

CHAPTER III

METHODOLOGY

This chapter provides the methodology in conducting the research and description of research procedure to find out the answer from research question stated in Chapter I. This chapter presents four main parts of the investigation: Formulation of problems, research design, site and participants, research procedures, data collection technique, and data analysis technique.

3.1 Formulation of Problems

This study is intended to identify extradiegetic and diegetic emotions appear when readers reading picturebook titled *Where the Wild Things Are* by Maurice Sendak. The readers are the 10th grader students in one high school in Bandung. This research is considered appropriate for the students in 10th grade regarding they already got basic knowledges of reading narrative. Therefore, this study is guided through the following question:

What are extradiegetic and diegetic emotions appear when readers read selected picturebook?

3.2 Research Design

This research was employed by using the qualitative research design. Qualitative research according to Cresswell (2007) is a typical research where the researcher analyzes words or pictures to describe the central phenomenon under study. The aim of descriptive-qualitative method is to explain, analyze, and classify something through various interviews, questionnaires, observation and test. By considering the explanation above, this method is considered as the most suitable one for this study because the aim of the study is to investigate readers'

extradiegetic and diegetic emotion when students read *Where the Wild Things Are*.

The aim of this study is to find out the extradiegetic and diegetic emotions that appears when students read *Where the Wild Things Are*, 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. Creswell (2009) stated that the goal of descriptive qualitative method is to investigate the detail interpreting people, places, or events in a setting in qualitative approach.

3.3 Site and Participants

The research was conducted in one of the senior high school in Bandung. The institution was chosen because the researcher was following her PLP (Program Latihan Profesi) program as one of the subject lesson required in the 8th semester. Thus, it is decided to conduct a research there while doing the PLP program. The participants were 31 10th grader students.

3.4 Research Procedure

The procedures of this study were gathered by several steps that can be described as follows:

1. The researcher began with selecting picturebook to be used in the research. *Where the Wild Things Are* by Maurice Sendak was selected because of several reasons. First, this classic, most loved children's book invites the readers to open up discussions because of its complexity. Second, this book provides impressive illustrations for the students to engage with. Lastly, because this book has become one of the most highly acclaimed and best-loved children's book of all time, it is easy to find the original copy of this book.

2. The researcher started to begin the process by analyzing the story and formulating the lesson plan as well as the questions for students' responses.
3. Students' responses would be given to a class of 10th grade. These responses were used to find out students' extradiegetic and diegetic emotions when they read *Where the Wild Things Are* by Maurice Sendak. In this session, the participants were asked to:
 - a. Part I. Preview the book.
 - b. Part II. Read the book.
 - c. Part III. Complete the responses. The result of students' responses would be attached in the appendices' part.
4. The researcher administered interview session after the previous session was done.
5. The researcher analyzed the data from students' responses and interview qualitatively.
6. The researcher concluded the findings and finished the thesis.

3.5 Data Collection

The data was collected in one of senior high school in Bandung. The participants were 10th graders. The data in this research was gained through students' responses and interview. The types of data collection are elaborated as follows.

3.5.1 Students' Responses

Students' responses were aimed to find out the extradiegetic and diegetic emotions when they read *Where the Wild Things Are*. There were two parts of written responses that students must complete. First part was to find out their extradiegetic emotions when they read *Where the Wild Things Are*. In this part, there were 13 provided emojis that students must choose regarding their emotions

before and after they read *Where the Wild Things Are*. This will be referred as “before” and “after” section in the further explanation below. In the last part, students were asked to draw their experiences when they felt the same emotions as the emotions that they chose before. In this last part, students were also asked to give brief explanations of the pictures that they drew. For example, a student chose “huh” emoji for the before section and “lol” for the after. In the drawing part of before section, he drew two stick figures, the one on the left rose its eyebrows when steam coming out of its nostrils, signaling an extreme anger. Apparently, the left stick figure was in the middle of beating the desk (using it like it was a drum) when the stick figure on the right, known as a female teacher, came in. The student described the picture as “*I feel annoyed when the teacher is coming when I am having fun*”. However, in the after part, he also drew two stick figures, the one on the left was smiling and the one on the right was burst in tears while laughing. The description was “*I felt happy when Rafi is making jokes*”

The concept of drawing pictures and giving brief explanations about it to encompass students’ mental states toward the selected picturebook is defined as *emotion ekphrasis* by Nikolajeva (2014). She further explains that emotion ekphrasis is verbal, visual or multimedial discourse used to describe an emotion. Another function of emotion ekphrasis according to Nikolajeva (2014) is as follows.

1. To provide an expansion of the mental state
For example: “he was so happy that he wanted to sing and dance’
2. To explain what it means to feel a certain emotion.
For example: “he was as happy as you are when you open a birthday present)

She notes that emotion ekphrasis may contain a temporal indication (for example, “after that he was sad) and causal indication (for example, “he was happy because..”). Emotion ekphrasis according to her also may be expressed metaphorically rather than literally, as in a sentence like, “his heart missed a

beat”. Emotion ekphrasis is not merely an explanation of an emotion, but an evocation of it (Nikolajeva, 2014). Needless to say, visual image can potentially evoke a wide range of emotions circumventing the relative precision of words.

3.5.2 Interview

The interview was conducted by selecting specific participants from the 10th grade students to further elaborate their emotions when reading *Where the Wild Things Are*. The aim of this interview is to gain better and deeper understanding of their extradiegetic and diegetic emotions when reading the selected picturebook. This semi-structured interview used open-ended questions in Bahasa Indonesia so the participants wouldn't have any problems in articulating their emotions. Interview technique according to Creswell (2009) allows the participants to express their interpretation without any forces from researcher's perspective. Further, it can also explore more information from the participants which cannot be obtained from written responses for collecting qualitative data (Creswell, 2009). Creswell (2009) proposed there are several steps to conduct an interview, they are:

1. Selecting interviewees.
2. Recording the whole interview section, including the questions asked by researcher.
3. Writing main ideas from interviewees' responses.
4. Stick with the questions, but keep maintaining the flow of the interview.

The questions for the interview are elaborated below.

1. How do you think Max feels when his mother punished him by not giving him dinner? How do you know? Have you ever been punished by your parents? Because of what?
2. How do you think Max feels when he met the Wild Things? How do you know? What does his expression tell you?

3. How do you think Max feels when he became the king of the Wild Things? How do you know? What does his expression tell you?
4. How do you think Max feels when he sends the wild things off to bed without their supper? How do you know? What does his expression tell you? Have you ever been feeling lonely? Because of what?
5. If Max's mom is angry at him and punish him by not giving him dinner, why do you think she gives Max the supper in the end?

3.6 Data Analysis

After gaining data from the instrument namely students' responses and interview, the data is analyzed descriptively in form of elaboration. The data analysis technique will be specifically elaborated below.

3.6.1 The Analysis of the Students' Responses

Students' responses revealed students' extradiegetic emotion when reading *Where the Wild Things Are* by Maurice Sendak. It is analyzed that students tend to have negative attitude towards reading because the result of the written responses showed that apathy and boredom are the two most dominant extradiegetic emotions when reading the selected picturebook. The result of students' responses will be included in the appendices section.

3.6.2 The Analysis of the Interview

There are several steps used in analyzing the data from interview according to Boyce and Neale (2006), they are: transcribing, and/or reviewing the data, and lastly analyzing all interview data. Therefore, data gained from the interview session were transcribed to support data processing was the first step in analyzing the interview. The second step was categorizing the data based on the research question provided. The data from the interview session will be attached

in the appendices section. The result of this interview was elaborated descriptively based on the result from interview sessions with five participants.

Below is the extradiegetic emotion and diegetic emotions that appeared when students read *Where the Wild Things Are* based on the interview excerpt.

Figure 3.1 The Analysis of the Interview

Extradiegetic Emotions	Diegetic Emotions	
	Basic Emotions	Social Emotions
Fear	Anger	Love
Serenity	Fear	Contentment
Admiration	Happiness	Pride
Disappointment		Guilt
Apathy		
Boredom		

3.7 Concluding Remark

The formulation of problems, research design, site and participants, research procedure, data collection techniques consisted of written responses and interview have been elaborated in this chapter. The next chapter will discuss the findings and discussions of the research.