

CHAPTER 3

METHODOLOGY

This chapter deals with methodological aspects of the study. It comprises Research Procedure that discusses the design of descriptive qualitative approach in brief. The steps taken in conducting this research is also included in Stages of Research and the way data is analyzed is comprised in Data Collection and Analysis. A synopsis of the novel is also included.

3.1 Research Design

To conduct this research, the writer employs a qualitative descriptive approach in analyzing data. This approach is chosen because the data taken is in form of words rather than numbers. Qualitative research is objective to find the descriptive data (Alwasilah, 2003), objective, at this point, means that there will be the same interpretation of it (Sugiyono, 1994).

The purpose of qualitative approach is to understand a social or human problem in a complex holistic picture formed with words (Cresswell, 1994). In accordance with those arguments, Denzin and Lincoln (1994) posit that “qualitative research methods were developed in the social sciences to enable researchers to study social and cultural phenomena.” This research aims at investigating the social phenomena that occurs during students’ writing-responses process. In this phenomenon the writer attempts to seek out the

way college students respond to Judy Blume's *Iggie's House*. Thus, to achieve the purpose of this research, the use of a qualitative descriptive approach is essentially needed.

3.2 Research Procedure

In conducting this research, the writer goes through several steps. First, a topic is selected. The topic chosen is students' response to Judy Blume's *Iggie's House*. This research employs reader response strategy. A novel by Judy Blume was chosen because previous studies mostly focused on a set of short stories. Second, research problems are formulated. The questions will be guidance and borders that serve as corridors. Thus, through these corridors the objectives of the research which is to investigate students' response can be achieved. Third step is to find related studies. The writer seeks to find out any patterns and tendencies from previous related studies in certain period of time. It is helpful to position the strength and weakness of this research and to create theoretical frameworks. Fourth step is data collection. The data is collected from students' written response. Written response plays an important role as the primary source of this research. Firstly, the novels are distributed to 10 respondents and secondly after reading, they will have to write responses and fill the questionnaires provided by the writer. Fifth is analyzing data. The collected data is firstly categorized based on types of readers which are divided into avid reader category and reluctant reader category. Secondly, the data is categorized based on Wall's response category. The writer seeks out the patterns made by the respondents and figures out the comparison between patterns formed by the two different types of reader. The last step is drawing a conclusion. Conclusions are made to

summarize the results of the whole research and to make some suggestions and inputs for the current situation concerned with students' response. Furthermore, the conclusion hopefully can be a hint for the future research dealing with students' response strategy. Thus, the strength of this research can be used and the weakness or the gap existing in the research can be fulfilled.

3.3 Data Collection

3.3.1 Respondents

Ten students of 2007 Non Education Program are chosen as sample. They are selected because they have learned several critical analysis courses and they are relatively able to write expected and thorough responses.

Considering the size of the sample, Milroy (1987: 27) suggests that "relatively small samples appear to be sufficient for useful accounts of language variation in large cities." The more samples used do not guarantee maximum result that can be achieved, Sankoff (1980: 51-52) argues that "... samples of more than 150 individuals tend to be redundant, bringing increasing data handling problems with diminishing analytical returns..." This is due to much data variation produced by too large samples chosen. Meanwhile, samples involving 10 can be sufficient for the purpose of this research. Even though the size is simpler than the large one, the result can be more focused and the analysis can be conducted in detail.

3.3.2 Questionnaires

Questionnaires are the primary source of this research. It is distributed to the selected respondents. It is used to obtain data needed for the research. In this research, the questionnaires are derived from National Literacy Trust.

The data collected through questionnaires are essential information that includes the information about students and reading, family and reading, circumstance and reading, and students' response to the novel.

3.3.3 Interview

Interview is useful to ensure, clarify or test the consistency between respondents' spoken and written responses. In this research, interview is used as a secondary instrument. One of the most prominent advantages of interview is that the flexibility of this process and the data it offers. Interview provides this research with more varied and expanded answers compared to written response.

However, there is one obvious disadvantage of interview which is the validity of the data. The interviewee may avoid telling the truth and give biased information in order to serve the data expected by the interviewer. Thus, the data collected from this kind of interview is doubtfully considered as valid since the information provided is not natural and does not represent the true condition. Considering those statements above, interview is then not reliable and cannot be used as a primary source, rather it

should be used as an additional secondary method that supports the data collected from the primary source.

3.3.4 The Novel

Previous related studies at English Department Indonesia University of Education focused more deeply on giving response to a series of short stories. This research, however, attempts to create a new stream line by conducting research considering with response to a novel. A novel was selected because it offers more elements to explore, i.e. more detailed plot, deeper characters, more obvious settings and a set of conflicts, compared to those elements comprised in short stories. In this research, the writer chooses a novel by Judy Blume entitled *Iggie's House*.

Iggie's House is an adolescent novel telling the story about a sensitive issue of racial discrimination wrapped in the life of teenagers. It consists of daily words used in our daily activities, a light story colored with conflicts that become the characteristic of adolescent novels. This is a simple but a plentiful novel in terms of data that can be gained. Those reasons are believed to make the purpose of this research is possible and accessible. The dictions provided in the novel also support the feasibility of this research. Compared to other novels, *Iggie's House* is the most appropriate one to make this research possible, accessible and feasible.

3.4 Data Analysis

Basically, the data will be categorized based on the two following principles; (1) categorizing data based on Wall's categorization; (2) categorizing data based on types of reader. In conducting the former, the data is taken from students' written response. Any statements that contain at least one of six Wall's categories are then separated and treated as textual evidence. Meanwhile to conduct the latter, the data is also taken from students' questionnaires. Through this way, the writer can find whether the respondents are avid readers or reluctant readers. By reading them thoroughly, the answers to the research problems can be achieved.

The first data categorization from students' written response is analyzed and arranged. Therefore, the writer can find patterns of students' responses and the answer of the first research question can be revealed. The second data categorization is then analyzed. After classifying respective student's type of reader, the findings from the second analysis are then combined and matched with the previous findings from the first analysis. Through this way, the difference between types of reader in creating patterns of response can be revealed and the second research question can be answered.

This research employs qualitative approach in analyzing the data. However, a glance of quantitative approach is used to measure the frequency of the use of each type of responses. This data will be used as additional information to help figure out the difference between responses created by avid and reluctant readers.

3.5 Synopsis

Winnie Barringer can't stop staring out the window at her best friend Iggie's house. Iggie and her family moved to Tokyo a week ago, and Winnie feels sad and lost without Iggie there to spend summer vacation with. Winnie's mother, fed up with Winnie's moping, makes her get dressed and sends her outside to play.

Winnie rides her bike down the street to Iggie's old house, hoping to catch a glimpse of the family who's supposed to be moving in soon. She leaves her bike on the sidewalk and walks around the house, remembering all the good times she had there. Suddenly, a station wagon pulls up. Winnie dives into a bush and sees her new neighbors for the first time. Iggie had told her she was in for a surprise, and Iggie was right. The new neighbors are Black, and everyone else in the neighborhood is White! Winnie rages home to tell her mom, but someone has already called her with the news. Winnie is eager to welcome the new, intriguing neighbors, but Winnie's mom is not enthusiastic.

The town has a typical 1970s reaction. Dorothy Landon, the block's busybody, starts a petition asking the Garbers to move. Next, she plants a threatening sign in the Garbers' yard. Winnie bends over backward trying to make the Garber family feel welcome, but even the children know what is going on between the adults. Despite a few missteps, Winnie becomes fast friends with Tina, Glenn, and Herbie. She takes them to the park to play baseball and picnic, and she even shows them Iggie's hidden treehouse.

Unfortunately, the kids are savvy to the growing hostility. Wanting to prove that she isn't like the rest of the town, Winnie makes her own petition and takes it to the pool. There, her old swim instructor wisely counsels her, and Winnie knows she isn't the only one who feels strongly about helping the Garbers stay. Mrs. Landon becomes truly nasty in her crusade when she puts her house up for sale and invites her real estate agent to help all the people on the block sell their homes. She visits the Barringers to persuade them to move, too, and Mr. Barringer finally sees how ridiculous the situation has become. Despite their initial fear at the prejudice they are facing, the Garbers decide to stay as well. Winnie continues to be the Garbers' only advocate on the block. She realizes just how much the Garbers are like any other family, and Winnie excitedly tells her parents they even use the same brand of peanut butter. The story concludes with Winnie writing her first letter to Iggy in Tokyo, telling her about everything that happened that week.

This chapter has discussed methodological steps taken in conducting this research. Research procedure, Stages of Research, Data Collection and Analysis, and Synopsis of the story have been included to this chapter. The next chapter will focus on findings and discussions