

## CHAPTER III

### RESEARCH METHODOLOGY

Chapter three provides the methodology in conducting the research and description of research procedure in order to find out the answer from research questions stated in Chapter I. This chapter presents four main parts of the investigation: participants and methods of selection, techniques of collecting data, research design, and data analysis.

#### 3.1 Formulation of Problem

This study is intended to elaborate the process of schema activation in students' reading activities using the picture book entitled "My Dad" by Anthony Browne. The readers are 11<sup>th</sup> grader students in one senior high school in Cimahi. This research is considered appropriate for the 11<sup>th</sup> grader students as they already got the basic knowledge of narrative and also able to develop discussion on the topic. Therefore, this study is conducted to answer the following question:

How does schema activation develop students' response in reading the selected picture book?

#### 3.2 Research Design

This research was conducted within the framework of qualitative design as it is intended to look for an in-depth understanding of the process of activating schema in students' reading activities and how it develops students' responses

(Anderson & Herri, 2009). Moreover, according to Fraenkel et al., (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. Qualitative method in a form of case study will be employed in this study to find out the process of schema activation in students reading activities helps the students in reading the selected picture book.

Qualitative research in form of case study focuses on a program, event, or activity (Creswell, 2012) which is in line with what the researcher intended to do. Moreover, qualitative method has more advantages in giving details of definite phenomenon and matters by forthcoming the problems directly with flexibility for the researcher to select the way of doing the research (Alwasilah, 2002). Case study provides a systematic way of looking at events, collecting data, analyzing information, and reporting the results and the result may gain a sharpened understanding of why the instance happened (Flyvbjerg, 2006).

As the purpose of this study are to explain the process of schema activation in helping students reading the selected picture book, the researcher will be participating in the study to perceive the participants' activities within the setting provided in the classroom session. Classroom observation, interview session and students documents also required to get students' responses toward the process of activating students' schema in their reading activities.

### **3.3 Site and Participant**

This intended study was conducted in one of high school in Cimahi. The school was chosen based on its availability to partner with the researcher in

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conducting this research. Through an observation prior to the implementation a class will be selected to be the participants of this research. The chosen classroom was 11<sup>th</sup> grade class with the participants of 37 students.

As for the interview session, 11 students or 30 percent of the participants were selected as the representative. They were chosen based on their answers from the exercises they had done. The participants whose answers could be explored and those with interesting schema of the topic will be chosen to be the interviewees. The categorization is based on the researcher's observation throughout the previous sessions the researcher has done.

### **3.4 Research procedure**

#### *a. Selecting picture book*

In selecting the picture book that, the researcher considered highly in the possibility of the book to be relatable for the students in senior high school. In specific, the topic of the book should be able to let the students relate to their own life and their knowledge of the world so that it will help the researcher to modify the reading activities. Based on those considerations a picture book with the title "My Dad" by Anthony Browne was selected for this research. It is a book about the writer representation of a father, describing the figure of a father in a way of comparison. Even though there are not a lot sentences in the book but the relationship between the text and the illustration can open deeper discussion for the readers.

#### *b. Designing text stimuli for the activation*

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In designing text stimuli to be used, the researcher maps the schema first. Schema mapping needed for the researcher to focus the material so that it will not going out of the needed context. In mapping the schema, the researcher needed to identify what the book and the writer was trying to say first by analyzing the book so that the researcher could map related schema to be activated. The schema that was dominating from the book was of course the figure of “father”. Other related topic such as their representation of a father in general or in their own family even the topic of “Father’s Day” would be discussed in the activation their schema. Visual media in form of pictures and video were also used in the activation process. As mentioned before that the more textual stimuli given to the reader, the more they get close in to the initial topic or the writer’s intention. So the researcher tried to feed the students with the intended topic as many as possible so that the students could get closer to the initial schema that needed to be activated.

*c. Preparing schema activation activities and the main reading activity*

The whole research was done in 3 meetings. The first meeting will be the first schema activation stage. The meeting would cover student’s discussion on the topic of father through classroom discussion and video screening. The second meeting would be about Father’s Day. Using debate, the researcher would try to have the students spoke up about their opinion on the topic of Father’s Day. The last meeting would be book discussion. The main activity of this research where the students were going to read the picture book of Anthony Browne’s *My Dad* and worked on the worksheets given.

*d. Teaching process: Implementation Schema Activation Strategies*

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The teaching process would be conducted after the picture book had been chosen, schema had been mapped and reading activities had been designed. The teaching process would be done as what was planned in the reading activity. The teaching process would be done in 3 meetings. The first two meeting would be for schema activation process and the last meeting would be for the main activity.

### **3.5 Data Collection Techniques**

Data for this study are going to be gathered from three sources: classroom observation, questionnaire, and interview as elaborated below;

#### **3.5.1 Students' Documents as students' intertextual response**

The students' documents would be in form of a short descriptive writing where each student tried to describe their own father in form of drawing and writing and also an exercise about the book. Through their drawing and writing, the researcher was trying to see whether they could relate what they have read with their own knowledge or experience. The exercise about the book is used to see their understanding of the picture book, whether the schema is activated by analyzing their answer.

#### **3.5.2 Classroom Observation**

According to Cohen, Manion, and Morrison (2007), observation has a characteristic of displaying authentic information and natural situation. Therefore, observation would be conducted to find out the information of the retrieved behavior in the setting where it takes place from the participants (Creswell, 2009). As the observation was aimed to explain the process of schema activation in shaping students' responses in reading the selected picture book, students' interest, comments and behavior in the intended activity would be observed during the process using field notes. The nature of students' conversation during the lesson, reading activity, answering the question related to the text will also be observed by the researcher.

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### **3.5.3 Interview**

Interview technique discovers more information from the participants which cannot be acquired from other instruments for collecting qualitative data and allows the participants express their interpretation without any forces from researcher's perspectives (Creswell, 2012). The steps for interviewing in this research are proposed by Creswell (2012); selecting interviewees based on the purposeful sampling, recording the entire interview, containing the questions which are asked by the researcher, write the main idea of interviewees' responses and the last keeping the flow of the interview and stick with the questions.

The interview will be conducted face to face to find out the process of schema activation and their responses specially whether it helps them to understand the selected picture book or not.

### **3.6 Data Analysis**

The data obtained from students document, classroom observation and interview were descriptively elaborated using triangulation techniques. Triangulation techniques would be used to strengthen reliability and validity of the study (Creswell, 2013). Triangulation technique makes use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence (Creswell, 2013).

### **3.7 Concluding Remarks**

This chapter has elaborated the research design, site and participants, research procedure, data collection techniques which consisted classroom

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observation, students' documents and interview. The following chapter will be discussing the findings and discussion of the research.

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