CHAPTER III

RESEARCH METHODOLOGY

This part explains the research methodology that was applied in the research. It covers research site and participant, research design, data collection technique and data analysis.

3.1 Research Site and Participants

In order to collect the data, purposive sampling was chosen for this study. Purposive sampling refers to the sample that has been taken for specific needs and purpose (Cohen, Manion, & Morrison, 2007, p. 115). This study employed purposive sampling because it is a way in which specific individuals, setting, and phenomenon can be selected to give important information needed in the study (Patton, 1990, in Alwasilah, 2009, p. 146). Therefore, this study was conducted in one junior high school in Bandung. One class of eighth grade students were selected as the participants in this study. The class consists of thirty four students.

3.2 Research Design

This research employed descriptive qualitative research. Qualitative research is a method which involves “an interpretive, naturalistic approach to its subject matter” (Denzin and Lincoln, 1994, in Malik and Hamid, 2014, p. 184). Qualitative research, according to Fraenkel and Wallen (2009, p. 422), investigates and describes the quality of relationships, activities, situations, or materials in detail. Qualitative research is appropriate to use when the research aims to explore, interpret, or get deeper understanding of a particular issue (Greenhalgh and Taylor, 1997, p. 741). Thus, qualitative research is considered appropriate to be applied as this study intended to obtain in-depth understanding of how picture book is used in teaching writing narrative text.
3.3 Data Collection Technique

Triangulation technique was used in order to collect the data for this study. Triangulation refers to the use of various methods in collecting the data from many sources in order to understand particular phenomena (Jick, 2008, in Houser, 2009, p. 77; Alwasilah, 2009, p. 150). Moreover, Creswell (2012, p. 259) suggested that the use of triangulation between different data sources can improve the accuracy of the study. The data for this study was collected through observation, interview, and written document analysis.

3.3.1 Classroom Observation

Observation is a research process that offers the opportunity for the researcher to collect live data from natural social situations (Cohen, Manion, and Morrison, 2007, p. 396). The observation in this study was a participant observation in which the observer took part as a teacher in the observed classroom. In this study, learning activities was observed to gather the information of the use of picture book in teaching writing narrative text. The observation was conducted in five meetings. Each meeting ran for eighty minutes. In addition, the schedule of observation is presented in the table below.

Table 3.1
The Schedule of Classroom Observation

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; meeting</td>
<td>Tuesday, 8 November 2016</td>
<td>Reading aloud and questioning</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; meeting</td>
<td>Thursday, 10 November 2016</td>
<td>Modeling</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; meeting</td>
<td>Tuesday, 15 November 2016</td>
<td>- Modeling (re-creating)</td>
</tr>
</tbody>
</table>
Some field-notes were taken after the class. The learning activities were also videotaped. Video recording allowed the researcher to review the events repeatedly and helped the researcher obtain the data with greater accuracy (Collier and Collier, 1986, p. 5, in Baker, 2006, p. 184; Hancock, Ockleford, and Windridge, 2009, p. 19).

### 3.3.2 Interview

The next instrument employed in this study was interview. The interview was given to the students in order to explore their perception towards the use of picture book in teaching writing narrative text. Semi-structured interview was employed in this study. This type of interview involves a number of open ended questions which allow the interviewer and the interviewees to discuss the topic in more detail (Hancock, Ockleford, and Windridge, 2009, p. 16). Even though there were prepared questions to be asked, the interviewer had the freedom to probe the interviewees to elaborate their responses (Hancock, Ockleford, and Windridge, 2009, p. 16).

The interview was conducted in the last meeting after the teaching program. Before interviewing the students, the researcher prepared a list of questions to be covered. The interview was conducted in Bahasa Indonesia to make it easier for the participants to give their responses related to the use of picture book in the teaching and learning process of writing narrative text. The interview was
conducted at the library. The interview was audio-recorded by using handphone. The interview was administered to nine students.

After interviewing the participants, the researcher organized the data from the interview in the form of computer file. The interview was transcribed based on what the participants said in the interview.

3.3.3 Written Documents

Written document is also one of the instruments which were used to gather the data. Several documents were used as the source of the data in this study. They were in the form of field notes, students’ answer sheet, and narrative texts written by the students. The students were asked to write a draft for their narrative text. Then they were asked to write their final narrative text. The students’ texts were assessed using the assessment sheet from the National Assessment Program of Australia (2010).

3.4 Data Analysis

After collecting the data, the results from the observation, the interview, and the written documents were analyzed to answer the research questions. The analysis of each instrument was presented in the form of descriptive and interpretive analysis. The analysis of each instrument is presented in the following section.

3.4.1 Observation

The data obtained from the observation field-notes were analyzed. The analysis were based on the aspects related to the research question. Thus, the information related to the use of picture book in teaching writing narrative text was identified. In analyzing the data, videos were used to get deeper comprehension of the class activities incorporated the use of picture book. The videos were used to capture the real situation in the class and to support the data from the field notes. The videotapes of the observation were transcribed into the
written form. After that, the transcription was interpreted to address the research question and to add some information if there was any missed information in the field-notes.

3.4.2 Interview

The data from the interview were examined for cues and markers that reflected the students’ opinion toward the teaching and learning process of writing with the use of picture book. The data from the interview were analyzed by several steps. First, the data gained from the interview were transcribed. Next, the data were analyzed by reading and reflecting the transcript. Then, the data were interpreted and discussed into some major themes to support the finding for the research question.

3.4.3 Written Documents Analysis

There were four texts being analyzed: two were taken from students’ draft and two from students’ final narrative writing. The data from narrative texts produced by the students were analyzed by using the assessment rubric from the National Assessment Program of Australia (2010) (see appendix B). The texts were analyzed in terms of:

1. audience (the writer’s capacity to orient, engage and affect the reader);
2. text structure (the organization of narrative features including orientation, complication, and resolution into an appropriate and effective text structure);
3. ideas (the creation, selection, and crafting of ideas for a narrative);
4. character (the portrayal and development of character);
5. setting (the development of a sense of place, time, and atmosphere);
6. vocabulary (the range and precision of language choices);
7. cohesion (the control of multiple threads and relationships over the whole text);
8. paragraphing (the segmenting of text into paragraphs that assists the reader to negotiate the narrative);
9. sentence structure (the production of grammatically correct, structurally sound and meaningful sentences);
10. punctuation (the use of correct and appropriate punctuation);
11. and spelling (the accuracy of spelling and difficulty of the words used).

3.5 Concluding Remark

This chapter already discussed about the research method that was applied by the researcher. It covers the site and participant of the research, the research design, the technique of collecting data and the technique of analysis data.