CHAPTER III

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 study are 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

This study employs the descriptive-qualitative case study. According to Creswell (2007) descriptive-qualitative is a method focused on text and image analysis rather than numbers. It aims to explain, analyze, and classify something through various interviews, questionnaires, observation and test. By considering the explanation above, this method is considered as the most suitable one to this study. It is because the aims of this study which are to describe the way middle school readers make meaning on Jeff Kinney’s *Diary of A Wimpy Kid* and to classify their readers’ categorization. Thus, instead of focusing on numbers, this study focuses more on words.

There are several strategies used in descriptive-qualitative method such as narratives, phenomenologies, ethnographies, grounded theory studies, and case studies (Creswell, 2007). In line with this, case study is chosen as a strategy used in this study. It is because this study focuses on a group of people who is bounded by doing the same activity and having same interest. This notion is supported by Stake (1995) as cited in Creswell (2007) who says that case study is a strategy used in descriptive-qualitative method which allows the researcher to explore in depth a program, an event, an activity, a process, or one or more individuals. The cases are bounded by time and activity. In addition, the researchers allow to collect detailed information using a variety of data collection procedures in a period of time.

3.2 Technique of Collecting Data

In collecting the data, this study uses a procedure as follows:

1. Selecting a topic
In this stage, the first series of Jeff Kinney’s *Diary of A Wimpy Kid* was chosen because this novel got many attention by teenagers in Indonesia. This decision was supported by the previous studies which mostly focused on a set of short stories.

2. Formulating research problems

In this stage, several questions were made and treated as the guidance of the study. It was considered important because it guided the study to keep in the right track. Thus, the aims of this study could be answered.

3. Finding related studies

In this stage, the writer looked for any patterns and tendencies from previous related studies in certain period of time. It was helpful to understand more about the theoretical frameworks and also to place the strength and weaknesses of this study.

4. Collecting the data

The data were collected by using three instruments consisted of readers’ responses, questionnaires, and interviews. Readers’ responses were the main instrument of this study. To collect the data by using readers’ responses, the readers were given 10 questions which triggered them to have Langer’s (1991) meaning-making process and Garrison and Hynds’ (1991) categorization of reader. Meanwhile, questionnaires were treated as a supported instrument. Questionnaires were made to make sure that they have read the novel, to observe how far the readers knew about the novel, and to trace readers’ reading activities. In addition, interviews were held to clarify the readers’ answers.

5. Sampling

The respondents were six middle school members in fan group of this novel named *Wimpy Kid Indonesia*. The six middle school members were selected by doing purposive sampling. According to Kusniawati (2010) purposive sampling is a technique of sampling that is used for specific purpose. This kind of sample is suitable for a study which concerns in a single case or case study. In doing purposive sampling, there were several steps, first, the respondents were limited into members who have read the first book of *Diary of A Wimpy Kids*. Second, the respondents were selected into those who knew elements of the story such as the characters, the setting, or what issues were reflected in this novel. In order to support this step, a questionnaire regarding reader’s comprehension towards elements of the story was given. Third, the respondents were selected by age factors because this study focused on middle school readers. Thus, readers who are 12-14 years old were selected. Fourth, the
respondents were selected by region factor. In this step, the respondents who live in West Java were chosen. This step was taken in order to have manageable and accessible data.

5. Analyzing the data

The collected data were firstly categorized based on Langer’s (1991) making-meaning categorization. The results of data analysis from the first step were then categorized based on Garrison and Hynd’s (1991) categories of readers. In analyzing what meaning behind the findings, readers’ reading activities were also involved.

6. Drawing conclusion

Conclusions were made to summarize the result of the whole study and to make some suggestions and inputs for the current situation concerned with middle school readers’ responses. Furthermore, the conclusion hopefully can be the hint for the future study dealing with middle school readers’ making-meaning and categorization of readers. Thus, the strength of this study can be used and weakness or the gap existing in the study can be fulfilled.

3.3 Subjects of the study

This study involved six middle school readers of Wimpy Kid Indonesia. In selecting the respondents, this study used a purposive sampling method. In terms of presenting the name of the respondents, this study used pseudonym. In this context, pseudonym was used to take care of respondents’ identity and their privacy.

3.4 Data Analysis

Basically, the data were categorized based on the two following principles: (1) categorizing data based on Langer’s (1991) making-meaning categorization; (2) categorizing data based on readers’ categorization proposed by Garisson and Hynd’s (1991). Firstly, the readers’ responses were analyzed by categorizing the content of the response through four stages of Langer’s (1991) making-meaning. Through this way, how readers build envisionment could be traced whether they used their prior knowledge, the text itself or experience in making meaning. Thus, the answer of the first research question could be revealed. Here is the example of data that were analyzed by Langer’s (1991) making-meaning on three respondents.

<p>| Tabel 3.1 Langer’s (1991) Being Out and Stepping Into Envisionment Stage |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Respondents</th>
<th>Response</th>
<th>Analysis</th>
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<tbody>
<tr>
<td>What do you feel or think before you read Jeff Kinney’s <em>Diary of A Wimpy Kid</em>?</td>
<td>Davina</td>
<td>Sebelum baca aku suka senyum-senyum sendiri dan ingin buru-buru membacanya karena penasaran dengan ceritanya. (hasil wawancara) pas aku liat bukunya gitu kan Ka pas pertama kali... aku lagi nyari-nyari buku buat baca kan aku suka baca Ka, nah habis itu ada novel itu. Aku liat bukunya aneh gitu kan judulnya diary si bocah tengil, aku mikir gitu apa sih tengil aku jd penasaran. Hehehe.. gak tau sih Ka, Cuma kalo menurut aku tengil itu kaya hmm.. kaya gak bisa diem gitu bikin onar mulu. Iya nyebelin gitu ka. Aku juga sempet mikir si ceritanya soal anak tengil yang suka buat onar tadi. Davina: Before I read the novel, I often smiled by myself and I wanted to read it immediately because I was curious about the story. (Result of interview) when I saw the book for the first time, it was when I was looking for a book to read. Then I found that book. I saw this book sort of weird by looking from its title. I was thinking what wimpy is, that’s what makes me curious. Hehehe.. I don’t know, however in my opinion wimpy is a person who likes to wander around and makes trouble. Yes, It is kind of annoying. I also once thought that the story would describe about that wimpy kid who is a troublemaker.</td>
<td>In the response, Davina described that she did an action before she read the novel without making contact with the text. Since the first stage means that readers attempt to make contacts with the world of the text, the writer then did and interview to have deeper analysis. After did an interview, Davina’s response shows that she makes an interaction with the text. This interaction can be seen in how she relates the text through its title. From the title, she infers that the story of the novel will describe about wimpy kid as reflected in the title. In addition, through the title she uses his prior knowledge that a wimpy kid must be a person who likes to wander around and makes trouble. To sum, Davina has used the surface features of the text (the title of the novel) and prior knowledge to begin to construct envisionment.</td>
</tr>
<tr>
<td>What do you feel or think before you read Jeff Kinney’s <em>Diary of A Wimpy Kid</em>?</td>
<td>Fahmi</td>
<td>Lucu, penasaran. (hasil wawancara) Aku mah sih mikirnya itu tuh lucu, novelnya. Itu gambarnya sama tulisanya lucu beda sama novel yang lain. (tentang judulnya) Iya lucu gitu diari si bocah tengil kan.</td>
<td>In response of Fahmi, he describes that the novel is funny and makes him curious when he saw it at the first time. Since his response is too board then the writer decides to do an interview in order to have a deeper</td>
</tr>
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</table>
Kayanya mah si novelnya tentang kehidupan anak yang tengil. Anak tengil teh yang.. kurus lesu dan banyak ulah lah gitu.

Funny, curious.

(Result of Interview) I was thinking that it was funny, the novel, the picture and the font was so funny which makes it different than other novel.

(about the title) Yes, the title is also funny. It seems that the novel will describe about wimpy kid’s life. Wimpy kid is a person who is skinny, weak, and trouble maker but funny.

What do you feel or think before you read Jeff Kinney’s Diary of A Wimpy Kid?

Vicky

Novel bergambar yang asik buat dibaca, jadi gak terlalu bosen.

A pictured-novel which is interesting to read, thus it is not quite boring.

Vicky uses surface feature in speculating the story. The surface feature that she chooses is the picture of the novel. These pictures are placed in the cover of the novel. She then speculates that because of the picture novel will be interested to be read.

The data were then analyzed through Garrison and Hynds’ (1991) readers’ categorization. The most proficient readers were readers who were able to make evocation and reflection by connecting their idea with the text. Meanwhile, the less-proficient readers were readers who were not able to make evocation and reflection because they could not connect their idea with the text. In addition, readers who were in the continuum of proficient and less-proficient readers were readers who were in inconstance situation. Sometimes they were able to connect their idea with the text but at other times they were not. Through this way, the second research question could be answered.

In the end, the categorizations above were related with readers’ reading activities which were taken in the questionnaires. Through this way, the meaning behind their categorizations can be revealed. Thus, the third research question can be answered. Here is a sample of the analysis:

**Tabel 3.2 Garrison and Hynds’ (1991) evocative reading experience**
3.5 Synopsis

The first series of Jeff Kinney’s *Diary of A Wimpy Kid* was published in 2007 and by Abram Publisher. It tells about Greg Heffley, a twelve years old boy who lives in 21st century and starts to write diary. Mom is the reason behind his writing. He thinks that writing in a diary is a bad idea but there’s nothing that he can do if mom has asked him to do it. From September until June he writes anything about his family, friends and school’s life. The main problem that he faces is ‘cheese touch’. It is a piece of cheese which has been laid on the school yard for almost more than three months. The cheese is getting uglier and stinkier which makes students start to avoid activity in the school yard. Once a student named Darren touched the cheese and that was the day when this ‘cheese touch’ term created. From that day Darren does not have any friend because people avoid him.

Greg declares that he is not quite popular in the school and neither does his innocent best friend, Rowley. Realizing the ‘cheese touch’ phenomenon may make Greg becomes more infamous, he and Rowley try their best effort to avoid it. They try to be more famous in school by sitting among famous girls in the class, joining drama club, and making a comic series. However, it is not Greg who is getting famous from what he has done but Rowley is. Their friendship is broken. Greg’s tragic life becomes complete when he also got bullied from his brothers named Rodrick and Manny. The worst thing is that his mother does not protect him. The story concludes with Rowley as the new owner of cheese touch. He is forced to eat the cheese by a couple of the guys who were arguing with him and Greg on the Halloween’s night.
3.6 Concluding Remarks

This chapter has discussed methodological steps taken in conducting this study. Research Procedure, Stage of Research, Data Collection and Analysis, Synopsis of the story have been included to this chapter. The next chapter will focus on findings and discussion.