structured to ensure that each measured aspect was relevant to the research objectives. Further details regarding the blueprint can be found in Appendix 14.

The Reading and Listening Comprehension Test used in this study was developed based on a pre-designed test blueprint. This instrument aimed to evaluate students' reading and listening competencies, particularly in the context of utilizing fairy tales as a learning medium. Each question varied in difficulty to ensure that the test results provided an accurate representation of students' proficiency in English language skills. This instrument covered five key aspects: main idea, detailed information, inference, vocabulary, and moral message & author's purpose. With this approach, the test results were expected to provide a comprehensive mapping of students' reading and listening comprehension abilities.

Although the questionnaire in this study did not undergo a formal validation process, the Reading and Listening Comprehension Test instrument was adapted from Shah's theory (2024), which emphasizes that reading comprehension tests should evaluate students' abilities at literal, inferential, and evaluative levels. In the analysis, quantitative results from the listening comprehension test complemented the thematic analysis of focus group data, while insights from the focus group helped interpret the quantitative findings. The most significant data integration occurred during the interpretation stage, where qualitative feedback from participants enriched the understanding of their quantitative listening performance results

(Jantansode & Ruangjaroon, 2025: 122-123). By referring to previous theories and studies, this Reading and Listening Comprehension Test instrument is expected to produce accurate and representative data in support of the research objectives. The research instrument can be found in Appendix 15.

b. Questionnaire

The questionnaire instrument in this study consists of 30 questions designed to collect data on various aspects related to the use of fairy tales in improving the reading and listening comprehension of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu. The questions in this questionnaire are grouped into eight main indicators, with each indicator represented by four questions. These indicators cover three main aspects of the grammar learning process relevant to this research, namely the appeal of the story, the ease of understanding the material, and the students' learning experiences. The development of this questionnaire is based on the principles of systematic research instrument development to ensure that the data collected is valid and reliable. Further details about the instrument grid can be found in Appendix 5.

The questionnaire in this study was developed based on the established grid, with the aim of obtaining accurate information regarding the effectiveness of using fairy tales to improve reading and listening comprehension among eighth-grade students in class VIII-2 at SMPN 21 Bengkulu. Each question is designed to be easily understood by the respondents, minimizing the potential for bias in their answers. Furthermore, this instrument was developed in a structured and systematic manner to ensure that all aspects of the research are comprehensively covered. Therefore, this questionnaire is expected to generate data that can be used to analyze the effectiveness of using fairy tales to enhance the reading and listening skills of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu. Detailed

information about the questionnaire instrument can be found in Appendix 6.

Although this questionnaire did not undergo a formal validation process, it was adopted from expert references relevant to the field of education, particularly from the research conducted by Romdona (2025). The technique of distributing the questionnaire offers a more efficient approach in terms of time and cost, especially in studies with a large number of respondents. The questionnaire also provides the advantage of distributing the research instrument to various locations or groups in a faster and more practical way. By referring to the principles of systematic instrument development and previous research references, this questionnaire is expected to generate accurate and representative data to support the research objectives.

2. Instrumen Data Kualitatif

a. Interviews

According to Sari & Sasmita (2025), interviews are a research instrument used to explore in-depth information about the experiences, views, and feelings of the research subjects. In this study, the interview instrument consists of 20 questions arranged based on 10 main indicators. These questions are divided into two groups: 10 questions for students and 10 questions for teachers. Each indicator has two questions designed to gather specific and detailed information related to the research topic.

This interview instrument was developed to obtain relevant and comprehensive data, thus strengthening the findings from other instruments such as the questionnaire and the Reading and Listening Comprehension Test. The development of the interview instrument was carried out systematically, following the principles of qualitative research, to ensure that the data collected can be used to support the research analysis accurately. Details about the interview instrument

grid can be found in Appendix 9 for teachers and Appendix 11 for students.

The interview instrument in this study was developed based on the grid that has been prepared, considering aspects related to the use of fairy tales in improving the reading and listening comprehension of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu. This interview was conducted with a semi-structured approach, allowing the researcher to explore additional information if needed. Thus, the interview not only serves as a data collection tool but also as an exploration method to gain a deeper understanding of the experiences and perceptions of the students regarding the learning process.

Complete details about the interview instrument can be found in Appendix 10 for teachers and Appendix 12 for students. This instrument is expected to generate accurate, valid, and academically accountable data. Furthermore, the interview is designed to ensure that the perspectives of the students can be analyzed comprehensively, so that the research findings can contribute to understanding the effectiveness of using fairy tales in reading and listening comprehension learning at the junior high school level.

b. Observation

The observation instrument in this study serves to directly observe the students' involvement in learning with the use of fairy tales to improve the reading and listening comprehension of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu. This observation covers various important aspects, such as the level of student engagement, interactions during learning, and students' responses to the material presented. The data obtained through this observation provides an empirical picture of the effectiveness of using fairy tales to enhance students' reading and listening comprehension.

Additionally, the observation is also used to assess the implementation of the teaching methods and their impact on classroom dynamics.

The observation instrument in this study consists of six main indicators, with each indicator having one statement designed based on aspects relevant to the research. Overall, there are six statements in this instrument, aimed at obtaining specific information about the effectiveness of using fairy tales to improve the reading and listening comprehension of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu.

The observation is conducted systematically to ensure that the data collected can be analyzed in a valid and reliable manner. In addition, this observation also allows the researcher to identify unique behaviors or activities that may not be directly covered by the indicators but are still relevant to the research objectives. Details about the observation instrument grid can be found in Appendix 8.

Although this observation instrument did not undergo a formal validation process, it has been reviewed and validated by experts in the field of research methodology. Sari & Sasmita (2025) state that observation is an effective method for directly observing the learning process. By conducting direct observation, the researcher can gain more comprehensive insights into how the use of fairy tales enhances the reading and listening comprehension of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu.

c. Documentation

Documentation in this study is used to collect supporting data related to the use of fairy tales in improving the reading and listening comprehension of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu. Documentation includes various written sources, such as syllabi, lesson plans (RPP), student attendance lists, as well as learning outcomes obtained from reading and listening comprehension

tests. Additionally, documentation may include recordings of learning activities, photographs taken during the observation process, and field notes that reflect the interaction between students and teachers during the implementation of the fairy tales method. This documentation technique is carried out systematically to ensure data accuracy and enrich the research analysis. The data collected through documentation serves as empirical evidence that supports the findings from other instruments, such as questionnaires, interviews, and observations. Thus, documentation plays a crucial role in enhancing the validity and reliability of this study, as it allows the researcher to perform data triangulation to gain a more comprehensive understanding of the effectiveness of using fairy tales in reading and listening comprehension learning.

D. Data Collecting Technique

This study aims to analyze the use of fairy tales in improving the reading and listening comprehension of eighth-grade students in class VIII-2 at SMPN 21 Bengkulu. Various data collection techniques are applied to obtain comprehensive information, including reading and listening comprehension tests, observations, questionnaires, interviews, and documentation which are explained as follows:

1. **Reading Comprehension Test (Pre-test)** – At the initial stage of the study, a pre-test is conducted to measure the students' reading abilities before the fairy tales method is applied. The primary purpose of this pre-test is to obtain baseline data as a comparison to assess the students' reading and listening skills after the intervention. The instrument used is a reading comprehension test in the form of multiple-choice questions, which covers aspects such as main ideas, detailed information, inferences, vocabulary, and the author's purpose.

2. **Observasi** – During the fairy tales-based learning process, the researcher conducts direct observation to record student engagement, interactions during learning, and students' responses to the material presented. Observation data is documented through photos or videos to support the findings obtained. The instrument used is an observation checklist, which identifies various important aspects of the learning process.
3. **Listening Comprehension Test (Post-test)** – After the fairy tales-based learning, a post-test is conducted to evaluate the improvement in students' listening skills. This test measures the extent to which students' listening comprehension has increased after the implementation of the method. The instrument used is a listening comprehension test in the form of multiple-choice questions, which covers aspects such as main ideas, detailed information, inferences, vocabulary, and the moral message of the story.
4. **Questionnaire** – After the learning process and the reading and listening comprehension tests, a questionnaire is given to students to collect data related to student engagement and the effectiveness of fairy tales-based learning. This questionnaire uses a Likert scale to assess various aspects, such as the appeal of the story, the ease of understanding the material, and the students' learning experiences in improving their reading and listening skills through the fairy tales method. The questionnaire results are analyzed to provide a deeper insight into the students' experiences in this learning process.
5. **Interview** – The researcher also conducts direct interviews with students and the English teacher involved in the study to explore their experiences and views regarding the use of fairy tales in improving reading and listening skills. These interviews are conducted using a semi-structured interview guide, allowing the researcher to probe for additional information as needed. Respondents' answers are recorded in detail and documented using a voice recorder if necessary. The data collected includes students' perceptions of the learning material, their learning

experiences, and the teacher's perspective on the effectiveness of this method.

The data obtained through these systematic steps and the use of research instruments will be presented in the following table:

Table 3.2
Map of Instrument Use and Data Obtained:

No.	Types of Data	Instrument	Data Obtained
1	Improvement of reading skills	Pre-test reading & Listening	Scores from the reading and listening comprehension test of students before the fairy tales-based English learning activities.
2	Student engagement	Checklist observation	Level of participation, interaction, and improvement/understanding of students' English language skills in reading and listening.
3	Improvement of listening skills	Post-test Reading & listening	Scores from the reading and listening comprehension test of students after the fairy tales-based English learning activities.
4	Level of student engagement	Questionnaire	Students' opinions on learning English through the fairy tales-based teaching method.
5	Perceptions of students and teachers	Interview guide	Students' opinions on learning English through the fairy tales-based method, as well as the experiences and perspectives of the teacher regarding the effectiveness of this method in improving students' reading and listening skills.

E. Data Analysis

1. Quantitative Data Analysis

The data obtained through the questionnaire is analyzed using the following formula (Likert, 1932):

$$\text{Skor Total} = \sum_{i=1}^n X_i$$

Where:

X_i = Score for statement i

n = The total number of statements given to the respondents

The data obtained from the grammar test (pre-test and post-test) is analyzed using the Paired Sample t-Test formula as follows:

$$t = \frac{\bar{D}}{\frac{SD}{\sqrt{n}}}$$

Explanation:

\bar{D} = The average of the differences between the pre-test and post-test scores.

SD = The standard deviation of the difference in scores.

n = The number of data pairs (the number of participants).

t = The t value that will be compared with the t table value.

Interpretation of Results:

If $t_{\text{calculated}} > t_{\text{table}}$, then there is a significant difference between the

2. Qualitative Data Analysis

The data obtained through the three data collection techniques are analyzed using a thematic analysis approach. This approach aims to systematically and deeply identify patterns and main themes that emerge from the data (Zein et al., 2025: 108). Each stage of the thematic analysis is designed with specific objectives to ensure that the data is analyzed comprehensively and aligns with the focus of the research. The stages in the thematic analysis process are as follows:

- a. **Data Familiarization:** The first step is transcription and repeated reading to fully understand the data. At this stage, the researcher notes initial ideas that may emerge before conducting an in-depth analysis.

- b. **Coding:** In this stage, relevant parts of the data are marked and labeled with codes. This process breaks down large data sets into smaller, more manageable units for analysis.
- c. **Grouping Codes into Themes:** Similar codes are then combined to form initial themes. This process aims to identify patterns or trends emerging from the data, which serve as the foundation for the main themes.
- d. **Reviewing and Refining Themes:** The identified themes must be examined and revised if necessary to ensure they accurately and consistently represent the data. This may involve adding or removing themes.
- e. **Naming and Defining Themes:** At this stage, each theme is given a clear name and precisely defined. The theme name should be representative enough to be easily understood by the reader.
- f. **Writing the Thematic Analysis Report:** The final step is to compile a report on the analysis results, which should include direct quotes from the data to support the identified themes. This report will connect the findings with relevant theories or quantitative data, creating a systematic and clear narrative.