

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the methodological aspects of the research to attempt addressing the research questions, which were stated in Chapter I. It covers research design, research site, participant, data collection techniques, and data analysis technique.

#### **3.1 Research Method**

This study employed a qualitative method, which is usually used to comprehend social phenomenon from participant point of view (Alwasilah, 2011; Patton, 1990). One of the characteristics of this research method is exploring a problem and developing a detailed understanding of a central phenomenon (Creswell: 2002). Regarding this, this study attempted to explore the use of songs as prompt incorporated with Genre-based approach, which has two objectives; first, to describe and explain how songs are incorporated with genre-based approach, and second, to investigate to what extent songs help the students in writing narrative text.

#### **3.2 Research Site and Participants**

The data were collected from the tenth grade class in one senior high school in Bandung with the researcher involved as the teacher of the class. It means that researcher was an active participant in the study, which according to Merriam (1988), it is called an observer participant. The tenth grade students were chosen because in this grade, narrative text was taught..

#### **3.3 Research Design**

Case study design was employed in this research to gain in-depth exploration and understanding on issues. The issue here refers to the use of the songs in students' narrative writing. Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships (Zainal, 2007). In a similar vein, Yin (2003) states that case study focus is on a contemporary phenomenon within its real-life context and boundaries between phenomenon and its context are not clearly evident.

Furthermore, the purpose of case study is to study intensely one set (or unit) of something— programs, cities, counties, worksites—as a distinct whole (Balbach, 1999). In line with that, this study intensely investigated the use of songs in students' narrative writing. Writing narrative text is stated as a program in English curriculum in senior high school in Indonesia.

According to McDonough and McDonough (1997), case study design is categorized into two categories, interpretive and evaluative case study, this study belongs to evaluative case study. Evaluative case study can be used in evaluating programs, whether the aims of the program have been achieved or not. As McDonough and McDonough (1997, as cited in Zainal, 2007) state that in evaluative case studies, the researcher goes further by adding their judgment to the phenomena found in the data.

### **3.4 Data Collection**

In the data collection techniques, several steps were taken. Firstly, the students were asked whether they had studied about narrative texts to make sure that they understand narrative text. Secondly, the students attended eight meetings with the teacher to review the material of narrative text. The material covered the language features, generic structure, and the purpose of

the writing. Then, the students were asked to write a narrative text based on the topic provided. Finally, the students wrote and submitted their texts to the teacher.

To examine the process of learning narrative text, some techniques in collecting the data of learning processes were employed as below:

### **3. 4. 1. Observation**

The observation was a direct observation of events and behaviors as well as participant-observation where the researcher is an active participant in the events being studied (Stake, 1995 and Yin, 2003). The observation took place in the classroom where the learning activity was occurred. It was conducted eight times from October 8, 2012 to November 8, 2012. Each meeting took 90 minutes. The observation data were collected by using field notes and it was recorded in a video tape to support what cannot be noted by the researcher.

### **3.4.2. Interviews**

The interview was in an open-ended interview which was aimed to gain the information directly from the participants. Open-ended interviews allowed the subjects to express themselves more freely and insight into events (Yin, 2003). The interviewees were the students who took parts as a participant. To acquire the information, the researcher used nine following questions

1. What do you think about English lesson so far?
2. From the four language skills (listening, speaking, reading, and writing), which skill do you think is the easiest and the most difficult? How about writing?
3. Which media do you like? How about songs?
4. Do English songs make you easier to learn English? What English songs do you like the most?

5. What do you think about learning narrative text using songs?
6. Do songs help you to write narrative text?
7. Do you find any benefits of using songs in your narrative writing?
8. Do you find any difficulties in using songs in your narrative writing?
9. What do you think if the teacher does not use songs in teaching narrative?

The interview was administered to ten students after observations sessions.

It was delivered in Bahasa Indonesia in order to gain a comprehensive data from students.

### **3.4.3. Written Documents**

In additions to support the data from observation, the lesson plans that contain the learning activity involving the use of songs in student' narrative writing were analyzed as useful information. Yin (2003) suggests that documents are useful for making inferences about events. The written documents were in the forms of lesson plans, songs' lyrics used in the learning activity which are based on the categories mentioned in Chapter II, students' narrative text, and writing assessment sheets.

## **3.5 Data Analysis**

After the data have been gained, they were examined to find the connection to answer the research questions. The data gained from the three instruments were crosschecked by using triangulation to enhance research reliability and validity (Alwasilah, 2011; Vidovich: 2003). The data were categorized and recombined in order to address the initial research questions. Finally, the data analysis were presented in a descriptive explanation in the chapter IV.

### **3.5.1 Data Analysis from Observations**

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The data from field notes were crosschecked with the video recorded during the observations. The video also supported the data from field notes. After crosschecking the data, then the data were interpreted into categories based on the genre-based approach. The result of analysis of observation is described with the related theories in the chapter IV.





### 3.5.2 Data Analysis from Interviews

The data from the interview were transcribed first before being interpreted into some main issues based the research questions: in what stages of GBA songs as a prompt can be incorporated in teaching writing narrative text and to what extent songs as a prompt can help the students to write narrative text. The results of interview were also categorized into a condensed version.

### 3.5.3 Data Analysis from Written Documents

The narrative texts produced by the students were analyzed by using the assessment sheet from Education Department of Western Australia (1997a: 41) which is cited in Emilia (2012: 153), as follows:

**Table 3.1 Assessment from Education Department of Western Australia**

	<b>Beginning</b>	<b>Developing</b>	<b>Consolidating</b>	<b>Extending</b>
Goal	In this stage, the writer discusses why the story is written.	In this stage, the writer discusses why the story is written.	At this stage, the writer demonstrates an understanding that the story could be written to entertain, to educate, to inform, to influence, to experience, and to enable or to realize the reader's imagination.	At this stage, the writer demonstrates an understanding that a story can be written for different purposes and the reader can interpret the story in various ways
Organization and Content of the text	The writer writes a series of unrelated events or series of actions that ends with modest.	The writer introduces the characters and setting, and focuses on the chain of events that leads the reader into a simple complication and resolution.	The writer orientsthe readers by presenting the details selected to enhance the understanding of the story. In addition, the complication is introduced and resolved in a fun way.	The writer can choose whether the general arrangement of the text will be used, manipulated or left to get the effect of a strong narrative.
- <i>Orientation</i>	The writer writes the incomplete story	The writer writes the title,	Writing the title according to the story	Using a headline to attract readers, so the

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	<p>information and hope the readers understand the background of the story.</p> <p>The writer has trouble in describing the characters by separating them with emotion.</p>	<p>Trying to orient to the readers with a bit to the setting</p> <p>Including the important things of time, place, and characters with little decomposition or use a nickname or stereotypical descriptions.</p>	<p>Including the details of time, place, and character with a description that intend to provide a story context for the reader</p> <p>Including the details of setting that affects the development of the storyline or plot</p> <p>Describing in detail and vivid characterizations</p> <p>Assuming to the understanding of character stereotypes</p>	<p>title could have a double meaning,</p> <p>Showing the evidence of the use of the innovative elements of the story</p> <p>Providing details that define the relationship between the setting and the main characters or additional</p> <p>Equalizing (generalize) the attitude or characters</p>
- <i>Complication</i>	<p>The writer writes a series of events that does not seem to lead the readers toward complication</p> <p>Focus on one or two characters without explanation and without an overview</p> <p>Just write how to launch the action figures and generally do not provide information about the reaction of the characters to an action or event</p> <p>It's hard to explain the information that is generally delivered in a direct conversation (face-to-face communication), for example, no punctuation (punctuation) and adjectives (adjectives) to</p>	<p>The writer includes event (event) that led to the advancement of the complication part of the story but still limited to include the characteristic narrative forms that is already known, for example, in fairy stories-rhyme, rhythm, repetition.</p> <p>Tracing the complication of the known story relies almost entirely on the actions of the characters to develop the storyline or plot</p> <p>Introducing characters without telling where they come or why they appear.</p>	<p>The writer includes events at the beginning (in the orientation events) developed to be a complication section</p> <p>Extending the story by adding the complication section</p>	<p>The writer develops a cohesive and coherent storyline and elaborate and complete each section complication into the episode</p> <p>Inviting the reader to fill in the details</p> <p>Manipulating the audience with the use of tension and selectively disclose information</p> <p>Developing the characters and giving them the substance / roles depending on the level of interest in the theme or plot</p> <p>Providing insight into the feelings of the characters</p>

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	communicate things such as gesture and facial expression.			
- <i>Resolution</i>	<p>The writer writes the simple ending, such as "I woke up"</p> <p>It's hard to write the ending.</p>	<p>The writer writes the simple ending, such as "I woke up"</p> <p>The writer tries to make a resolution for the story he/she makes, the ending part (ending) is often predictable and not so successful in closing the story, such as "it was a dream"</p> <p>Using a repeated theme, for example, the good always triumphs evil (good triumphs over evil)</p> <p>It's hard to write the end.</p>	<p>The writer does not hide the information to build or maintain tension</p> <p>Taking events from nature into the writing to give effect of tense such as: 'thunder rooled, lightning flashed ...'</p> <p>Trying to link the elements to draw conclusions from the story</p> <p>Being able to insert personal comments (evaluative) or coda (reflective statement)</p> <p>Showing the relationship between the influence of character and conflict and resolve at least some conflicts</p>	<p>The writer relates the elements to draw conclusions from the story</p> <p>Connecting influence between the characters and conflict and resolve minimal all conflicts</p> <p>Being able to interpret the events imaginatively</p>
Linguistic Features	<p>The writer uses few basic connectives, for example, and, then</p> <p>Changing figures pronoun of the third person to first person (he being I)</p> <p>Rarely using direct speech (direct speech)</p> <p>It is difficult to maintain consistent use of tense</p>	<p>The writer uses limited adjectives and adverbs are still in describing something</p> <p>Writing a conversation, but the reader is difficult to determine who said this and who said that</p> <p>Trying to write direct speech, interjections, or questions to increase understanding and create a particular situation</p> <p>Using causal conjunction (causal conjunctions), for</p>	<p>The writer uses simile, adjective phrases and adverbs to clarify the story</p> <p>Using a complex conjunction, such as nevertheless, otherwise</p> <p>Using varied sentence length and punctuation to change the tempo</p>	<p>The writer effectively controls the language and structural features and gains emotional response from the reader with the selection of vocabulary and careful writing style</p> <p>Drawing the reader into the narrative with the use of a various instruments such as imagery, metaphor, simile</p> <p>Making use of dialogue and character to include the explanation in order to</p>

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		example: so, Because, if ...		provide context for the reader.
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### 3.7 Concluding Remark

This chapter has presented research design, research site, participant, data collection techniques, and data analysis techniques. This research attempted to investigate the two main issues; the stages in genre-based approach that can be incorporated with songs in writing narrative text and to what extent songs as a prompt can help the students in writing narrative text.