

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the methodology in conducting the research and description of research procedure in order to find out the answer of research questions relating to the use of picture book in helping junior high school students learn reading narrative and students' responses to the use of picture book in teaching reading. This chapter presents four main parts of the investigation: Research design, site and participants, research procedure, data collection and data analysis.

1.1 Research Design

Qualitative research in the form of descriptive method was employed in this research to describe the use of picture book in helping junior high school students learn reading narrative and the responses to it. The qualitative research finds the information about someone's perspective, belief, or attitude towards past events or present circumstance (Best, 1970 cited in in Cohen, Manion, & Morrison, 2007).

In qualitative method, the descriptive method was used because the research explains the collected data from the setting where the participants' problem arises through observing activities and interviewing (Creswell, 2009). Moreover, qualitative method has more advantages in giving details of definite phenomenon and matters by forthcoming the problems directly with flexibility to select the way of doing the research (Alwasilah, 2002). According to Fraenkel, Wallen, and Hyun (2012), qualitative research deals with both product and process, describing how things happen and how students interact with their classmates as well as their teacher in the classroom.

As this study was purposed to investigate the use of picture book in helping junior high school students learn reading narrative and to reveal the students' responses to it, it was essential for the researcher participate in the study to perceive the participants' activities within the setting provided in the classroom sessions. Questionnaire also required in getting students' responses to the use of picture book in teaching reading.

1.2 Site and Participants

The research was conducted in the second grade classroom of Junior High School in Bandung. The research took place in two classes, which were class 8-7 and class 8-9 from the second grade that have similar condition in their learning behavior and language proficiency that was selected based on the data from the teacher in the school. Class 8-7 will be called class A and class 8-9 will be called class B.

The participants were the second grade students of Junior High School in Bandung that took part in observation and questionnaire session. For the research purpose, 29 students from class A and 30 students from class B were selected.

1.3 Research Procedure

The procedures of this study were gathered by several steps in form of schedule and stages that adapted from Henry (1994, in Richard and Renandya, 2011), which can be described as follows:

1. Selecting instruments for the research. There were two instruments used to find out the use of picture book in helping students learn reading narrative and students' responses to it in junior high school. The instruments were observation and questionnaire. Below are the schedule of research implementation in the school,

Table 3.1**Research schedule**

No	Date	Instruments	Activities
1	26 th April 2016	Observation	Instruments Pilot Test 1 (Class A)
2	27 th April 2016	Observation	Instruments Pilot Test 1 (Class B)
3	27 th April 2016	Questionnaire	Instruments Pilot Test 2 (Class A)
4	28 th April 2016	Questionnaire	Instruments Pilot Test 2 (Class B)
5	8 th May 2016	Observation	Data Collection (Class A)
6	8 th May 2016	Observation	Data Collection (Class B)
7	9 th May 2016	Observation	Data Collection (Class A)
8	9 th May 2016	Observation	Data Collection (Class B)
9	15 th May 2016	Questionnaire	Data Collection (Class A)
10	15 th May 2016	Questionnaire	Data Collection (Class B)

2. Instruments Pilot Test 1. During the pilot test, the steps in teaching reading narrative were observed using observation sheet. The teacher used Dr. Seuss's *The Lorax* book as tool of picture book in teaching reading. The teacher directed the students what types of questions they need to ask. Discussion activity were conducted in the end of the sessions.
3. Instruments Pilot Test 2. During the pilot test, the questionnaires related to the use of picture book were delivered to the students. The students were not allowed to ask the teacher or their friends in answering the questions in the questionnaires.
4. Data collection (observation). The steps in teaching reading narrative were observed using observation sheet. The teacher used Dr. Seuss's *The Lorax* book as tool of picture book in teaching reading. The teacher directed the students what types of questions they need to ask. Discussion activity were conducted in the end of the sessions.
5. Data collection (questionnaires). The questionnaires related to the use of picture book were delivered to the students. The students were not allowed to ask the teacher or their friends in answering the questions in the questionnaires.
6. Data analysis. The analyzed data were from observation sheets and questionnaires. There were two observation sheets from class A and B, and fifty-nine questionnaires that were delivered before to the students of class A and B.
7. Presentation of the data in the research. The findings and discussions of the data were presented into two sections based on the research questions.
8. The findings and discussions concluding based on the data collected.

1.4 Data Collection

To gather the data, there were two instruments to find out the use of picture book in helping students learn reading narrative and students' responses to it in junior high school. The instruments were observation and questionnaire. The observation sheet was used while reading activities with picture book conducted in the classroom. The questionnaires were delivered to all of the students from both classrooms after reading activities finished.

1.4.1 Observation

Cohen et.al (2007) points out that observation has a characteristic that displays authentic information and natural situation. Observation was conducted to find out the information of the retrieved behavior in the setting where it takes place from the participants (Cresswell, 2009).

In this research, observation was aimed at finding out the use of picture book in helping junior high school students learn reading narrative activity in the classroom. In this research, the students' interest and behavior in English language learning was observed especially in their reading activities.

Photos and notes were taken from the activities of the participants during the lesson. The nature of students' conversation during the lesson, reading activity, sharing with friends about the story given, and answering the question related to the story was observed.

The observation sheet of teaching reading narrative steps in this study was based and adapted from Honig, Diamond and Gutlohn (2008).

The following is the form of the observation sheet.

Table 3.2
Reading narrative activities observation sheet

No.	Steps	Status
Initial Steps		
1.	Students pay attention to the teacher modelling of types of questions that readers need to ask while reading.	
2.	Students pay attention to the teacher modelling of questions that can encourage deeper levels of comprehension.	
3.	Students connect their relevant prior experiences or to other stories with the guidance from the teacher.	
Main Activities		
4.	Students create mental images as they read with the help of teacher's explicit teaching.	
5.	Students make predictions based on prior knowledge or story structure with the help of the teacher.	
6.	Students look at the illustrations in the picture book to aid comprehension with the instructions from the teacher.	
7.	Students use context in the picture book to figure out difficult words with the guidance from the teacher.	
Post Activities		
8	Reasoning about what was read and summarize the story.	
9.	Emphasize collaborative discussion among learners.	

Adapted from Honig, Diamond and Gutlohn (2008)

1.4.2 Questionnaire

In this research, close-ended questionnaire was used for collecting the data. Close-ended questionnaire was useful to deliver data that was identified with the issue of the research (Creswell, 2008). Wilson and McLean (1994, cited in Cohen et.al, 2007) points that,

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

The aims of this technique were to find out students' responses to the use of picture book in teaching reading narrative activity in the classroom.

The questionnaire was distributed to the students after all of the teaching activity with picture book finished. In this research, close-ended questionnaire in form of Likert scale was used for gathering the information. The questionnaire was in *Bahasa Indonesia* in order to ease the students to express their opinions certainly. The aspects covered by the questionnaire were students' interest to the book, the comparison with other story without picture, the illustration of the book, and the ecological message from the book.

These aspects were chosen based on previous studies that pointed out the advantages of the book than the other especially in these aspects, thus the questionnaire given to acknowledge students responses to the use of picture book. To discover the students' responses there were four ranges of Likert scale that covers four dissimilar categories; the students were allowed to choose one of the range numbers for each statement that was suitable with their thoughts. Sugiyono (2009) noted that Likerts scale was used to measure people opinions, perceptions and their attitudes related to social phenomenon.

The following is the form of questionnaire.

Table 3.3
Questionnaire contents

No	Pernyataan	Respon			
		Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1	<i>Saya suka belajar membaca dengan menggunakan buku bergambar.</i>				
2	<i>Saya suka belajar membaca dengan menggunakan buku "The Lorax".</i>				
3	<i>Mempelajari kata-kata bahasa inggris dengan menggunakan buku "The Lorax" menarik.</i>				
4	<i>Penggunaan buku "The Lorax" telah menambah kosakata bahasa inggris saya.</i>				
5	<i>Belajar membaca dengan menggunakan buku bergambar lebih menarik daripada belajar dengan buku tidak bergambar.</i>				
6	<i>Ilustrasi gambar dan karakter imajinatif dalam buku "The Lorax" sangat menarik.</i>				
7	<i>Ilustrasi gambar dan karakter imajinatif dalam buku "The Lorax" membantu saya untuk lebih mudah memahami cerita.</i>				
8	<i>Belajar dengan buku "The Lorax" meningkatkan kesadaran terhadap lingkungan di sekitar saya.</i>				

Adapted from, Letchumanan, K., and Hoon, T. (2012)

1.5 Data Analysis

In this research, observation data was elaborated descriptively while questionnaire data was elaborated statistically since it provided the calculation result from students' answers. The data analysis technique will be elaborated below.

1.5.1 The analysis of the observation

In this research, students' interest and behaviors in English language learning was observed especially in their reading activities. Some photos and notes were taken during the observation. Classroom observation was intended to inspect the natural of behavior of the participants (Hadi, 1986 cited in Sugiono, 2009)

All of the activities done by the participants was observed during the lesson included the nature of students' conversation during the lesson, reading activity, sharing with friends about the story given, answering the question related to the story. The result of the observation sheet elaborated descriptively supported by some evidence to strengthen the result.

1.5.2 The analysis of the questionnaire

The questionnaires were employed to reveal students' responses to the use of picture book in teaching reading. The results of questionnaires displayed students' attitude and responses to the use picture book as learning media in teaching reading narrative activity.

Close-ended questionnaire in form of Likert scale was used in this research. All students acquired the identical questionnaire and it was given after the last meeting. To discover the students' responses there were four ranges of Likert scale, which covers four dissimilar categories.

The responses in the questionnaire were categorized into four unlike scores as in the following,

Table 3.4
Responses categories

Categories	Strongly agree	Agree	Disagree	Strongly disagree
Scores	4	3	2	1

The percentile formula also used in this research to investigate the questionnaire data. After that, the data were interpreted based on the occurrence of students' answer. Based on Hatch and Farhady (1982, p. 46), the percentile formula was formulated as follows:

$$P = 100 \times \frac{F}{N}$$

P = Percentile

F = Frequency of students' answer

N = Respondent

3.6 Concluding Remarks

This chapter has presented a brief discussion of methodology related to the study, including research design, site and participants, data collection, and data analysis. The following chapter will provide description of the findings and the discussions of the data obtained.