

CHAPTER III

RESEARCH METHODOLOGY

In order to answer the research questions in this study, there are several things that need to be expanded. Therefore, this chapter provides the research methodology used in conducting the research and getting the answers from the research questions in Chapter I and this chapter consist of research questions, research design of the study, sites and respondent of the study, research procedure, data collection techniques and data analysis.

3.1 Research Questions

This study is intended to describing one cognitive poetics instrument which is students' schemata shapes students reading comprehension of the selected multicultural literary text titled *How We Live* by Anita Harper and Christine Roche. The readers are the 7th grader students in one junior high school in Bandung. This research is considered appropriate for the students in 7th grade regarding the simplicity of the text's vocabulary. Therefore, this study is guided through the following question:

What are students' schemata underlying their reading comprehension of the selected multicultural literary text?

3.2 Research Design

This study was employed by using a qualitative research design. The instruments for collecting data in this study are one of considerations that qualitative research design was chosen. It is a design that consist of explanations about the central phenomenon investigated in the study, the respondents in the study, and the research site. According to Creswell (2009), qualitative research design also delivers appearing pattern and research words drawn from qualitative inquiry. In line with the definition, this study concerned on two cognitive poetics instruments which are

students' schemata shapes the students reading comprehension of multicultural literary text.

This study is aimed at describing cognitive poetics instrument which is students' schemata shapes students reading comprehension of the selected multicultural literary text, thus a qualitative approach was considered to be used at this study. In order to obtain a deep understanding, this study used a descriptive qualitative method. The goal of descriptive qualitative method is to investigate the detail interpreting people, places, or events in a setting in qualitative approach (Creswell, 2009). In addition to this, Lambert and Lambert (2012) point out that descriptive qualitative method is used to provide rich information for the purpose of saturating the data.

3.3 Site and Respondents

There are two types of sampling method to recruit respondents of the study which are random sampling and non-random sampling. This study used convenience sampling constitutes non-random sampling. This study took place in one of the public junior high school in Bandung and was conducted in a seventh grade class. This school was chosen because this study used convenience sampling which means it was convenient and it happened to be easily accessible to researcher (Sedgwick, 2013). The researcher took one class in the junior high school that has been selected based on the data from the teacher in the school and 34 students of that class were involved in this study.

The study was conducted to describe cognitive poetics instrument which is students' schemata shapes students reading comprehension of multicultural literary text, and in this context was adolescent literature, so that the respondents of this study were the students of seventh grade class whose ages 12 to 13 years old. All the students in this class have participated in this study as the requirement to answer the research question of this study.

3.4 Data Collection

Data collection is needed to answer the questions from research questions in Chapter I. The researcher used observation, students' documents, and semi-structured interview as the research instruments.

3.4.1 Classroom Observation

The first instrument in this study was classroom observation. The observation conducted in this study was aimed at seeing the events in which students elaborate, discuss assignments and picture books in the classroom. Alwasilah (2011) stated that through classroom observation, researcher can get a clear description of how the phenomenon is going and find out the unrevealed facts that probably cannot be gained through another data collection technique. The data collected from the observation were recorded using classroom observation sheet and video recorder. The first instrument in this study was classroom observation. The observation was conducted in this study was aimed at seeing the events on which students elaborate, discuss assignments and picture books in the classroom. Alwasilah (2011) stated that through classroom observation, researcher can get a clear description of how the phenomenon is going and find out the unrevealed facts that probably cannot be gained through another data collection technique.

The observation was held in the classroom, the place where the participants and the naturally occurring activities of the participants were present. This is in line with Creswell (2009) who states that “qualitative researchers tend to collect the data in the field at the site where the participants experience the issue or problem under study.”

The type of observation that was selected was participant observation. It was selected because this study used descriptive qualitative method to describe the students' schemata which shape their reading comprehension of the multicultural literature, the researcher also acted as a participant observer because the researcher

took the role of being the material provider in team-teaching in the classroom and observed the activity in the classroom (Cohen, Manion, & Morisson, 2007).

The researcher conducted two steps to gather the data from observation:

1. Record complete events happened in the classroom into notes which recorded the teaching and learning activity, students and teacher's interaction.
2. Analyzing and interpreting the information about the teacher and students' activities such as students' behavior in doing tasks.

After observations were conducted, the data from those steps were determined which materials might be relevant to the study. The data collected from the observation were recorded using note taking and video recorder.

3.4.2 Students' documents

Students' documents were used to gather data needed to answer the research questions. The students' documents for the research are in the form of pictures drawn by the students which are intentionally selected to answer the research question. The data were collected from the students of a class in the junior high school in Bandung that become the subject of the research. According to Fraenkel et al. (2012), the researcher used document analysis due to several grounds which are to gain descriptive explanation regarding a topic, to check the study's findings, to obtain beneficial information related to educational matters and to test hypotheses. In this case, the document analysis is used to see how the students comprehend the story given.

For the purpose of the research, the students were asked to draw the place where they live and write a story with characters behind their drawing. This evaluation technique was used because picture done by students or visual imagery can inform the teacher and researcher what students are or are not understanding about the text (Hibbing & Rankin-Erikson, 2003). It is in line with McConnell (1993) who said that drawings provide a visible and explicit record of learning activity. In visual imagery which is included as art, schemata can be applied into it. According to

Solso (2003) each person carry a unique mental structure of the importance of things, each sees and records different impressions. Therefore, schemata can be read from a picture.

3.4.3 Interview

In order to strengthen the findings recorded in the classroom observation process and in the students' documents, the data were completed by interviewing the participants. An interview is a conversation between people in which one person has the role of researcher. According to Arksey and Knight (1999), interviewing is a powerful way of helping people to make explicit things that have been implicit—to articulate their tacit perceptions, feelings and understandings. In addition, Fetterman (1989) describes interviewing as the most important data collection technique a qualitative researcher possesses.

Cohen, Manion and Morrison (2000) stated that the interview can serve a number of distinct purposes. First, it can be used as the means of gathering information about a person's knowledge, values, preferences and attitudes. Secondly, it can be used to test out a hypothesis or to identify variables and their relationships. Thirdly, it can be used in conjunction with other research techniques, such as surveys, to follow up issues (Alwasilah, 2008).

The type of interview that was used in this research is semi-structured interview. Semi-structured interviews are non-standardized, and are often used in qualitative analysis. Semi structured interview was used to check the accuracy of the impressions that researcher has gained through the observation. The series of questions were design to elicit specific answer from respondent, and then the information obtained was compared and contrasted (Fraenkel & Wallen, 1993). The order of questions may also change depending on what direction the interview takes. Indeed, additional questions may be asked, including some which were not anticipated at the start of the interview, as new issues arise.

The interviews took place in the schools when the two participants were having recess and it was one face-to-face interview with each participant. The interviews were recorded and the recordings were transcribed by the researcher immediately after each interview. The questions were based on Stephens' theory about schemata and scripts. The interview was conducted and recorded at the end of the teaching program implementation by using English and Indonesian. The two languages were firstly offered to choose by the students to make them feel more comfortable and share their responses of interview freely. The data from interview was transcribed into written forms.

3.5 Research Procedure

There are two steps of the research procedure that have been done by the researcher in order to collect some data and answer the research questions of this study namely preparation and implementation.

3.5.1 Preparation

There are some activities done in order to prepare the study. The activities were selecting the multicultural text, preparing reading activity, and formulating semi-structured interview.

a. Selecting the multicultural text

Multicultural as narrative text is emphasized in this study, therefore this study used a text which contains multicultural context. The definition of culture, which is the way people do things in daily life, people's attitude, goals, values, thoughts, and expectations which are rules their society (Government of South Australia, n.d.), was one of the consideration in selecting the text. This study used a picture book titled 'How We Live' written by Anita Harper with pictures by Christine Roche in 1977. The multicultural text *How We Live* which was about an unelaborated survey of

lifestyles: some people live with friends, some with family, some alone; some live in big houses, some (all sorts) in apartments or rooms; some move, some stay; some like it, some don't. This picture book was chosen because of the interesting story line, and valuable lesson provided for the readers in the picture book. Moreover, another considerations such as the story line that can relate to the students, the clarity of story illustration, and the complexity of language used by the author in the book were also considered. As it is explained by Ellis and Brewster (1991, in Loukia, 2006) that in choosing a text for students, the language level including vocabulary, structures and functions should be suitable with the students; it should not be too easy or too difficult. This book matched the needs that both teacher and students encountered in accomplishing the learning objectives.

b. Preparing reading activity

Activities are planned in order to help students when they read in a foreign language. According to Medina (2008), activities are exercises which include objective to reach and it is also intended to facilitate learning. This study used the most recommended stages to design the activity which are pre-reading activity, while-reading activity, and post-reading activity. Here is the summary of the activities.

Table 3.1 Reading Activity Stages

Stages	Activities	Objectives
Pre-reading activity	<ol style="list-style-type: none">1. Teacher asks probing questions about various place people live in the world.2. Teacher plays a video which is about various place people live in the world.	<p>1. Activating students' background knowledge relating to the text.</p> <p>2. Getting information about the topic of the text with vide as sensory imagery is an important part of schemata</p> <p>(Moreillon, 2007).</p>

While-reading activity	<ol style="list-style-type: none"> 1. Teacher will take students to interact with the text. 2. After the students read the text, they were asked to draw the place where they live and create a short story/caption behind or near the drawing. 	<ol style="list-style-type: none"> 1. To help students to understand the content of the text (Celce-Murcia, 1991). 2. Evaluating students' reading comprehension of the text.
Post-reading activity	<ol style="list-style-type: none"> 1. The teacher asked various questions regarding to the picture book such as <i>who lives in the home?</i> or <i>where do people live?</i> 	<ol style="list-style-type: none"> 1. Verifying and expanding the knowledge acquired in the reading process (Medina, 2008).

c. Formulating semi-structured interview

It has been stated that the interview employed was a semi-structured interview. In a semi-structured interview, the researcher has a general idea of the information she wants to gain, without giving a list of predetermined questions (Nunan, 1992). There were four basic questions that were asked to the participants after the teaching process has been accomplished. The basic questions have been determined before and those questions are followed up by other questions depending on interviewee's responses. The questions given to students were also based on the information obtained from the students' documents given before.

To obtain more information during the interview, this research used probing question. Below is the interview probing questions construct administered to the participants:

1. What is home?
2. What are the differences between home and house?
3. Who lives in your house?
4. Why do you create such picture?

The purpose of posing these probing questions was to help the respondents think more deeply about the issue (Thompson-Grove, Frazer, & Dunne, n.d.). Furthermore, the answers provided by the participants in the interview can be proven by clarifying or asking their teachers, which then also helped to examine whether the maxims are observed or broken. After observation and interview were conducted, the data collection continued to the next step which was transcribing the conversations into written text, then analyzing the data from the interview, last is interpreting the data to address the research question. More details on interview questions administered to the students are provided in appendices section.

3.5.2 Implementation

Teaching the subject by using multicultural text, observing, administrating worksheet were done during the implementation of this study while interviewing the participants was done at the end of the study.

a. Teaching process

The teaching process was conducted after the multicultural text had been chosen and the reading activity had been designed. The teaching process followed the reading activity stages arranged by the researcher as stated before.

b. Observation

During the teaching process occurred, the teacher also acted as a participant observer to observe the teaching process and the students as the participant of this study. The purpose of observation is to see the students interaction in reading process in order to support students' documents and interview as in observation students can behave as natural as they can which is different with interview situation. The observer used note-taking technique and the observation was video-recorded.

c. Administrating worksheets

During the teaching process occurred, worksheets were distributed to the students in order to assess their reading comprehension regarding the story. The detail of students' worksheet can be seen in the Appendix.

d. Interviewing the participants

After the implementation of the teaching process was done, the participants were interviewed regarding the answer of their worksheets. The detail of the interview can be seen in the Appendix

3.6 Data Analysis

After getting all the data needed from the observation, students' documents and the interview, the data were analyzed to answer the research questions. Further, the data from the three instruments were presented in the form of descriptive explanation in which the data were reported in words (Arikunto, 2006). However, the students' documents which were in the form of picture was not analyzed by using visual grammar. The documents were compared to each others in order to find the patterns in the data especially the perspective/view of students' picture.

Since the researcher used descriptive qualitative method, the data source triangulation (observation, students' documents, & interview) was used in this study

were analyzed based on the explanation and elaboration from the result of the data gathered. First there data analyzed were coding. After the data were analyzed, it was classified into some categorizations of theme to which describes how students' schemata and scripts underlying their reading comprehension of the selected multicultural literary text. This research used similarities and differences theme identification technique. Last, the data analysis is framed with the related theories, with Stephen's theory (2011) and An's theory (2013) as the foundation of theme categorization, to answer the research questions and draw conclusions of the whole research.

3.7 Concluding Remark

This chapter has elaborated the research questions, research design, site and respondents, research procedure, data collection techniques which consisted of observation, students' documents, and interview. Next chapter will be discussing the findings and discussion of the research.