CHAPTER III

METHODOLOGY

This chapter discusses some important aspects related to research methodology. It consists of setting, participants, research design, data collection, data analysis, and conclusion.

3.1 SETTING

This study took place in a senior high school in Bandung. The researcher has two reasons in choosing the site. The first, the researcher chose the level because senior high school students with the age of 16-18 years old are still categorized as young adults. It is these young adults who are mainly addressed by narrative text since the particular text reflects their experiences dealing with conflicts, young people interests, protagonist and characters, and the text also has common language to young adults (Bucher and Hinton, 2010). The second, the researcher chose the school because the researcher works in that school as an English teacher. The reasons for choosing the site have promoted the feasibility of this study.

3.2 PARTICIPANTS

The participants of this study are forty senior high school students from year ten, and two English teachers who teach in the year ten. The following explanation describes the reasons for choosing the participants.

The selection of two English teachers is based on the reason that the two English teachers teach the year ten students. Moreover, the teachers teach narrative texts using GBA stages. Thus, the selection of two teachers were aimed to convince the researcher that the two English teachers are in the same school of thought and are relevant to the purpose of the study which aims to develop students' characters through the teaching of narrative texts using GBA stages.

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The reasons for choosing the participants are first based on the fact that year ten has more flexible time than year eleven and twelve. Second, year ten students learn short stories. The stories are mostly about personal experience, which is related to the focus of the study in developing students' characters through the teaching of narrative texts. Therefore, by considering availability time and kind of narrative text being learned, year ten students were assumed to be the best participants for this study. For the sake of texts analysis and interview, thus 9 students were selected representing low-, mid-, and high- achievers. This selection was also based on the students' response on character values involving moral judgment, moral commitment and self-reported moral behavior in the students' test. For the reasons above, to gain maximal finding, the researcher created and conducted the teaching program by herself after studying sufficient theories related to the main issues.

3.3 RESEARCH DESIGN

This study employed a qualitative case study design. The design has been chosen for several reasons. A case study design is appropriate for qualitative study, as this is relevant to this study which is aimed to develop students' characters. Moreover like a case study, this study uses multiple data collection, namely classroom observation, students' test, text analysis, and interview. This means that case study is one research design that can be used to study a phenomenon systematically (Merriam, 1988: 6).

This study is also relevant to the characteristic of a case study which focuses on the process as stated by Merriam (1988: 16) who says qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit In relationship with the description above, the researcher applied a qualitative case study method because this study investigated a 'process' of teaching narrative texts which can develop students' characters by genre-based approach implementation. In this case, the researcher created and conducted the teaching program, and focused on finding out if the teaching of narrative text using GBA can develop students' characters.

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3.4 RESEARCH INSTRUMENTS AND DATA COLLECTION

This study is aimed to develop students' characters by teaching narrative text using a genre-based approach implementation. The researcher collected data from many sources based on criteria, character, narrative text, and a genre-based approach. After doing the initial data collection, the researcher performed the teaching program, gave students' test relating to reading comprehension questions, and interviewed the students and teachers. This study used several data collection techniques, namely classroom observation, students' test, text analysis and interview. Each data collection will be discussed below.

3.4.1 Classroom Observation

This classroom observation was conducted to check and control validity and reliability as it served a formulated research purpose. It was planned deliberately and recorded systematically (Kidder, 1981b, p. 264 as cited in Merriam, 1988: 88). Thus, it was the most important stage in data collection since the main issue was presented during this stage. Departing from this, in order to gain more detailed and accurate data, the researcher conducted an active participant observation. This means that during the observation, the researcher positioned herself as a teacher, and at the same time viewed students' behaviour and took some important notes. This participant observation allows the researcher to get involved in the classroom and take a detached, analytical stand for the description and interpretation purposes. To create validity for this observation, the researcher invited a colleague to record all activities during the process (Van Lier, 1996).

The researcher conducted 12 meetings (see Appendix 1) which focused on the narrative teaching and character values during the GBA stages. The meetings were divided into three sub cycles, which are reading, spoken and writing cycles. First, in reading cycles, students read and answered the texts' questions. The texts' questions were students' test (see Appendix 2) asking students' understanding about texts' comprehension, narrative structures and character

buildings. Next, in spoken cycles, students discussed the texts' questions. The texts questions asked about students' moral judgment, moral commitment, and self-reported moral behavior toward the narrative story.

These three sub cycles are in line with Lickona (1996) see also in Kohlberg (1984 as cited in Snarey and Samuelson, 2008) in that characters are applied in the learning process as moral judgment, moral commitment and self-reported moral behavior. Thus, in order to gain the three aspects of character, the self-reflective writing was based on students' experiences. Moreover, to gain detailed data about students' character values and the GBA stages teaching, the self-reflective writing was in narrative text. The choice of narrative self-reflective writing is for the following reasons. First, self-reflective writing is in line with Lickona (1996) who argues that the relationship of character education and academic learning can be investigated in the active teaching and learning which are problem solving and experienced-based projects. Second, the problem solving dealt with the narrative text has problematic events. Thus, it needs individuals to resolve the problem for better or worse as the experienced-based project is reflection of students' moral judgment, moral commitment and self-reported moral behavior (Macken-Horarik, 2002 as cited in Emilia, 2011).

Regarding the character values, each sub cycle is to develop the following values: Honesty, Tolerance, Discipline, Hard Work, Creativity, Independence, Democracy, Curiosity, Rewarding Achievement, Being Friendly/Communicative, Joy of Reading, and Responsibility. The values were incorporated in the activities of GBA stages (BKOF, MOT, JCOT and ICOT) and the story (Mrs. Moffat's Bag, The Gift and The Necklace) discussed. Data from the observation will be presented in chapter 4.

3.4.2 Students' Test

A test was distributed to the participants before the reading cycles. It was aimed to find out their capacity to discuss the texts during the spoken cycles and to gain detailed data about their knowledge on moral values and characters from narrative text. The questions were open-ended so that the students could use their

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own words to answer the questions (Dawson, 2009: 89). The test' questions for the students were 35 questions relating to reading comprehension, moral values, and characters from three narrative short stories, Mrs. Moffat's Bag, The Necklace and The Gift (see Appendix 3). To gain detailed data about infusing character values from narrative text, the test' questions for students revealed three aspects of character that measured students' moral judgment, moral commitment and self-reported moral behavior.

3.4.3 Text analysis

The text analysis were those written by nine students. The nine texts were analyzed in depth using first, the employment of narrative structures, i.e. orientation, complication, evaluation and resolution (see Appendix 4). These narrative structures represent three domain of character (judgment, commitment and behavior) as proposed by Lickona (1996). This is in line with Rothery and Stenglin (1997) and Christie and Derewianka, (2008) who propose that the employment of complication and evaluation is to know how students' solved their problems. Moreover, this is also in line with the texts produced by nine students which tell about students' reflection of past experience as proposed by Macken-Horarik (2002 as cited in Emilia, 2011) who argues that narrative entertains and instructs through reflection of experience. Thus, students' narrative texts dealt with problematic events which they had to resolve for better or worse. Regarding this, the analysis of narrative structures is in line with the aim of the study to know if the teaching of narrative texts using GBA can develop students' characters.

Second, the texts were also analyzed from the employment of narrative language features, i.e. the processes in narrative text which are material processes (action verbs), verbal and mental processes (verbs which refer to what the human participant say, feel, or think), behavioral processes (verbs which relate to physiological behavior), and relational processes (verbs which relate a participant with its identity or description) as proposed by Gerot and Wignell (1994) and Derewianka (2004) and the analysis of processes as proposed by Halliday and

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Matthiessen (2004) as cited in Eggins (2004). Thus, from those three aspects, students' understanding of character can be seen.

3.4.4 Interview

Interview was conducted to validate data from other sources. The aim is to cover the analyzed issue in the observation. Thus, the researcher applied the semi-structured individual interview to gain certain information from respondents. This type of interview allows the researcher to respond to the situation about to happen, to the interviewee worldwide response and to new ideas on the issue (Merriam, 1988: 74). A semi-structured interview is used to interchange views between two persons talk about a theme of mutual interest (Kvale, 1996: 14). Departing from this, the researcher interchanged views about how the chosen teachers develop students' characters through the teaching of narrative texts in detail.

Regarding this, the researcher interviewed nine respondents of year ten and two English teachers of year ten. The nine students were interviewed with six questions (see appendix 5) related to students' perception of the teaching program (the reading narrative texts, the teaching of narrative text with GBA, and character values learned). The two teachers were interviewed with six questions (see appendix 6). Each question was to do with teachers' opinions about character, inserting character into lesson plan and syllabus, narrative text teaching which develop students' characters using GBA stages and what they do to develop students' characters in the teaching of narrative text.

Before the interview, the interviewees were informed about what was going to be discussed and the interviews were going to be recorded to get the verbatim data. This is in line with Dawson (2009: 67) who states audio recording equipment has a complete record of the interview for analysis, including what is said and interaction between interviewer and interviewee. Moreover, the interviewer took a few notes as a record if the equipment fails. The interviews were conducted at school at the end of the narrative text teaching. The interviews lasted for about 10 − 15 minutes for each participant. The interviews were conducted in Bahasa Indonesia to get clear understanding of what the researcher

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and participants uttered. The interviews were later transcribed and translated into English. All the interviews data were analyzed in steps and this will be discussed later in chapter 5.

3.5 DATA ANALYSIS

It is proposed that triangulation be conducted to compare and to contrast evidence from the individuals, types of data, and methods of data collection (Creswell, 2008). The triangulation in this study involved comparing and contrasting data from teaching program, students' test, students' text, and interview.

The data from each source were analyzed in steps. The data taken from the teaching program were analyzed during the teaching program and after the teaching program. The nature of the data was therefore ongoing to obtain essential material. The ongoing data were taken not only from the teaching program but also from the observation notes and the students' tests. These data will be discussed in chapter 4. The data which were analyzed after the teaching program were the students' texts and interview. These data will be discussed in chapter 5 and 6.

Data from the teaching program was derived from the researcher's interpretation in conducting the teaching program as records that focused on classroom behaviour aspects of students' achievement (Allwright, 1988: 44). The data from observation was analyzed based on the setting, the participants, activities and interactions, and frequency and duration (Merriam,1988: 90) in every cycles reading, spoken and written (see appendix 7). Data from the students' tests were analyzed by interpreting the answer of reading text questions and character questions (knowing, feeling and behavior) as students' moral judgment, moral commitment and self-reported moral behavior. Regarding the character questions, the students' answer relating to character was a tool of interpreting students' knowing, feeling and behavior about the character, complication, evaluation and the resolution in the texts which they read (see appendix 8).

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Data from the students' texts were analyzed using schematic structures and language features (see appendix 9) to know the 'process' of students' think, feel and do. As it has been discussed in chapter 2 about the tools of character values in narrative text, Eggins (2004) suggested that the selection of processes is the representative of experience which can explain the situation that occured. The students' texts, which will be discussed in chapter 5, were analyzed in steps. First, the texts were analyzed in terms of schematic structures as suggested by Rothery and Stenglin (1997) and Bucher and Hinton (2010). As this study focused on students' understanding of character (knowing, feeling and behavior), in the next step, the texts were analyzed based on the language features relating to the experiential meaning which is represented by the selection of a process.

Moreover, data from the interviews were recorded and then transcribed to gain the information from all respondents in relation to research question. While transcribing, the students' names were in pseudonyms. This was related to the ethical issues in transcribing that confidentiality of the interviewee is important (Kvale, 1996:172). All the interviews data were analyzed in steps. First, the interview questions were categorized. This categorization was to gain a theme from the students' and teachers' answers. Next, the answers of the interviews were analyzed based on the research question. Then, the data from the interviews were presented in condensed body of information (see appendix 10). The discussion of the interview, which will be presented in chapter 6, is related to narrative teaching, GBA, and character building (knowledge, feeling and behavior).

3.6 CONCLUSION

This chapter has described a research methodology relating to setting, participants, research design, research instruments which employed classroom observation (teaching program), students' test, students' texts and interview. Next, as it was presented in the earlier chapters about the description of the background study, the theoretical foundation and the research methodology, the following chapters will discuss and analyze findings from this study. The finding was

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discussed based on the research question, the theoretical foundation, and the research methodology. Regarding this, chapter 4 presents data from the teaching program including the classroom observation.