

CHAPTER III

RESEARCH METHOD

3.1 Introduction

This chapter discusses the methods used in this study. It begins with research site and the participants. This presents the design of the study. Then it elaborates the way of collecting data and the methods of data analysis.

The design of the present study in this chapter was used to answer the research questions; 1) can the use of story grammar develop students' reading comprehension of narrative text? 2) what are the students' responses toward the use of story grammar in teaching reading narrative texts?

3.2 Research Site and Participants

This research was conducted at one Junior High School in Kuningan. There are some reasons why this school was chosen. First, this study wanted to help this school to promote the quality of English Education. Second, this study attempts to give contribution to this school in improving the students' English competence through reading ability by implementing story grammar strategy. Third the researcher has been familiar with the students, the situation and the condition of the school since the researcher is one of the English teachers of the school. This research was conducted in class nine A. The researcher taught in this class regularly. Therefore, from the perspective of classroom observation in EFL, it would have been much better if the research had taken place in an ongoing and regular class, this can lead to "a natural and undisturbed lesson" (van Lier, 1988 cited in Emilia, 2005 p. 77).

The participants of this study were 30 students of ninth grade of the school above. All participants were between 14-15 years of age. The researcher applies purposeful sampling in the study. As what Maxwell (1996) states that in qualitative research, purposeful sampling is suggested as it is a strategy in which particular settings, person, or events are selected deliberately in order to provide important information that cannot be gained as well from other choices.

3.3 Research Design

In line with the objective of the study, to find out the effectiveness of story grammar in improving students' comprehension in reading narrative text, this study uses a qualitative research design in the form of case study as the consideration that the researcher focused on the observing, interpreting, and understanding of the phenomenon of using story grammar in reading comprehension of narrative text. This is done to gain an in-depth understanding of the situation and meaning for those involved (Merriam, 1998). The reason why this study uses a case study is that according to Anderson (2005) education is a process and it requires a research method which is process oriented, flexible and adaptable to changing circumstances and a dynamic context, so given these boundaries, case study method is appropriate. As what Merriam (1998 p. 16) states that a case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit. This means that, a case study provides a systematic way of looking at events, collecting data, analyzing information, and reporting the results and the result may gain a sharpened understanding of why the instance happened (Flyvbjerg, 2006). In line with educational research, a case study was carried out in a small single case that focused on educational experience or practice where the researcher acted as teacher (Stake, 1985 p.778; Freebody, 2003 p. 81 as cited in Emilia, 2005).

Relevant to the statements above, the researcher applied a qualitative case study method because this study investigated a process of teaching reading narrative text using story grammar. In this case, the researcher performed the teaching program and tried to find out how the teaching stages in the implementation of story grammar help students in comprehending narrative text.

3.4 Data Collection

Three data collections were employed in this study. These were observation, questionnaire and interview. The data collections were conducted from August 2013 to September 2013. Each method of data collection will be discussed below.

3.4.1 Classroom Observation

The researcher used classroom observation to obtain data on what the activities done by the researcher and the participants. Marshal (1995) proposes that observation stage is particularly true for getting at tacit understanding and theory in use, and participants' perspective that they are reluctant to state directly in interview or through questionnaire. Regarding this, in order to gain more detailed and accurate data the researcher applied an active participant observation.

The researcher acted as the teacher and to construct validity for this observation, the researcher invited one of her colleague to get involved in this study as an observer to record all activities during the process to contribute "to reducing the researcher's perceptual biases" (Shimahara, 1988 p.87; van Lier, 1988 p.13 cited in Emilia, 2005, p.115). The instruments used in collecting the data are field notes (Patton, 1987;

Silverman, 2005) and audio-recorded which were running descriptions of the participants and the researcher and their activities. The researcher observed the classroom activities during the program in four hours per week for seven weeks.

Recording process employed in this study was consists of audio recording. This tool recorded what the teacher and the students said in their interaction during the teaching and learning process. This aimed to obtain data the way teacher explained the activities which the students would perform, the way the students gave responses and the way the students did story retelling.

This study also used field note to capture the setting and the observer commentaries. The comments were about the factual description of what was going on, the setting, the participants and the activities done by the teacher and the students (Merriam, 1998 p. 106). In line with this van Lier (1998, cited in Emilia, 2008) says that observation notes focused on what was said and done by both the researcher and students in the interactional setting.

3.4.2 Questionnaire

Questionnaire was delivered to the students after the whole teaching process had been conducted. The type of questions designed in the questionnaire is the mixture of close and open ended types (Nunan, 1992 p. 143). It aimed to facilitate the participants to respond to the questions more easily and accurately, so that they reflect what the participants want to say (Nunan, 1992). A questionnaire is relevant to this study to find out the students' responses on whether or not story grammar provides students to enhance their reading comprehension of narrative text.

The questionnaire was written in Indonesian to avoid misunderstanding. There are twelve questions (See appendix 4), question number one asked the students' opinion about their comprehension before the use of story grammar strategy, questions number two to number nine asked the students' opinion of their comprehension of narrative text related to the elements of the story after the use of story grammar strategy in reading instructions of narrative text, and questions number ten asked the students related to their opinion about retelling story, questions number eleven to number twelve asked the students' opinion towards the implementation of story grammar in their classroom.

3.4.3 Interview

Interview in this study was conducted as one of instruments to collect the data. Susan Steinback (1998 as cited in Sugiono, 2006) says that interviewing provides a mean for a researcher to gain a deeper understanding of how participants in a study interpret the analyzed issue that uncover through observation alone. The purpose was to get clear and depth information about the issue being studied based on the research questions. The interviews were conducted in Bahasa Indonesia which was intended to obtain clear understanding of what was uttered by both the researcher and the participants. Before the interview, the interviewees were informed about (i) what was going to be discussed; (ii) the release of pseudonyms in the research report; (iii) the conversation would be tape-recorded to avoid loss of data, and to enable the researcher to transcribe it later, enabling an in-depth analysis of the interviewees' verbatim statements (Cohen, Manion and Morrison, 2000:279 cited in Emilia, 2005 p.84).

The interview was held individually after the teaching program. An individual interview was chosen for one reason that is to allow for greater

depth than is the case with other methods of data collection techniques, as they could “provide access to what is inside an interviewee’s head, ... what he/she thinks” (Cohen and Manion, 1980 p. 242; 1985 cited in Emilia, 2005 p. 82). There were seven questions asked to the participants, questions number one to number five related to students’ responses towards their understanding of narrative text, question number six related to students’ responses towards retelling the story and number seven related to students’ responses towards the implementation of story grammar.

Semi-structure interview was used in this interview. It was used to enable the researcher to get all information required (without forgetting a question), while at the same time to permit the participants’ freedom of responses and description to illustrate the concepts (Field and Morse, 1985, p.67 cited in Emilia, 2005 p. 83). The interview lasted for 10 to 15 minutes for each participant and to avoid the loss of the data and to enable the researcher to transcribe it later, the interview was audio-taped. The interview questions and the transcriptions are provided as supplement in the appendices (see Appendices 5-6).

3.5. Data Analysis

This study analyzed data obtained qualitatively. The data were recorded, summarized and interpreted. Data analysis in this study was conducted during the study and at the end of the study. The analysis began with classroom observation, questionnaire and interview. Those instruments administered altogether to answer the research questions.

Data collected during the research were analyzed to find features to the feasibility of story grammar provide the students in comprehending narrative text. These data were categorized into categories by data collection

techniques: observation data, questionnaire data and interview data. Each category of the data is lead to answer to research questions. Each of them is elaborated below.

3.5.1 Classroom Observation

The data from observation consisted of audio recording, researcher's field note, the result of students reading comprehension test, the result of students' performance of retelling story and the result of students' identifying of story parts. The analysis of the data was conducted during and after the data collection (Miles and Huberman, 1994). The act of transcribing all interaction between teacher and students during the process of teaching was done in the effort of obtaining clear picture of what exactly happened in the classroom during instruction process. In this case, inductive analytical approach (Alwasilah, 2002) was employed by which the data analysis was begun while being gathered. Ongoing data analysis and interpretation were based on data mainly from observations, in this case the activities of both teacher and students that occur during the teaching of reading narrative text were obtained. The activities that observe in teaching learning process are:

- Teacher's method in teaching reading of narrative text by using story grammar strategy.
- The way the teacher presented the lesson, the steps of the learning process in teaching reading of narrative text by using story grammar strategy.
- The progress of the students' performance in comprehending narrative text

To observe the development of students' comprehending of narrative text the teacher used reading format assessment designed by Jhon Munro (2011). The reseacher also did reading assessment during teaching learning process, the format used in these activities adapted from Caldwell (2008).

3.5.2 Questionnaire

The questionnaire used in this study as mentioned previously is open ended questionnaire. In the case of a written questionnaire, the question is used yes- no question followed by giving the reasons of the choice, the amount of space or the number of lines provided for the help to determine the length and the fullness of students' responses.

The data from the questionnaire were analyzed in two steps. First, the questions in the questionnaire were categorized into the central themes (Cresswell, 2008 p.251). The data from the questionnaire were categorized based on students' responses towards the implementation of story grammar in teaching reading of narrative text. Second, simple computation and percentage were conducted. Every answer of each question is counted, if the percentage of students' positive answer is more than 50%, then it is regarded as positive response.

3.5.3 Interview

The data from the interview were transcribed, categorized and interpreted to answer the research questions. All the interview data were analyzed in steps. First, the interview questions were put into categories. Next, the thematic analysis was developed referring to each research question. After that the data from interview were presented in condensed body of information.

Furthermore, the data from interview supported the data obtained from observation. The data from interview were intended to verify the data on what activities done in teaching learning process and validate the finding from data interview and questionnaire.

In the present study, ongoing data analysis and interpretation were based on data mainly from observation, questionnaire and interview. In categorizing the data finding, some process of selecting, focusing, and simplifying the data into research questions was done when the data were completely collected (Merriam, 1998). In the conclusion process, some activities were done by the researcher such as; deciding what the data meant, explaining them and also providing some possible configurations on the findings (Miles and Huberman, 1984, p.22 cited in Silverman, 2005, p. 176).

3.6 Conclusion of the Chapter

This chapter has presented the information about the methods used in this study. It begins with research site and the participants. Presents design of the study. Then it elaborates the way of collecting data and the methods of data analysis employed in this study, including observation and questionnaire and interview. The overview of teaching program will be discussed in Chapter 4.

