

CHAPTER III

METHODOLOGY

This chapter discusses the methodology applied in the present study as guidance in answering the formulated research questions. It covers the purpose of the research, data source, research design, research procedure, and data presentation.

3.1 Purpose of the Research

This research aims to examine the oral narrative structure spoken by children aged two to seven as well as the social factors which influence it.

3.2 Research Design

This research employs a descriptive qualitative method to describe and investigate the oral narrative structure of children aged two to seven as well as the social factors that influence the narrative structure spoken by these children. Qualitative research basically is one of types of scientific research which are designed to help answer questions. According to Creswell (2014), qualitative research is an approach which tends to focus on exploring meaning of a particular social issue. It is interested in explaining phenomena from particular perspective by giving attention to the particular people involved.

There are some more common characteristics of qualitative research agreed by experts. One of them, which is the most known, is the differences data form of qualitative research which mostly uses words such as field notes, audio, video, recording, and transcripts, instead of numbers (quantitative). However, it is not the only aspect of determining qualitative design. Creswell (2014) mentions that the data in qualitative research are collected by the researchers themselves, thus it is unnecessary for them to rely on particular questionnaires or instrument from other researchers. In addition, they are taken mostly by using these three common methods, namely participant observation, in-depth

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interview, and focus group multiply (Creswell, 2014; Mack, Woodsong, MacQueen, Guest, & Namey, 2005).

Furthermore, qualitative research design requires the data taken in the "field at the site where participants experience the issue or problem under study" (Creswell, 2014, p. 234). In addition, Walliman (2011) emphasis that a qualitative approach is relevant to the research that focuses on examining and investigating a social phenomenon in its natural event. It is especially "effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations" (Mack, et al., 2005, p.1).

In conclusion, a descriptive qualitative design suits the present research the most because not only it fits the purpose of this research, but also provides a better opportunity to interpret data. In addition, the method is also chosen because the data are in a form of utterances spoken by children, instead of numerical data.

3.3 Research Procedure

To answer the research questions, the procedure in this study involves two steps, namely data collection and data analysis.

3.3.1 Data Collection

The data in this paper are the transcripts of children's utterances which are obtained from ten children, aged two to seven, to represent the five stages of narrative development theory by Hedberg and Stoel-Gammon (1986). Each stage has two participants, which consist of one male and one female (n= 10; m=5; f=5) along with the detail of their birth order. It is intended to see if gender and birth order affects the development of narrative structure in children. Thus, ten children, comprising male and female evenly, are considered the most appropriate number of participants involved in this study.

Furthermore, the participants are asked to watch a movie entitled *Frozen Fever* prior to the interview. This step is intended to give a context to the participants to recount their experiences of watching the movie. *Frozen Fever* is an eight minutes running-timed movie with 3D animation, serving as the short sequel of the famous Disney movie,

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Frozen. It tells about Queen Elsa's attempts to give Princess Anna a birthday party. Unfortunately, Queen Elsa gets cold, and every time she sneezes several little snowmen appears without her notice.

This movie is chosen because of its short running time and single event presentation, which can help the children stay focus in watching the movie and become more engaged with the story. In addition, *Frozen Fever* appears to be a musical-based film, where the story is built through songs which are sung by the characters. It also has a quite small amount of dialogues, which is intended to prevent the participants from duplicating what the characters say and make up the story by using their own words. Furthermore, even though the previous movie is very popular among children, this sequel is not really known. This is because *Frozen Fever* is not released in Box Office theaters. Thus, it hopefully can challenge the children to tell a story that is quite new for them.

After watching the movie, the participants are interviewed using Bahasa Indonesia to avoid misunderstanding. If it is necessary, the examiner asks a short question in Bahasa Indonesia such as "*apa yang kamu lakukan barusan?*" ("What did you do previously?") to begin the interview. During the interview, questions such as "*apa yang terjadi selanjutnya?*" ("What happens next?") and "*lalu apa lagi?*" ("Tell me more") are asked to facilitate the children's narration. The narration is then recorded and transcribed, except for the questions raised by the interviewee. After the data are transcribed, they are then re-constructed grammatically and structurally. This step is performed to provide the researcher with the materials needed for later analyses. Due to the nature of the research, they are also translated from Bahasa Indonesia to English.

The researcher also interviews the parents of the participants in Bahasa Indonesia in order to get some information about the linguistic exposure that the children receive at home, such as reading and storytelling activity. All of the parents of the participants are chosen based on several criteria which are under 40 years old, well-educated, from middle to upper social class, and from majority races in Bandung (Sundanese and Javanese). The questions cover the frequency of reading books, watching movies, and telling stories through conversation

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between the children and their parents. This interview is also recorded and transcribed.

3.3.2 Data Analysis

The first step of analyzing the data are labeling the narration of the children based on the narrative structure theory proposed by Labov and Waletzky (1967). It aims to see how many narrative elements the children can provide. For example, the participant can either provide merely the orientation, complication, and evaluation or can produce a complete narrative consisting of abstract, orientation, complication, evaluation, resolution and coda. The result of this step is categorized based on the completeness of the structure. In addition, labeling the children's narrative can facilitate the next step of the analysis, which is analyzing the narrative development based on their age.

After that, the data are analyzed by using the narrative stages theory by Hedberg and Stoel-Gammon (1986) to correlate the children's ability in retelling previous experiences with their age in order to see if the theory applies to the participants or not. For example, the five-year-old participant can provide a complete-structured narrative, which according to the theory; it is actually supposed to happen at the age of six to seven. Thus, the theory is not fully applicable to the children participants in this study.

Lastly, to identify the social factors which influence the narrative structure of these children, the result of the interview with the parents is analyzed. It is conducted by comparing the most salient differences between children with the most and the least complete structure when it comes to their activities at home.

3.4 Data Presentation

This section provides an example of data presentation of the present study. It consists of the presentation the first and second data which are the transcription of children narration and interview result, as well as the guiding questions used for the interview.

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3.4.1 The Presentation of Children Narrative

The first data are in the form of transcription of participant's utterances as they narrate their experiences of watching *Frozen Fever*. It consists of the original narration of the children and the re-constructed and translated version of it. The narration is also followed by relevant theoretical commentaries regarding the participant's narration. The theoretical commentaries concern the participants' narrative ability with regards to the theory of narrative stage. The commentaries are provided to find how many elements of narrative that the children can provide as well as the current stage of their narrative development. Each stage of narrative development is represented by two children; one female and one male in approximately the same age. The first data are presented in the table 3.1, as can be seen below.

Table 3.1 Data Presentation

Participant A1 (2.10 years old; female; the only child of the family)			
Original Narration	Reconstructed	Translated	Theoretical Commentary
<p><i>Apa? Apa? Nonton apa? Fro... Frozen. Terus Ananya, Ananya nyanyi. Megangin Olaf terus huuuuu gitu (menggerakkan tangan). Kan ulang tahun. Happy birthday. Terus ada... terus ada Ol... Terus ada Olaf kecil, kecil, kecil gitu. Bagus. Pengen ngambil.</i></p>	<p><i>Tadi aku menonton apa ya? Fro... Frozen Fever. Ada Ana, kemudian Ana bernyanyi. Dia berpegangan tangan dengan Olaf, lalu mereka menari. (Hal ini karena) Ana sedang berulang tahun. Kemudian semuanya menyanyikan Happy Birthday. Lalu muncul Olaf, tapi ukurannya kecil, banyak sekali. Filmnya bagus, Olafnya mau aku</i></p>	<p>What movie did I watch? Fro...Frozen Fever. There was Ana, and then she sang. Ana and Olaf were holding hands, and then they were dancing. (It was because of) Ana was on her birthday. Then, everyone sang Happy Birthday. After that, little Olaf appeared, there were many of them. It was a good</p>	<p>The participant begins her narrative by telling the previous activity she has done, which is watching a movie entitled <i>Frozen Fever</i>. Here, it can be stated that she has mentioned the abstract of her narrative. It is followed by mentioning Ana and Olaf as the characters as well as the event of birthday celebration, which can be labeled as orientation. After that, she mentions the appearance of many little Olaf (snowman) which is the part of complicating events. Actually, the complicating event begins as Elsa gets cold and begins to sneeze. Every time she sneezes, several little snowmen appear without her notice. The participant ends her story by saying, "It was a good movie" which can be identified as evaluation. She also includes the coda by saying "I want to have Olaf". In conclusion, participant A1 includes abstract, orientation, incomplete complicating events, evaluation, and coda in her narrative. Thus, she only misses the resolution. In accordance with the theory of narrative stage, the participant's narrative has developed beyond her age. Theoretically, children aged around two to three, are still in the heaps stage, in which they are still listing events. In this case, the participant's development equals to children aged around four (primitive narrative stage) as they are able to tell a story as well as the paralinguistic aspects, such as gesture (dancing and singing Happy Birthday). The participant also</p>

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	<i>ambil.</i>	movie, I want to have Olaf.	gives personal commentaries by saying that the movie is good.
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The second data are in a form of transcription of interview with the parents or the other family member of the participants regarding the linguistics exposure received by the children at home. Before interview is conducted, it is important to make a list of questions as a guidance to achieve the purpose of this research, which is finding the most salient social factors affecting the participant's narrative skill. Thus, the subsection below describes the guiding questions used in this research.

3.4.2 Guiding Questions

The questions cover the persons whom the participants mostly spend time with, the frequency of interaction between the participant and the family member, the activity that the participants usually do at home, and the reading and screen time habit at the participant's home. All the questions are asked in Bahasa Indonesia to avoid misunderstanding. More specifically, the questions are described as follow.

1. *Biasanya, anak Ibu kalau di rumah ditemani siapa? Apakah bersama orang tua, kakek-nenek, anggota keluarga yang lain, atau baby sitter?*
(With whom your child is accompanied at home? Is s/he usually accompanied by parents, grandparents, others family member or baby sitter?)
2. *Jika sedang berada di rumah, apakah anak Ibu bermain sendiri atau ditemani?*
(Does your child usually play by him/herself or accompanied?)
3. *Seberapa sering Ibu berinteraksi dengan anak Ibu saat di rumah? Contohnya, menanyakan apa yang dia lakukan seharian, bagaimana keadaannya, apa yang dia pelajari di sekolah.*
(How often do you interact with your child at home? For example, asking what did s/he do throughout the day, how was his/her day, what did s/he learn at school.)

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4. *Jika Ibu/Bapak sedang bersama dengan anak Ibu, apakah Ibu sering membacakan buku cerita, atau lebih memilih alat-alat digital seperti HP, TV, atau laptop?*
(If you spend time with your child, do you read him/her story from books, or play videos from electronic devices such as hand phone, TV, and laptop?)

3.4.3 The Presentation of Interview Result

The interview is recorded and the result is transcribed and translated from Bahasa Indonesia into English. It also includes the data of the participant as well as whom is the interviewee. For example, the result of the interview conducted with the mother of participant A1 is provided below.

Participant A1 (female, 2.10 years old, the only child of the family)

The researcher was interviewing her mother, 24 years old.

R: *Biasanya, anak Ibu kalau di rumah sama siapa? Apakah sama orang tua, kakek-nenek, anggota keluarga yang lain, atau baby sitter?*

(With whom your child is accompanied at home? Is s/he usually accompanied by parents, grandparents, others family member or baby sitter?)

I: *Dia kalau di rumah biasanya kalau nggak sama orang tuanya ya sama kakek-neneknya.*

(She is usually accompanied by her parents or her grandparents at home.)

R: *Jika sedang berada di rumah, apakah anak Ibu bermain sendiri atau ditemani?*

(Does your child usually play by him/herself or accompanied?)

I: *Dia di rumah biasanya... kadang main sendiri, kadang ditemenin. Biasanya sih ditemenin sama orang tuanya. Dia main*

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di dekat ruang tamu, ibunya di ruang tv. Terus kadang dia nyamperin, main masak-masakan, atau minta nonton YouTube.
(She sometimes plays by herself, but mostly is accompanied by her parents.)

R: Seberapa sering Ibu berinteraksi dengan anak Ibu saat di rumah? Contohnya, menanyakan apa yang dia lakukan seharian, bagaimana keadaannya, apa yang dia pelajari di sekolah.

(How often do you interact with your child at home? For example, asking what did s/he do throughout the day, how was his/her day, what did s/he learn at school)

I: Lumayan sering sih, tapi anaknya masih susah diajak ngobrol, suka gak fokus gitu. Misalkan ditanya 'tadi dari mana?' gitu kan, ntar kadang dijawab kadang enggak. Tapi sering ditanyain sih, 'beli apa?', 'dimana?', 'ngapain aja?', disuruh cerita, suka diajakin ngobrol kaya gitu.

(It is quite often. But the participant is still hard to talk to, she is quite easy to distract. If I ask her questions, she sometimes answers it, and the other times she does not.)

R: Jika Ibu sedang bersama dengan anak Ibu/Bapak, apakah Ibu/Bapak sering membacakan buku cerita, atau lebih memilih alat-alat digital seperti HP, TV, atau laptop?

(If you spend time with your child, do you read him/her story from books, or play videos from electronic devices such as hand phone, TV, and laptop?)

I: Dia lebih sering main hp sih biasanya. Kalau buku... dia suka minta dibacain, cuma kadang malah ibunya yang males hahaha. Soalnya kan sibuk gituloh, kerja, masak, segala macem gitu kan.

(She often plays with hand phone. She likes asking me to read her books, but I am quite busy; working, cooking, just like that.)

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