

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology explaining the method applied in the present research to answer the research questions. The discussion revolves around the subject of the study, the research questions, the research methodology, the technique of data analysis, the context of the research, as well as the data presentation.

#### **3.1 Subject of the study**

The study focused on the main female character named Katniss Everdeen in the novel entitled *Mockingjay* (New York: Scholastic Press, 2010). It is the third novel of a trilogy written by Suzanne Collins entitled *The Hunger Games*. The third book of the trilogy was chosen to be analyzed because the novel portrays the life of the main female character after being appointed as a leader of a revolution. It is in line with the discussion of the research that focused on a female leader's actions, decisions, choices, and encounters with other characters in relation to the issues of gender performativity, agency, and subjectivity.

#### **3.2 Research Questions**

The research was conducted in an attempt to answer the following questions:

1. How is a female leader portrayed in Suzanne Collins' fantasy fiction *Mockingjay*?
2. How does the main female character perform her subjectivity and agency as a female leader in the novel?

### **3.3 Research Methodology**

The research was conducted within a qualitative method since the data were in the form of textual evidences – collected from the narrative events of the main female character's actions, choices, and encounters with other characters as a female leader in the novel – and were analyzed by describing, elaborating, and interpreting the findings. Hancock (2002, p.2) proposes that the data of qualitative method are used to develop concepts and theories helping people to understand the subject of the study. It is in line with Alwasilah's (2002) argument that notes theories and techniques as two of the basic concepts in engaging research within qualitative method. Therefore, the data in this research were analyzed to develop the concepts that had been elaborated in Chapter II regarding the notions of subjectivity, agency and gender performativity to understand the issue of female as a leader.

With regard to the technique of the research, content analysis was applied in this research to analyze the issues of gender performativity, subjectivity, and agency in the novel. Musthafa (2008, p.154) states that in the research where the text becomes the focus of the study, content analysis treats literary works as

cultural artifacts that cannot be separated from social, cultural, and political contexts. Considering the issue adapted in the novel about female as a leader, it is crystal clear that the issue of female as a leader should be understood from the view point that considers the social, cultural, and political contexts.

In addition, it is explained that content analysis passes through two level of analysis. The first level is the basic level of analysis that regards the data within descriptive account (Hancock, 2002, p.17). It is explained that some books name this level of analysis as the manifest level. This level only presents what was actually stated in the data explicitly without trying to read into them and assuming about them. Whereas, the second level is the higher level of analysis that regards the data within interpretative account, in which some books identify this level as the latent level of analysis (Hancock, 2002, p.17). In this state, the concern is to delve further into what is meant and what is implied by the text. As this research applied content analysis to the data, the research was conducted by passing through the two levels of analysis so that the data gathered from the novel were listed, described, elaborated and interpreted to identify the issues of gender performativity, subjectivity, and agency in Suzzane Collins' *Mockingjay* (New York: Scholastic Press, 2010).

The steps conducted to fulfill the two levels of content analysis in this research were as follows:

- Firstly, reading throughout the novel carefully in order to understand and to discover the issues presented in Suzanne Collins' *Mockingjay*. Through four times of reading, the textual evidences were finally gathered from the novel regarding the issue of female leadership in relation to the notions of gender performativity, subjectivity, and agency. The first and the second reading were conducted to understand the whole story; while the third and the fourth reading were to highlight and to gather the textual evidences regarding the emergence of issues such as gender performativity, subjectivity, and agency in relation to the main female character's role as a female leader.
- Secondly, writing brief notes in the highlighted textual evidences to simply identify and give label to the textual evidences that are related to the issues of gender performativity, subjectivity, and agency in the main female character's actions, choices, and encounters with other characters regarding her role as a female leader.
- Thirdly, making the list of textual evidences in the form of tables based on the notes so that the issues of female leader in relation to the notions of gender performativity, subjectivity, and agency could be easily categorized for further analysis. In this state, the research had encountered the basic level of content analysis that is usually called as the manifest level.
- Fourthly, analyzing the textual evidences as well as presenting and interpreting the data framed within the related theories that had been

elaborated in Chapter II to answer the research questions. The primary theoretical frameworks applied in this research are gender performativity, subjectivity, and agency in which the analysis of the textual evidences was engaged with respect to the fact that the novel analyzed in this research is considered as fantasy fiction. To this point, the content analysis of the research encountered the higher level of the analysis which is known as latent level.

- Finally, the findings of the research were discussed so that the conclusion could be drawn. By conducting the last step of the analysis, the research had completed the required procedures of content analysis.

### **3.4 Context of the Research**

The research provided some excerpts from Suzanne Collins' *Mockingjay* (New York: Scholastic Press, 2010) that presented the portrayal of a female leader. The portrayal were traced from the main female character's actions, choices, and encounters with other characters within the limited circumstance when she plays her role as a female leader. The findings were viewed with regard to the issue of gender performativity to discover how the character presents herself as a female leader.

Moreover, the main female character's actions, choices, decisions as well as encounters with other characters were also highlighted with respect to the

issues of subjectivity and agency. Therefore, the research delved further to seek how the character's actions, choices, decisions and encounters with other characters posit her subjectivity and agency as a female leader.

### 3.5 Data Presentation

To complete the analysis of the research, the presentation of the data was designed in the form of tables. The table presentations were also aimed to answer the research questions in an orderly form. Therefore, the tables were designed into two forms; the first table consists of the textual analysis of gender performativity in the novel to unearth the portrayal of female leader in the novel; while the second table contains the textual analysis of positioning self as a subject to uncover the issues of subjectivity and agency in the novel. The excerpts of the table presentations are as follows:

Table 3.5.1 Textual Analysis of Gender Performativity

<b>Narrative Event</b>	<b>Character(s)</b>	<b>Action(s)</b>	<b>Textual Evidence</b>	<b>Analysis</b>
Katniss is scheduled to record a new propo located in District 12. Therefore, she gets her hair, her makeup and her dress done by her	Katniss (17 years old, female, rebel, the Mockingjay )	Katniss shows her dissatisfaction towards her physical appearance as the Mockingja	"Count me in," I say. I stand, uncommunicative and stiff, a mannequin, as my prep team dresses me, does my hair, and dabs makeup on my	Katniss dislikes the way the authorities design her physical appearance as the Mockingjay. Thus, she does not express anything when the prep team does her hair and dress. Her response seems to be



prep team (the team that is responsible for her physical appearance as the Mockingjay).		y.	face. Not enough to show, only enough to take the edge off the circles under my sleepless eyes. (chp.9, p.118)	quite different with feminine nature in which female commonly loves dressing up. It is quite unusual because female tends to be happy when she becomes prettier, but Katniss dislikes it. Thus, Katniss' real presentation of herself is against the feminine trait that tends to be attractive due to the physical appearance.
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Table 3.5.2 Textual Analysis of Positioning Self as a Subject:  
Subjectivity and Agency

<b>Narrative Event</b>	<b>Character(s)</b>	<b>Action(s)</b>	<b>Textual Evidence</b>	<b>Analysis</b>
Before going to hunt with Gale, Katniss receives a tracker and a communicator from District 13 as a means of keeping her security from the Capitol's attack.	Katniss (17 years old, female, rebel, the Mockingjay)	Katniss decides to at least be submissive to some rules about her hunting activity so that she can be allowed to hunt in the future.	I tolerate having the tracker clamped to my ankle, try to look as if I'm listening when they explain how to use the handheld communicator. The only thing that sticks in my head is that it has a clock, and we must be back inside 13 by the designated hour	The fact that she tolerates the treatment from District 13 for her shows how she is able to cope with her surroundings. Therefore, as a subject, she is able to conform to her social rules in deciding her

			or our hunting privileges will be revoked. This is one rule I think I will make an effort to abide. (chp.4, p.52)	actions.
After the meeting, Katniss and Haymitch share a conversation about their life after Katniss had been released from the Arena.	Katniss (17 years old, female, rebel, the Mockingjay)  Haymitch (male, rebel, Katniss' mentor for the Hunger Games)	Katniss implicitly tells Haymitch that she decides not to merely obey his order anymore.	"We're still in the game." I try to say this with optimism, but my voice cracks. "Still in. And I'm still your mentor." Haymitch points his marker at me. "When you're on the ground, remember I'm airborne. I'll have the better view, so do what I tell you." "We'll see," I answer. (chp.6, p.78)	In this moment, Katniss does not merely agree with Haymitch that expects her to listen to his suggestions and instructions as her mentor. It clearly shows that Katniss gradually is able to choose what she needs to do and what she does not need to do. Therefore, the issue of self-agency seems to be presented in this event.

The complete presentations of the data are available in the appendices.