

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method of this study. It covers research design, research site and participant, data collection techniques, and data analysis.

3.1 Research Design

In order to answer the research questions on how students' ability in writing narrative texts in terms of schematic structure and linguistic features, this study employed qualitative method. It is chosen since qualitative method used to comprehend social phenomenon from participant point of view (Alwasilah, 2011).

In association with qualitative method, a qualitative case study was used to discover meaning, investigate the processes, and to gain in-depth understanding of an individual, group, or situation (Lodico, Spaulding, and Voegtle, 2006). According to Cohen and Manion (1985, cited in Nunan, 1992), a case study observes the characteristic of an individual unit to probe deeply and to analyse the intensity of the multifarious phenomena that constitute the life cycle of the unit with a few to establishing the unit belongs. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles (Cohen, Manion, and Morrison, 2005)

Furthermore, Stake (1994, cited in Cohen, Manion, and Morrison, 2005) identifies three main types of case study: (a) intrinsic case studies (studies that are undertaken in order to understand the particular case in question); (b) instrumental case studies (examining a particular case in order to gain insight into an issue or a theory); (c) collective case studies (groups of individual studies that are undertaken to gain a fuller picture). Moreover, collective case study was used in this study to gain detail information on the phenomenon concerning students' writing particularly in narratives.

Therefore, in the present study, students' narratives writing are examined based on the schematic structure and the language features using a case study.

3.2 Site and Participants

The subject of this study was a class of eight grade students of one public junior high schools in Bandung. This setting was chosen since this school is one of favourite junior high schools in Bandung.

The participants involved in this study were a teacher and a class (VIII F) consisted of 30 students. All students' text were collected but only nine texts from three students from low, middle, and high achiever were analysed in terms of schematic structure and languages features. Nine texts sample were chosen since in qualitative design the quality of the samples is more important than the number of samples DePaulo (2000).

Furthermore, since the KKM (Minimum Standard Competence) of English lesson in the school was 80, students who got score between 80 -100 were categorized into high achievers, then when the range of score between 79 -70, were categorized into middle achievers, and below 70, were categorized into low achievers.

3.3 Procedure of the research

Concerning the procedure of the research, several steps were taken. Firstly, the students were asked to write narrative texts to diagnose their ability in writing narratives. Secondly, the students attended three meetings with the teacher to learn about narrative text. The material covered were language features, generic structure, and the purpose of narrative text. Then, the students were asked to write a narrative text based on the title provided by the teacher. Thirdly, the students attended another three meetings with the teacher to review about narrative text. Lastly, the students were asked to write their third narrative text based on the title provided by the teacher.

3.4 Data Collection

This research was conducted from October 3rd to October 18th. During that time all data needed were collected. The instrument used in this study was the students' narrative writing. In collecting the data, the researcher uses several steps. First, the students were asked to write narrative texts to diagnose their ability in writing before they learned narratives. Second, the students were

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classified into low, medium, and high achiever based on their narrative texts. Third, after several meetings, the students were asked to write two other narrative texts. Moreover, only three students' narrative writing that represent each student's classification were analysed to examine students' ability in writing narratives. Table 3.1 below shows the title of narrative texts that was written by three students from different levels of achievement.

Table 3.1
Narrative texts title written by the students

Levels of achievement	Title	
Low achiever	Text 1	Kancil and the Crocodile
	Text 2	Little red riding hood
	Text 3	Jack and the beanstalk
Middle achiever	Text 1	Kancil and the Crocodile
	Text 2	Little red riding hood
	Text 3	Jack and the beanstalk
High achiever	Text 1	Cinderella
	Text 2	Little red riding hood
	Text 3	Jack and the beanstalk

These three students' narrative texts can be considered as product studied for analyzing students' ability in writing narratives particularly in terms of schematic structure and the linguistic features.

3.5 Data Analysis

The data analysis aimed to examine students' ability in writing narratives. Nine students' texts were analyzed in terms of logic structures and how well each element in the text performs its function. First, the data were analyzed in terms of

schematic structure of narratives as proposed by Joyce and Feez (2000), Anderson and Anderson (2003), Derewianka (2004), and Hyland (2004). Second, the texts were analyzed in terms of the linguistic features as suggested by genre theorist (Christie, 2005 cited in Emilia, 2010) using systemic functional grammar. Each element of the text was analyzed using systemic functional grammar particularly in the processes of transitivity. It is because the transitivity is concerned with construing the domain of experiences. Several steps that presented below were taken to fulfill the aim of the research:

1. The text were examine from their purpose and the schematic structure of the text using Derewianka's (2004) schematic structure of narrative text
2. The texts were analyzed based on the linguistic features that proposed by Derewianka (2004), Joyce and Feez (2000), and Anderson and Anderson (2003). Moreover, the experiential processes exist in narratives were analyzed by using Functional grammar developed by Halliday (1985) particularly in the transitivity system.
3. The data were presented and interpreted qualitatively

3.6 Concluding Remark

This chapter has presented research design, research site, participant, data collection, and data analysis. This study was attempted to examine students' writing ability particularly narrative texts in terms of the schematic structure and the linguistic features.