

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the method used in conducting the research. It covers the research questions, research designs, research site and participants, data collection techniques and data analysis techniques.

3.1 Research Questions

This research is aimed to find out the implementation of story map in improving students' reading comprehension in learning narrative texts. In accordance with the purpose of this study, this study will be conducted to answer the following questions:

1. How is story map implemented in teaching narrative text in the classroom?
2. How does the teaching of story map improve students' reading comprehension in learning narrative text?

3.2 Research Design

This study deals with the implementation of story map in improving students' reading comprehension while learning narrative text. In conducting the research, researcher applied qualitative research methodology. Gay, 1996 (as cited in Jefferson et al., 2004) state that the qualitative research basically has the purpose to understand the phenomenon deeply which is based on how the participants in the research perceive it. As stated by Dornyei (2007), qualitative researches are non-numerical and the data are analyzed by non-statistical methods. It also seeks the information about someone's beliefs, point of view, or attitude of past events which influence to the present condition (Best, 1970, as cited in Cohen et al., 2007). Furthermore, Erickson & Stainback, 2003 (as cited in Sugiyono, 2012, p. 14) state that qualitative method reports the result by means of detailed descriptions, direct quotes from interview and interpretative documentary. In addition, a descriptive case study was applied to attain the data. Case study was employed because this study is intended to find in depth and holistic description,

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it is in line with Creswell's (2007) statement, that case study is where the researcher explores in depth a program, and event, and activity, a process, or one or more individuals. According to Baxter and Jack (2008), case study design is an approach that enables researcher to explore a phenomenon within its context with various types of data sources. Hook (2007) states that case study is used by the researcher to see how some 'boundaries' in a group of individuals is seen and how to deal with it. Furthermore, Hitchcock and Hughes (as stated in Cohen, Manion, Morrison, 2008) also state that a case study can be used when the research focuses on individual actors or groups of actors, and seeks to understand their perceptions of events. It is in line with the purpose of this study which seeks the use of story map in helping students' reading comprehension in learning narrative text.

3.3 Research Site and Participants

This study was conducted in a junior high school in Bandung. The respondents are students of the eighth grade junior high school. This place was selected because researcher was used to teach there, thus researcher can easily get access to the observe place. According to Creswell (2012), it is necessary for investigators to have permission to enter a site and to involve people at the location of the study. The researcher was also sure that the school will treat the study cooperatively by providing the data that are needed. The researcher chose a junior high school in this study because narrative text is first introduced in junior high school. Thus, it was expected that the students can build a better basic understanding while learning reading in narrative text.

This study involved some participants; they were an English teacher who is the researcher herself and 20 eighth grade students. The teaching-learning process was contributed by researcher because the teacher should familiar with story map and applied it in teaching narrative text. The researcher also could easily observe how story map improve students in their reading comprehension.

The class that was chosen is a regular class. In terms of validity, regular class will be good to conduct research activities, and it can avoid their strange behavior and some other arguments which is an advantage of doing research with students who are taught regularly by researcher.

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3.4 Data Collection

Some instruments were used in this research. They were classroom observation, interview, and reading comprehension test. The classroom observation was gathered by using video recording. The in depth interview is also given to the students after they are given the treatment. Their responses are important to see the advantages of story map in improving their reading comprehension in learning narrative text. The test of reading comprehension was divided into pre-test and post-test. The test was given as the supporting data to see whether the implementation of story map improve students' reading comprehension while learning narrative text.

3.4.1 Classroom Observation

This study employed observation as data collection strategy. Hatch (2002, p. 72) states that the goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants. Observation was conducted during the implementation of the story map in the research site. It is intended to reveal the students' reading comprehension of narrative text by using story map as the visual aids.

The researcher had the role as the participant observer where the researcher took part in the research site of the research to add his or her experience in analyzing what is happening in the research site. Creswell (2012, p.222) states as the participant observer, the researcher participating the activities and record the information as well. To obtain the data, the meeting was observed five times in gathering the data to reveal the implementation of story map in helping students' reading comprehension in learning narrative text. During the observation, the researcher took part as the conductor of the class while the classroom activity is being recorded. The following table was implemented as the instrument of classroom observation.

Table 3.1

Steps of Implementing Story Map (Teaching Checklist)

NO	STEPS	CHECKLIST				
		1st meeting	2nd Meeting	3rd Meeting	4th Meeting	5th Meeting
1	Introduction to Story Map					
2	Filling Each Element of Story Map:					
	Title and Author					
	Characters					
	Setting					
	Problem					
	Solution					
3	Discussion and Review					

Table 3.2

Students' Checklist

(Adapted from Ali, N.O, 2015)

	ACTIVITIES	YES	NO	Evidence
PRE-ACTIVITY	The students were motivated and engaged in the activity.			
	The students participated actively in the activity.			
	The students were interested in story map.			
MAIN ACTIVITY	The students understood the instruction.			
	The students faced some difficulties on accomplishing the task.			
	The students were enthusiastic in story map in their learning activity.			
POSTACTIVITY	The students took roles in learning activity using story map			
	The students comprehend the material given.			
	The students responded enthusiastically to the given homework			

Moreover, these instruments record real-life teaching situations and reflections in classroom activity. Students' attitudes are also observed. The collected data from the classroom activity' recording were analyzed through coding and categorizing the observation sheets in every meeting.

Table 3.3
Observed Students' Response
 (Adapted from Ali, N.O, 2015)

Classroom activity	Students' responses
Pre-activity	Enth = Enthusiastic Att = Attractive Re = Reluctant
Main-Activity	Dis = Distracted Sile = Silent Con = Confused
Post-activity	(+) AS = Longer attention span (-) AS = Shorter attention span

This study took approximately 5 meetings in gathering the data to reveal the implementation of story map in improving reading comprehension. The details of the schedule can be seen as follows.

Table 3.4
Teaching Schedule

	1 st meeting	2 nd meeting	3 rd meeting	4 th meeting	5 th meeting
Teacher	Introducing narrative text (before using story map), students were given a story untitled "Cinderella", pre-test of reading comprehension.	Teaching narrative text (using story map), students were given a story untitled "Four Little Rabbits", students practice to use story map in comprehending and answering some questions related to the story	Teaching narrative text (using story map), students bring their own story and story map, students share their story in a group.	Teaching narrative text (using story map), students bring their own story and story map, students share their story in a group.	Teaching narrative text (using story map), students present their story and story map, students were given a story untitled "Malin Kundang" and answering some questions related to the story, a post-test of reading comprehension

Furthermore, to see the students' responses during teaching learning process, the analysis of students' checklist was done. Field note was used to see and to record what exactly happens in the class and to see teachers' perception towards the learning process. Finally, the researcher carried out some evidence related to reading comprehension activities using story map.

3.4.2 Interview

Another source of data to gather the information is through interview. In-depth interview employs to the participants in the end of the research. The open-ended questions were used in this interview because this research requires a more depth and a lengthier response. Open-ended questions are also helpful in finding out more about students' response toward the implementation of story map in learning narrative text. The interview could describe how story map help students in improving their reading comprehension while learning narrative text from students' point of view. In this study, in depth interview was addressed to eight students who represent high, middle, and low achiever in order to find out their attitudes towards story map. The guideline questions as provided as follow:

1. What do you think about English so far?
2. Which skill is the most difficult for you? Why? How about reading?
3. Which one is your favorite technique? How about story map?
4. What do you think about story map? Is it difficult to be understood?
5. Have you ever heard about story map before?
6. Does story map help you in learning reading?
7. In your opinion, how does story map help you to improve your reading comprehension?
8. Do you enjoy learning reading comprehension through story map?
9. What are the difficulties you have faced in learning through story map?

The interview was conducted after the class is over in informal setting, hence the students would be comfortable in answering some questions. The language used in the interview was Bahasa Indonesia and the interview was done

individually. The students were called one by one because it was expected to gather more detail information.

3.4.3 Reading Comprehension Test

In the study, each student was asked to do the pre-test of reading comprehension of narrative text before the implementation of story map in the second meeting. For the next 4 meeting, the researcher began to implement the story map while learning narrative text. The researcher collected 20 samples of students' reading comprehension test which representing high, middle and low achievers students. Then, the post-test was conducted on the last meeting to see whether the implementation of story map help students' reading comprehension in learning narrative text.

3.5. Data Analysis

The researcher employed descriptive manner since this study uses qualitative method. Thus, the data collected from classroom observation, and in depth interview that have been mentioned above were classified, organized, and interpreted.

3.5.1 Classroom Observation

The data of classroom observation were gathered by using video recording. It revealed information about how story map helps students' reading comprehension in learning narrative text. Thus, the data from this source was able to show the actual learning process by using story map.

3.5.2 Interview

In gathering more data, the researcher used in depth interview through asking some questions to the students and audiotapes the conversation. Creswell (2012, p.217) mentions that "qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers". The researcher then transcribed and typed the data into a computer file for analysis.

This instrument is used in answering all the statements of problems. The result of interview was classified and analyzed. The conclusion would be drawn from the result of interview and it would show how story map could help students in reading and the advantages of it.

The data gained from interview were analyzed using the following steps from Dornyei (2007):

1. Transcribing the data

The recordings gained from interview were transcribed in order to know whether the implementation of story map helps students' reading comprehension in learning narrative text. Then, the transcripts were condensed into brief explanations and were categorized by using thematic data analysis. Thematic data analysis is used to categorize students' answers in interview into the characteristics of effective English teachers in the framework of the study.

2. Pre-coding and coding

After all recordings were transcribed, the researcher read all the text in the transcription to get the general sense. Each answer from each student was identified. Then, the researcher coded the transcriptions by highlighting and labeling it to each category needed to identify the characteristics of an effective English language teacher based on the students' response.

3. Growing Ideas

To develop the main theme of the research, the researcher grew the ideas by preparing notes, transcript, and data display. This process helped the researcher to find the answer of research questions.

4. Interpreting the data and drawing conclusion

The final step was the interpretation of data based on the research question. After the coding of the transcription was finished, each category found from interview was described. In the end, the conclusion and the recommendation were given by the researcher.

3.5.3 Reading Comprehension Test

The students' reading comprehension results are functioned as the indicator of the implementation of story map in improving students' reading comprehension in learning narrative text. Reading comprehension test of narrative text is given when pre-test (at the first meeting) and post-test (at the last meeting). Both tests contains of 10 reading comprehension questions in the form of essay. The questions cover some questions of the elements that exist in the narrative text and also the characteristics of narrative text. Reading comprehension test is important because it reveals how the implementation of story map impacts students in improving their reading comprehension by understanding the story in narrative text and how they answered the reading comprehension questions about some elements of the story and the characteristics of narrative text. The test was analyzed by seeing how the students answer the question that covers some elements in story map and narrative text and also by looking at their score.

3.6 Concluding Remarks

This chapter has presented research method of the study consists of research questions, research design, research site and participants, data collection, and data analysis. From the application of this method, a set of data was acquired, and the findings and discussion are presented in the next chapter, Finding and Discussion.

