

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology used in this research. It starts with formulation of problems, research design, research site and participants involved. This chapter also elaborates the data collection techniques along with the procedures of how the collected data were analyzed.

#### **3.1 Formulation of Problems**

To control the study in achieving its purposes, formulation of problems has to be decided. This formulation would bind the study to the subjects which are going to be investigated. As stated in Chapter I, this study is claimed to answer these questions:

- a. What errors are made and difficulties are faced by eleventh grader students in writing narrative texts?
- b. In term of ideational metafunction, what kind of processes and circumstances are used by students on their writing?
- c. From the obtained data, what can be proposed to help students' to improve their writing skill?

Further explanation of how the study is conducted to answer those questions, in detail will be discussed in the following sections.

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### 3.2 Research Design

This study observed the ability, and also difficulties of eleventh grade students in writing narrative texts. It also investigated the kinds of processes and circumstances used on their writing. In accordance with the proposed research questions, this research is designed to be qualitative which settled descriptive case study.

Hatch (2002) argues that qualitative study is intended to explore reality about human behaviors within natural setting and context. A qualitative study does not start with a hypothesis, so there is no interference in the form of control or treatment to the participants (the students and the teacher). This research investigates and describes the phenomenon as it is; this term, the phenomenon refers to the errors that are made by students in composing narrative texts.

This study employed a case study as its method. Gay (1987) and Emilia (2005) explain a case study is the in-depth investigation of an individual, group, or institution, while in education, case studies were typically conducted to determine the background, environments, and characteristics of students with problem. In line with the statements, Merriam (1998) claims that a case study is ideal design to understand and interpret observation of educational phenomena. Merriam (1998:29) also mentions that a qualitative case study has several characteristics, which are:

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- a) Particularistic, which means that a case study focuses on particular condition or phenomenon. A case study is suitable for analyzing practical problems like from daily practice.
- b) Descriptive, which means that the result from case study is presenting lifelike conditions.
- c) Heuristic, which means that a case study gives an insight to readers about the phenomenon under study and provide new thing or experience.

Considering the nature of a case study, the result of this study does not generalize other individuals. However, the outputs gained from this study still can be useful to propose methods to help other students. This study might find point of views of why something could be the case and see any noticeable pattern or regularity in the students' behaviors.

### **3.3 Site and Participants**

This research was held at one public senior high school in Purwakarta, There are some reasons for choosing this school as the research site. The first one is that the school is locally well-known for its good reputation in the town. Since this research is willing to see whether students the school face error in writing narrative texts or not, the findings of the study would be beneficial to improve students' English comprehension and maintain the positive reputation of the school. The second reason is regarded to the accessibility

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for the researcher. Since the school has comfortable distance which can be reached easily, it makes easier to cope with administrative matters for conducting research in that school.

Thirty five students of eleventh grade were chosen as respondents of the study. The students might come from various backgrounds and have different experience in writing activity, especially narratives. According to the curriculum declared by the government, eleventh grader might have taken all basic competences about narrative text during their first year.

### **3.4 Data Collection**

In a qualitative study, the data were collected in form of words or pictures rather than number (Fraenkl and Wallen, 2006; Creswell, 2007). In that case, this study employed multiple techniques of data collection. To get the details about students' errors in writing narrative texts, this study employed a writing test. Furthermore, an interview was also managed to strengthen the data related to the factors that cause those errors and difficulties exist

#### **3.2.1 Writing test**

As one of two data collection techniques engaged by this research, a writing test was distributed to the students. The students were directed to perform their writing skill on a specific topic. The writing test was set for students to choose kinds of narrative texts that they were going to compose.

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Students had to choose one of three optional topics that were suggested to them. Those topics were:

- ✓ Their favorite story tales,
- ✓ Their unforgettable harrowing / embarrassing moments, or
- ✓ Their happiest moment they've ever had.

Ninety minutes of allocation time was given to the students to complete the test. The interview was also conducted during the writing test was going on.

### **3.2.2 Interview**

Interview was administered in order to support the accuracy of data collection and find out the difficulties that students faced. Interview is useful in a research because its ability to elicit factual information that might be hard to observe e.g. personal information, and to involve respondents reporting on themselves, telling their feeling, views, belief, etc. (Alwasilah, 2008). Moreover, interview provides real-time and face-to-face interaction between the researcher and the participants (Creswell, 2007). This interaction serves to find out participants' experience from their very own point of view. For this purpose, interviewing students is expected to gain, as many as possible, students' perspective dealing with their difficulties in writing narrative.

The interview was designed to be semi-structured. Given (2008), Field, and Morse (1985: 67 cited in Emilia 2005: 83) recommend this type of

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interview to enable getting all information required while the same time allowing the participants to freely response and describe the concept. Furthermore, audiotaping was attached simultaneously to the interview activity. Creswell (2007) mentions advantages of taking audiotape while the interview is ongoing. Tape-recording allows researchers to deepen analyzing interviewees' statement anytime, and compare one statement to another as well. Thus, recording participants' words ensures originality of the data as the whole data are recorded.

The interview itself involved a number of students and the in-charged teacher to be asked some questions. Regarded to the language used during the interview, *Bahasa Indonesia* was chosen based on the agreement with the interviewees. Having *Bahasa Indonesia*, instead of English as the interview language, helped the communication between the researcher and the interviewee run effectively. The probed questions attempted to reveal information related to writing narrative texts (the probed questions can be seen in appendix 4: Interview transcripts). To keep the interview remain controlled, all the students were asked the same questions, while some additional questions were enquired to the teacher.

### **3.5 Data Analysis**

Data Analysis is essential in elaborating the data gathered from both the writing test and the interview. To underline, the students' narrative texts

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provided data to find out students' errors and kinds of processes and circumstances on their writing, whereas the interview results would reveal the difficulties that they found in writing narrative texts.

### **3.5.1 Data Analysis on Writing Test**

In sequence of collecting the students' narrative texts, the researcher then analyzed the students' works in three-step analysis processes. At the first stage, the data was analyzed in term of its schematic structure and linguistic features by using text elements scoring system proposed by Rose (2007; cited in Emilia, 2011; 151). Alongside with observing students' ability in composing a narrative text slightly, this initial step is intended to sort out the students' work in finding which text is potential for further exploration.

The second stage was analyzing the students' works based on the transitivity system which deals with how text organizes experiences. Each text was segmented into clauses and identified in terms of processes and circumstances, as the basis of identifying transitivity system by using frameworks proposed by Gerot and Wignell (1994) Halliday and Mathiessen (2004).

The final analysis of the writing test explored analyzing grammatical errors of the students' work. To follow Stanley (1989), Knapp and Watkins (2005), there are at least 12 common grammatical aspects to be assessed (as stated in Chapter 2). This process would entirely detect students' grammar

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comprehension and then classified the errors according to Richard's classification of error.

### **3.5.2 Data Analysis on Interview**

The data gathered from the interview provided information to reveal what problems that students have in writing narrative text. After the audio records were taken, the results were transcribed and converted into written form for further elaboration. Subsequently, the transcripts were read and summarized into briefer statement in which the main sense of what was said rephrased in words. Finally, the interview data were categorized and interpreted to discover students' difficulties in writing narrative texts.

### **3.6 Conclusion Remarks**

This chapter has clarified the methodology of the study which covers formulation of problems, research design, site and participants, data collection, and data analysis. Case-study was used as the research design. The data of this study, in form of students' writing and interview record, were taken from one public high school in Purwakarta, The students' texts then were analyzed through certain phases employing various concepts from other researchers. The findings and discussion from the data will be elaborated further in chapter VI.