

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter prevails the approach, methods, and instruments used in the research. Furthermore, it elaborates the research design, clarification of terms, research site and participants, data collection and how the data is analyzed.

#### **3.1. Research Design**

This research attempts to seek in-depth understanding in students' emotions. A qualitative approach is considered to be eligible to the intended purpose. A qualitative approach emphasizes the qualities of the contingents, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency (Denzin and Lincoln 2000, p. 8). According to Creswell (2014). A qualitative approach is said to focus more on analyzing data in from of verbal or visual text which is in line with this research. Moreover, Creswell adds that the focus of qualitative research is on "learning the meaning participants hold rather than the meaning brought in by the researcher".

To investigate students' emotions visualized in their comic books, a specific research design from qualitative approach is needed as an appropriate ideal guiding framework. A case study is considered to be an appropriate research design to answer the research question for this research. Nunan (2002) defines a case study as a research design that involves a single individual or groups focus on one particular instance of educational experience or practice. This is supported by Emilia (2012) who states that a case study design is employed in a small scale, a single scale.

According to Yin (2003) a case study design should be considered when: (a) the focus of the study is to answer "how" and "why" questions; (b) the behavior of those involved in the study cannot be manipulated; (c) it should cover contextual conditions because they are relevant to the phenomenon under study; or (d) the boundaries are

not clear between the phenomenon and context. Going on with that, this design is believed to study real-life phenomenon through detailed analysis within their contexts (Zainal, 2007). Furthermore, if the approach is applied correctly, it becomes a valuable method to develop a theory (Baxter and Jack, 2008).

According to Baxter and Jack (2008), there are different terms to describe a variety of case studies. Yin (2003) categorizes case studies as explanatory, exploratory, or descriptive. Moreover, they differentiate between single, holistic case studies and multiple-case studies. However, Stake (1995, cited in Baxter and Jack, 2008) classifies case studies as intrinsic, instrumental, or collective. In line with the purpose of the study to investigate the students' emotion, the type of case study that is used in this research is descriptive case study.

This research involves narrative inquiry as a methodology. What distinguishes narrative inquiry than other methodologies is that it is a way of understanding and inquiring into experience through “collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus” (Clandinin & Connelly, 2000, p. 20). One of the main explanations for the narrative turn in the education is that the interest in narratives reflects post-modern concerns with the self, identity, and individuality, arising from what is called a kind of “cultural vertigo” that is the consequence of individuals vacating established social constructions of reality from their life experiences (Barkhuizen, Benson, & Chik, 2014).

Prior having been informed in the previous chapter, multimodal narrative which has been growing as data for narrative inquiry is applied in the intended research. The multimodal narrative is another form of narrative other than written and oral narrative. Menezes (2008, p.201) argues that “pictures and sounds not only illustrate written texts, but also make up a larger network of meanings”. A study done by Nikula and Pitkänen-Huhta (2008) provide a good example of using participants' visual narratives to generate more in-depth oral discussion of language learning in

both formal and informal contexts. Therefore, it is a valid method to reveal in-depth emotions of students regarding the narrative text.

### **3.2. Clarification of Terms**

As a sustainability of convenience of the research, several main terms are sufficiently specified as described below.

**Students' Emotions** refer the affective skill of students, in this context, during teenage years. In education setting, the role of emotions has somewhat affected the engagement and learning and leads to consideration of how and why student emotions emerge. Understanding the students' emotions is essential for better developing the interpersonal skill of the students. (Linnenbrink-Garcia & Pekrun, 2010)

**Narrative Reproduction** refers to the activity in the field of language and education where the students reproduce the linear original narrative story. The reproduction of the narrative may in the form of same mode such as in verbal text, or in another mode, even in multimodal.

**Comic book** is a series of cartoon drawings that tell a story. The story is told in sequence that words and pictures that are presented in a sequential manner to form a narrative in juxtaposed panel (McCloud 1993). Panels are often accompanied by brief descriptive prose and written narrative, usually dialog contained in word balloons emblematic of the comic art form.

### **3.3. Research Site and Participant**

The research was conducted in one of high-clustered public senior high schools in Bandung. The school was chosen for three reasons: First, the school permitted the research to be conducted. Secondly, the researcher was currently doing internship in the school as an English teacher practicum. Therefore, the access to the school was feasible and the undergoing of data collection is practically easier. This made the research had no schedule, distance and accommodation issues. The third reason is, in order to explore the students' emotion in the narrative, this research involved an

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adequate complex story. The original story of “The White Umbrella” by Gish Jen contains quite sophisticated words in the seven-page story where it needs high level proficiency of English. Therefore, the high-clustered school was chosen in this research.

The research employed a few samples as participants. The participants were selected based on purposive sampling by the research. First, the data that were collected met the criteria. The criteria included the pictorial and written documents should not be more than 6 pages per story, the data were adequately visible to be analyzed. The participants of this study were four senior high school students in 11<sup>th</sup> grade. The sample consisted of two male and two female students to avoid gender bias in this research. All samples were Indonesian students from the age of 16 to 17 enrolling in one science program class.

### 3.4. Data Collection

There are at least two instruments to collect the data for this research. Those are through pictorial documents of students’ comic book and interview. The use of these two data collections are adopted due to the nature of qualitative research which is strengthened by multiple methods to provide complete story (Fraenkel et.al, 2012, cited in Putra, 2013). The research was continued to progress both inside and outside the school. The research was conducted along with the regular schedule in the school in one month as follows:

**Table 3.1. Research Schedule**

<b>April 5<sup>th</sup> 2017</b>	<b>April 19<sup>th</sup> 2017</b>	<b>May 1<sup>st</sup> 2017</b>	<b>May 5<sup>th</sup> 2017</b>
<b>1. Task Assignment for First Drawing</b>	1. Collecting the 1 <sup>st</sup> drawings (First Data)  2.Task assignment for the second drawings	1. Collecting the 2 <sup>nd</sup> Drawings (Second Data)	1. Interview

Following the directive suggestions of the research (i.e. Kersulov, 2016), the collected data from the intended research were both coded and categorized. The coding and categorizing are done in order to adjust focus of data to be analysis on one target as in the purpose of the research.

#### 3.4.1. Pictorial and Written Documents

Pictorial documents were taken into account when collecting the data of the research. Pictorial documents were in form of comic book as a portfolio of narrative reproduction works. The documents were a set of drawings created originally by the students which was tasked as a homework assignment. Since narrative inquiry follows a recursive, reflexive process of moving from field (with starting points in telling or living of stories) to field texts (data), it involved two pictorial documents of every participant to collect the data. It was also to avoid the judgement based on single document of each participant.

In this research, the two narrative texts that were utilized are short-story entitled “The White Umbrella” (1984) by Gish Gen and anonymous short-story titled “Fiona Famous” (see Setiawati, 2015). Those stories were selected as they were related to the situations that happen daily with the teenagers. Gish Jen, the author of “The White Umbrella” has been famous for her works which involves the characters’ identity and emotions. “The White Umbrella” tells a story about the relationship between mother and daughter in which the daughter feels neglected because her mother is busy with her work. Then her piano teacher, Miss Crossman, shows motherly kindness to them that makes the protagonist wanting to have her as a mother. This story also has some aspects in teenager’s life such as envy to her peer, disappointment with reality and the attention seeking to get approval.

Meanwhile, Fiona Famous tells a story about a perfect girl at school. She is smart, pretty, popular and sociable to her peers. Unfortunately she eventually realizes that she does not have true friends as they do not give her presents and feels disappointed of the fact that her classmates do not feel the same towards her. This

story is basically about friendship with peers at school. The disappointment towards peers that happen to protagonist in this story is believed to happen in many students at school. Therefore, students are expected to feel empathy of the story.

Not only pictorial documents, but the written documents were also an inclusion of data collection in the research. The written documents are narrative box, sound effects, emanata, or dialogues contained in the speech balloons in the comic books. As in the visual literacy theory, text may not always be there to describe image or image to a text. The combination of picture and text can result in the new meanings. For example, there are things that cannot be conveyed through merely a picture or merely a text. Therefore, both modes were the data collection to make the whole interpretation.

#### 3.4.2 Interview

As qualitative research has many collections of data for triangulation. The second step to gain the data collection was through the interview. The questions of the interview focused on finding out the factors that lead the students to create their visual of the story through their interpretation. Moreover, the question also led to their experience of what they felt when they shared their personal emotional experience. Those questions consisted at least seven main questions and the participants explained their justification of such provided. Supplementary questions were added when the information given needed further investigation. The main questions elicited below were taken from the role of emotion designed by David Miall (2011) with some modification to gather the data needed for this research:

1. For which character of the story do you feel sympathy? Why?
2. For which character of the story do you feel empathy? (You have had similar experiences) and at each stage of the story if there are parts which reminds you of something or arise your feelings (e.g. fear, disgust, surprise, enjoyment, anxiety, interest) please explain why this part has arisen your feelings. Please point these parts in the story.

Item three of the questionnaire asked about the aesthetic feelings of the participants by asking the following question:

3. Which the parts of the story which mostly arouses feelings in you and explain why (the students point to specific panel and explain why). Is it the form (generic, narrative, stylistic) of the sentence which is appealing to you or some other aspects?

Items four, five, six, seven and eight focused on evaluative feelings of the respondents as follows:

4. How does the title sound to you?
5. What does the title remind you of? Describe your feelings
6. After reading the story, how did you feel about the story? (Enjoyment, pleasure or satisfaction). State your reasons;
7. Was the ending of the story fair? If yes, why? If no, why?
8. How do you feel about the characters? How do you feel about the events?

And finally the last question was related to the participants' self-modifying feelings:

9. Did the story create any change about your attitude towards real-life situation? (Meaning you had some ideas about particular aspects of life, and reading this story has caused them change.

The process of collecting the data from the interview took place at the school. Those participants were scheduled to attend the interview session after submitting their pictorial and written documents. The interview was conducted individually where their comic books were set in the interview room in order for the participant to discuss and justify their drawing in the interview session.

### **3.5 Data Analysis**

The data analysis is presented in a descriptive explanation and categorized into several aspects related to the theories that are mentioned in the literature review. There are several steps to analyze the obtained data. According to Milles, Huberman & Saldaña (1994), there are at least three steps to analyze a qualitative data. There are

data reduction, data display and conclusion drawing and verification. From the students' portfolio such as analyzing, interpreting the data, and summarizing the result. Data reduction is a research process in choosing and focusing the attention for simplification, abstraction and transformation from the raw data.

In order to validate the analysis and avoid the bias, the qualitative approach has a strategy called triangulation which uses different data collections. The data that were collected were checked from different perspectives to make a coherent justification to add more validity to the research (Creswell, 2014). The other data were collected from the interview. The interview were recorded and analyzed based on the findings in the observation, to make a conclusion about the correlation between the results of the interpreting students' portfolio and the result transcribed of the audio transcriptions.

#### 3.5.1 Analysis of Pictorial and Written Documents

The analysis of pictorial documents used semiotic theory, specifically visual grammar. The main theory adopted visual literacy from Gunther Kress and Theo van Leeuwen (2006). The theory suggested the research to analyze the drawings as means where pictures can be interpreted through three metafunctions; ideational, interpersonal and textual function. Some of the comic book elements were be analyzed through their function and how they made the effect in the drawings. All those intended drawings were analyzed in particular to reveal the emotions in the drawings based on aspects such as the setting, the point of view, image gaze, facial expressions and the text emerged in the picture. Those aspects construed as representation of image producers' emotions evidently in the drawing. The format of the analysis will be in form of description of each participant' exploration of the inner world of emotions and imagination as emotions are deeply personal matter (Nixon, 2016).

#### 3.5.2 Analysis of Interview

The other data to be analyzed were from interviews. Most of the question and answer session were delivered in the students' mother tongue in order to avoid confusion and let the participants express their emotions easily. The interview



recordings were then transcribed and translated into written documents. The data from the interviews strengthened the interpretations of the drawings and texts in their comic books. It can be said that the interviews justified perspectives of the students' emotions explicitly.

Finally, all those analysis of pictorial and written documents were verified using triangulation process which gave the research stronger stand and confidence to deliver judgement (Nunan, 2002). Moreover, triangulation process also promotes credibility to give a high level to internal validity in analyses of qualitative data, since it encompasses incorporation of various data sets in one intergrade relevance.