CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion of the steps of collecting the data and the methods used to analyze them. Therefore this chapter is divided into two major parts. The first part describes the methodology applied in this study. It includes: the purposes of the study and research question, research design, research setting and participant involved in this study. The second part describes the data collection and data analysis.

3.1. Methodology

This part comprises the purposes of the study and the research questions, research design, the research setting and the research participants, data collection and data analyses. Each of them is described comprehensively as follows.

3.1.1. The Purposes of the Study and Research Questions

The purposes of this study are to investigate and describe the teaching and learning activities especially in teaching and learning writing subject by using picture books that may lead to the students’ development in writing a narrative genre in one university in Baleendah Bandung. Based on the above purpose, the present study endeavors to answer these questions:

1. How do the students respond toward the use of picture book in writing a narrative text?
2. How do the students develop their writing abilities as shown in the text produced by the students over the program?

3.1.2. The Research Design

This study employs a qualitative research design in the form of descriptive case study with regard to the consideration that the researcher has focused on: observing, interpreting, and understanding what the lecturer and students did in writing class that used the picture books. This was done to gain an in-depth understanding of the situation and meaning for those involved (Merriam, 1998:19).

Like other case studies, this study is also relevant as Maxwell (1996) suggests attempts to understand the meaning for participants in the study, of the events, situations, action they are involved with and the accounts that they give of their lives and experiences, trying to understand the particular context within which the participants acts, and the influence that this context has on their action.

3.1.3. The Research Site

This study was conducted at Bale Bandung University in Bandung regency. This university was chosen for some reasons. The first reason was that it was accessible to the researcher for investigating the area of concern (Stainback & stainback, 1988: 27) and it did not spend much time, cost, energy to reach that institution (Moloeng, 2007: 128). The second reason was that the researcher was graduated from that university.
Thus, it was expected that the researcher could get an easier access to support this study and to enhance the feasibility to clarify unclear information or incomplete data.

3.1.3. The Research Participants

The researcher applied purposeful sampling in the study. As what Maxwell (1996: 70) states that in qualitative research, purposeful sampling is suggested as it is a strategy in which particular settings, persons, or events are selected deliberately in order to provide important information that can't be gotten as well from other choices.

Thus the researcher decided that the participants of this study were students of English Education Program of UNNIBA who enrolled in 2007 and their lecturer. They were voluntarily participated as in the study upon the researcher was giving information on the nature of the study (Emilia, 2005:76) . There were 55 students who participated in this study.

3.2. Data Collection Technique

To obtain the intended data, relevant to a case study, this study applies a multiple sources of information including observation (Cohen and Manion, 1994:109; Marshall and Rossman, 2006:98), interview and students’ work (Cresswell, 1998 :61, Stainback & Stainback, 1988: 19). They are applied to provide the information to answer the addressed questions in this study. The following explanation provides the description of each data collection. The data collection was started from May to July 2009.
3.2.1. Classroom Observation

In the observation, the role of the researcher is a non-participant observer (Merriam 1988, cited in Alwasilah, 2006) as the researcher does not involve in designing the class activities, tutoring, and evaluating the students; writings. The purpose of observation also enables the researcher to describe in detail the process of implementing Picture Books in teaching writing.

Observation was carried out in the classroom in order to obtain the authentic data on the actual activities: “what was said and done” (Van Lier, 1988) by the students and lecturer in the classroom. The researcher sat in the classroom, recording the class activities and taking notes some important contextual features (Mc.Millan, et.al,2001). Maxwell described that observation often enabled you to draw references about someone’s meaning and perspective that you couldn’t obtain by relying exclusively on interview data (1996:76). The observation was taken every Thursday from 14.00 to 15.30 p.m. in writing class. It focused on the lecturer and students interaction in the classroom especially discussion on the material of writing narrative text and students’ writings.

The observation was conducted six times: May 28th, 4th, 11th, 18th, 25th of June and 3rd of July 2009. The first visit of the researcher into the writing class, May 28th was regarded as pre-observation. At that time, researcher intended to find out the situation and the condition of the teaching and learning activities in the classroom. It was also aimed at getting acquainted with the students in order to get closer relationship with the students. To do so, the researcher only attended in the class and observed the teaching and learning process without taking a note and video typing. The
last four visiting of the researcher in the classroom was regarded as the main observation (See Table )

### Table Schedule of Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Phase of Study</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thursday, May 28, 2009</td>
<td>Pre Observation</td>
<td>14.00 – 15.40</td>
<td>Introducing the situation and condition of the class.</td>
</tr>
<tr>
<td>2.</td>
<td>Thursday, June 4th, 2009</td>
<td>Main Observation</td>
<td>14.05 – 15.40</td>
<td>Pre writing and writing activity</td>
</tr>
<tr>
<td>3.</td>
<td>Thursday, June 11th, 2009</td>
<td>Main Observation</td>
<td>14.00 – 15.40</td>
<td>Students were encouraged to select a picture book to write a narrative paragraph.</td>
</tr>
<tr>
<td>4.</td>
<td>Thursday, June 18th, 2009</td>
<td>Main Observation</td>
<td>14.00 – 15.45</td>
<td>Writing activity and Peer assessment</td>
</tr>
<tr>
<td>5.</td>
<td>Thursday, June 25th, 2009</td>
<td>Main Observation</td>
<td>14.00 – 15.45</td>
<td>Writing activity and Peer assessment</td>
</tr>
<tr>
<td>6.</td>
<td>Thursday, July 3rd, 2009</td>
<td>Main Observation</td>
<td>14.00 – 15.35</td>
<td>Re-writing and teacher-students conference</td>
</tr>
</tbody>
</table>
The researcher herself took a field note during her observation. In this case, she wrote the account of what she heard, saw and experienced in the classroom.

3.2.2. Interviews

The next instrument employed in this study is interview which is a conversation between the researcher and the participants. Interviewing provides the researcher with a means of gaining a deeper understanding on how the participants interpret a situation or phenomenon that cannot be gained through observation alone (Stainback & Stainback, 1988:52). Interview can also provide additional information that was missing in observation and can be used to check the accuracy of observation (Maxwell, 1996:76).

The interview was conducted with the lecturer and students. The interview format used is semi-structured interview as stated by Stainback & Stainback (1988: 52) and Kvale (1996: 13) that semi-structured interview is generally considered as the best way of learning about the perception of participants.

Before interviewing the researcher had a list of questions to be covered but the researcher also gave much chance for participants to talk much or to tell story personally. The interviews were conducted two times over the program to the students in focus group and individually. This aimed to gain feedback from the students for the betterment of the program.

3.2.2.1. Interview with the Lecturer
Individual interview with writing lecturer was conducted formally in the lecturer’s room to investigate the lecturer’s strategy in teaching writing, teaching learning activities that lead the students’ progress, the students’ attitude toward writing and students’ knowledge about narrative, in this case, the individual interviews are intended to get factual information, opinions, and attitudes (Flick et al., 1991 as cited in Kvale, 1996:101).

3.2.2.2. Interview with the students

Interview was also conducted individually with ten students from two classes in the classroom and language laboratory. In this interview, the researcher used semi-structured interview because this type, as stated Field and Morse (1985:67) as cited in Emilia (2005), enabled the researcher to get all information needed (without forgetting a question), while at the same time it permits the participants’ freedom of response and description to illustrate the concepts.

The interview was done on the sixth meeting to ten students. There were around five questions asked to the students. The questions were related to their opinion toward the class activities. This interview was intended to get more information about her opinion about the use of picture books in writing class and also to gain her interpretation of the activities in the writing class. There were five meetings, their efforts on making the writings, and sharing benefits and difficulties in dealing with the use of the picture books in the writing class.

The interview was held individually to each participant as it could “provide access to what is inside an interviewee’s head what he/she thinks” (Cohen and Manion, 1985:242) about the class of writing. The interview was held in face to face individual
interview to all participants. There were some questions asked to the students in order to review all activities the students experienced inside the classroom and using the picture books in the writing class.

3.2.3. Students’ Work (Narrative Text)

The last method of data collection was the analysis of students’ written work. The researcher collected the texts written by the students. The students’ written text analysis is important as to see the development of their writing skills as argued by Freebody (2003) cited in Emilia (2005:79) that “in the most cases, students’ actual achievements can be gauged through their production of various kinds of texts”. The students’ texts are analyzed based on the social function, the schematic structure and linguistics features of narrative text.

3.3. The Data Analysis

The data collected during the research were analyzed to find out the features to issue the use of the picture books as an aid in writing class. These data will draw on answering the research questions. In general the data were coded and categorized into three categorized by data collection techniques:

- Observation data
- Interview data
- Texts analysis

Each category will describe sub categories in order to draw the answers to the research questions. The sub categories are relevant to the research questions formed in chapter 1, to do with: 1) the students’ responses toward the use of the picture books
in writing class; 2) the students’ development of their writing abilities as shown in the text produced by the students over the program.

3.3.1. Analysis of Data from Observation

The data from observation were analyzed in several steps. First, the researcher transcribed the data from the video tape. Then, the researcher classified the data into sub-categorization relevant to research questions. The “in class” activities were analyzed as to see the lecturer and students interaction. In addition the notes taken during the observation were also analyzed in line with the central themes in the study to answer the research questions.

In line with the data analysis, there are a number of analytical options namely: describing, transcribing, categorizing and interpreting. Thus, in line with the research questions, the data from observations were analyzed by several steps above. First, all of the notes concerning the teaching and learning activities in writing narrative genre were transcribed. Second, the transcribed data was categorized based on each theme. Third, the categorized data was interpreted to answer the research questions.

3.3.2. Analysis of Data from Interviews

The data from interviews were examined for cues and markers that reflected the students’ opinion toward the teaching and learning process of writing through the use of picture books in order to reveal obstacles and advantages the students and lecturer obtained from the activity. The data from interview were also analyzed by several steps. First of all, lecturer’s and students’ interviews were categorized. Then, the results
of interviews were also transcribed into each theme. Next, they were interpreted and described to support the finding for research questions (Kvale, 1996:193-204).

The validity of the data from interview was gained through member checking. Member checks is a process which is systematically soliciting feedback about one’s data from people whom you are studying (Maxwell, 1996:94). It is believed that member checking can increase the validity of the research. For this, the transcribed data from interviews were showed to participants to check if the transcriptions match with what they mean. This was intended to clarify the interviews’ results, minimize bias, and avoid misinterpretation to respondent when being interviewed (Alwasilah, 2006:178).

3.3.3. Analysis of Data from Students’ text

Texts analysis is focused on the students’ writing narrative texts. The researcher asked for the lecture’s help in selecting the students’ texts before analyzing the texts. Sample of students’ narrative texts represented different levels of achievement and will be closely analyzed in chapter IV.

The data from the students’ texts were analyzed in terms of the social function, the schematic structure, and linguistic features. The analysis was done to see the students’ development in writing narratives texts. There were six texts being analyzed: three were taken from students’ pre writing activity using a single picture and three from students’ narrative writing using picture books.

This chapter has focused on a detailed methodological description of the conduct of study, including the research question formulated, the setting, the participants involved, data collection techniques and analyses employed in the study.
The detailed analysis and interpretation will now be shown in Chapter IV. It is analyzed and interpreted the data from teaching learning activities in writing a narrative using picture books through observations and interviews. It is also analyzed and interpreted the data from the students’ texts.