

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses aspects to do with the methodology of the study. Besides, it includes the research questions, the objectives of the study.

#### 3.1. The Objectives of the Study

In connection with the statement of the problems below, this study was investigated the kinds of teaching and learning activities take place in writing narrative text. The main objective of this research attempted to ascertain the effect of teaching narrative writing; the effect of teaching method towards students' writing achievement in staging the writing narratives, they are: Orientation, complication, evaluation, resolution, reorientation or coda.

#### 3.2. The Statement of the Problems

To clarify the problems that investigated based on the description mentioned in the background, some research questions can be formulated as follows. The main problem of the research was whether developing writing skill through narrative writing improves students' writing skills in writing text narrative. This study was conducted to address the following major questions:

1. What kinds of teaching and learning activities take place in writing narrative text?
2. What are the students' opinions and expectations on writing narrative text?

### **3.3. Research design**

This study was a case study attempting to understand the subjects' perception on a certain issue. The design of the study will be qualitative since qualitative approach provides an insight into what is happening and why it happens. It will be concerned more with process of the outcome.

#### **3.3.1 Research setting**

This research would be conducted at SMP N 4 Pekanbaru, one of the junior high school in Pekanbaru regency, Riau Province. This school is chosen for some reasons. It is also considered one of the best junior high schools in Pekanbaru, which is proven by its passing grade which is the first highest in Pekanbaru. This result's in the school's popularity among students and parents. Furthermore, the researcher has been teaching at this school for quite a long time so it is easy for him to get access to the observation as well as to interview both teachers and students.

The population of the study was the third grade students of SMP Negeri 4 Pekanbaru. The samples were five students of 9.1 and 9.9. This school is the school where the researcher is teaching. It implies that regarding relationships between researcher and participants of the study that have been built so far, the research activities will be very possible to be conducted in this place. Therefore, all data needed for the study will be possibly collected, including the sincerity of information given by the participants. This motive, all at once, will minimize the significance of data collected for the study.

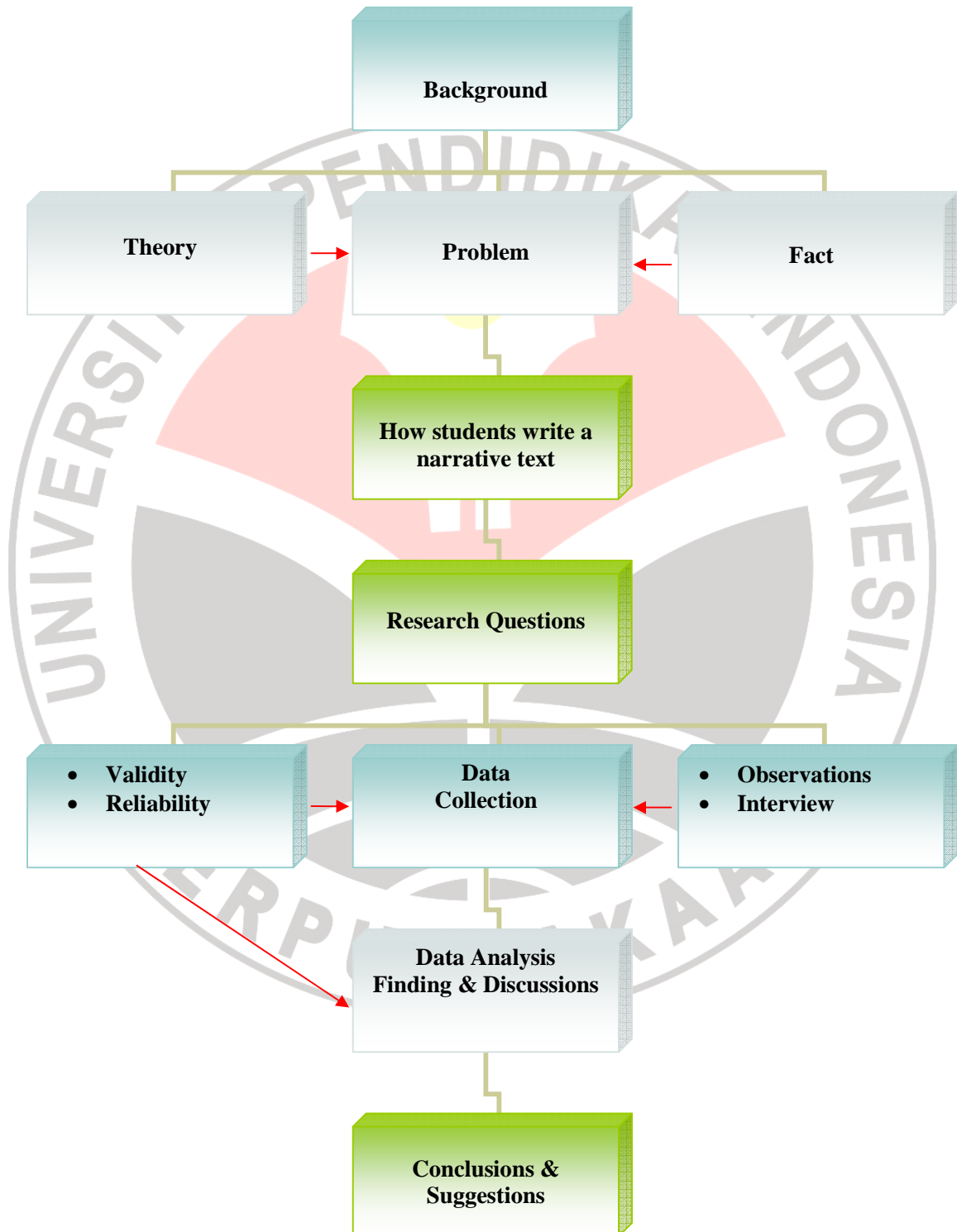
### 3.3.2 Preparation phase

In order to know what students write, we also need to know what they do when they write and how they can be helped to do it better. This involves focusing research more on the writers themselves than on their products. Obviously this type of research requires a different set of questions and method and draws on a different approach to research.

Since the study investigates the process of narrative writing, it uses a qualitative method, which is appropriate in understanding process by which events and actions take place (Maxwell, 1996, p.19). This is a case study as it is an examination of a specific phenomenon such as a process. Merriam (1988, p.16) states that a qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon. Specifically, she conceptualizes the case study as a process which tries to describe and analyze some entity in qualitative, complex and comprehensive terms not infrequently as it unfolds over a period of time.

The study of narrative writing process involves observation of writers at work and systematic procedures for collecting and analyzing their perceptions of what they are doing. I favored these strategies as a way of revealing the hidden process of narrative writing. I used detailed ethnographic observations of behaviors together with interviews to provide a fuller picture of what will be happening, although questionnaires will also be used to collect this kind of data. Having the research design is approved and got recommendation from the supervisors, then he continues to have field research with any completeness of instruments that conducted. The nature of research will be drawn and summarized in the following design:

Figure 3.1 : Research Design



### 3.3.3 Arranging Research Schedule

Basically, arranging research schedule in this study is in accordance with the student's schedule in teaching-learning activity. This study conducted from November 2006 up to March 2007 at two classes. After getting the consultation with English teacher at Junior High School, then the research schedule can be seen on the table.

**Table 3.1 : Research schedule for each sessions**

Session	Class	Date	Time	Theme/sub-theme
1 <sup>st</sup>	9.1	Nov 9 <sup>th</sup> , 2006	10:00-11:20	Recreation / On the Beach
	9.9	Nov 10 <sup>th</sup> , 2006	07:00-08:20	Recreation / On the Beach
2 <sup>nd</sup>	9.1	Feb 5 <sup>th</sup> , 2007	08:20-09:40	Recreation / On the Beach
	9.9	Feb 6 <sup>th</sup> , 2007	08:20-09:40	Recreation / On the Beach
3 <sup>rd</sup>	9.1	Feb 8 <sup>th</sup> , 2007	07.00-09:00	Recreation / On the Beach
	9.9	Feb 9 <sup>th</sup> , 2007	10:00-11.20	Recreation / On the Beach
4 <sup>th</sup>	9.1	Feb 14 <sup>th</sup> , 2007	07.00-09.00	Recreation / On the Beach
	9.9	Feb 14 <sup>th</sup> , 2007	09.20-10.40	Recreation / On the Beach
5 <sup>th</sup>	9.1	Feb 15 <sup>th</sup> , 2007	07.00-09.00	Entertainment / Dance
	9.9	Feb 16 <sup>th</sup> , 2007	09.20-10.40	Entertainment / Dance
6 <sup>th</sup>	9.1	Feb 20 <sup>th</sup> , 2007	10:00-11:20	Entertainment / Dance
	9.9	Feb 20 <sup>th</sup> , 2007	07:00-08:20	Entertainment / Dance
7 <sup>th</sup>	9.1	Feb 26 <sup>th</sup> , 2007	08:20-09:40	Entertainment / Dance
	9.9	Feb 27 <sup>th</sup> , 2007	08:20-09:40	Entertainment / Dance
8 <sup>th</sup>	9.1	Feb 28 <sup>th</sup> , 2007	07.00-09:00	Entertainment / Dance
	9.9	Feb 28 <sup>th</sup> , 2007	10:00-11.20	Entertainment / Dance
9 <sup>th</sup>	9.1	March 2 <sup>nd</sup> , 2007	07.00-09.00	Entertainment / Dance
	9.9	March 2 <sup>nd</sup> , 2007	09.20-10.40	Entertainment / Dance
10 <sup>th</sup>	9.1	March 2 <sup>nd</sup> , 2007	07.00-09.00	Evaluation
	9.9	March 2 <sup>nd</sup> , 2007	09.20-10.40	Evaluation

(in accordance with English Lesson Schedule at SMPN 4 Pekanbaru)

### **3.3.4 Data Collection Techniques**

This study uses descriptive method. There are two techniques of data collection that are used observation and interview.

#### **3.3.4.1 Classroom Observation**

The observation was conducted for the whole term in two classes at SMP Negeri 4 Pekanbaru. Both of them began on November 12<sup>th</sup> 2006 and finished on March 3<sup>rd</sup> 2007 and the observations were conducted twenty times. The first class studying hour was four hours. The second class began on November 12<sup>th</sup> 2007 and ended on March 2<sup>nd</sup> 2007. The observations were conducted twenty times, and the studying hour was two hours.

I also used field notes and during the observation I sat next to the teachers in the classrooms to observe the teaching learning activities. At the first class, I only wrote memos at the first and second class. It was because I was fully occupied in operating the camera.

Observation in this study is intended to dig the whole data needed. It is the main technique used by researcher in this study. To support data obtained through the observation, then he used the research instruments. The main instrument of this research was the researcher himself. Guba and Lincoln (1981: 128-150 cited in Moleong, 2004: 121-123) elaborate some characteristics of human beings. They mention that human beings have these characteristics: being responsive to the surroundings, being easily adapted to the new surroundings, relying on the expanded knowledge, quickly processing the data, taking chances to clarify phenomenon, and taking chances to respond to some



idiosyncratic phenomenon. Therefore, I tried to be more sensitive, responsive, and interactive to my research sites in order to gain data.

Nevertheless, I also used a video camera to help me gain more accurate data. The videotaping took place at all of activities, more specifically, during the teaching and learning activities. Through videotaping, I attained clearer conversation to the teachers and captured the respondents' facial expressions. By video recording, I knew whether they enjoyed the activities or not. Since this was a qualitative study, I needed very detailed information that mostly occurred in the class. Video taping served two different purposes in this study: ensuring the descriptive validity of my observations, and stimulating recall and reflection as a component of the interviews with teachers and students. Related to this, Maxwell also mentions that observation enables you to draw inferences about someone's meaning and perspective that you couldn't obtain by relying exclusively on interview data.

#### **3.3.4.2 Teacher Interview**

Regarding the function of interview, it was used to gather information relevant to answer the research question number one including the kinds of teaching and learning activities towards writing (particularly, a Narrative Text), description of their classroom activities, their knowledge about writing narrative text covering generic structure.

For more detail information and to cross-check information found in observation, I felt that I needed to interview each respondent. I provided lists of questions before the interview session began. The interviews were carried out after the class.

Therefore, I had to make an appointment to the respondents so they could spare their time with me.

In interviewing the teachers, I interviewed two English teachers. I interviewed the teachers both informally after teaching learning activities and formally at the end of the period. The teachers were interviewed formally and informally and the formal interview was transcribed. The interviews occurred throughout the process as well as after the activity of teaching and learning. In general, the interview questions were about the issues of giving feedback/conferencing at the teaching and learning activity.

The aims of interview for the teachers were:

- To obtain information about their experiences, opinions, goal expectations, and knowledge about teaching writing narrative texts.
- To obtain information about teachers' efforts in improving students' writing narrative texts.
- To allow them to describe their teaching procedures in writing narrative texts.

Based on the research question number 2, data collection process were used interview. They were:

#### **3.3.4.3 Student Interview**

Interview was used to answer the research question number two including the students' opinions and expectations on writing narrative text. I interviewed five students. The student interviews began with an open-ended question and the subsequent questions



were conversational in an attempt to get the interviewee to discuss further details he/she mentioned in an answer.

In interviewing the students, I used Indonesian. I used Indonesian language since when I used English for interviewing the students, they had difficulties in answering my questions and expressing their feelings so that I used Indonesian because I did not want the students have difficulty in answering my questions, expressing their feeling, and transferring the language and I also wanted to get the accurate data from the students.

### **3.4 Validity and Reliability**

#### **3.4.1. Validity**

Merriam states, “validity deals with the question of how one’s finding match reality. Do the findings capture what is really there? Are investigators observing or measuring what they think they are measuring?” {Merriam, 1988: 166}. She also adds there are some strategies to ensure the validity of the investigation. Such as triangulation, member checks, long term observation, providing a rich, thick description. To ensure the validity of this study, I used some strategies as follows:

- “Using multiple methods of gathering data and multiple sources of data to confirm the emerging findings” {Merriam, 1988: 168}. To ensure the validity of this research, I applied two methods of collecting data : Observation and interview. Observation and interview were used to find out teaching writing

narrative texts activities in the classroom or what teacher and students did in the class. Interview was used to gain about students' opinions and expectations.

➤ **Long-term observation**

At the research site – gathering data over a period of time in order to increase the validity of the finding. Merriam (1988: 168) states “ by persistently observing of the same phenomenon over a period of time, the researcher can ensure the research findings to have increased validity”. I have observed teaching writing narrative texts around twenty times continuously from one meeting to another for one semester to observe what actually the teachers and students did in writing classroom.

**3.4.2. Reliability**

According to Merriam (1988: 70), reliability refers to the extent to which one's findings can be replicated. In other words, if the study is repeated will it yield the same results?

To ensure the reliability of this study, I used some techniques as follows:

- **The investigator's position**

Merriam (1988: 172) states that the investigator should explain the assumptions and theory behind the study, his or her position vis-à-vis the

group being studied to ensure the reliability. In order to ensure the reliability of this study, I have explained and described my position toward the group being studied and the theory behind the study in the previous chapter.

- **Audit trail**

Guba and Lincoln (1981 cited in Merriam, 1988) state just as an auditor authenticates the accounts of a business, independent judges can authenticate the findings of a study by following the trail of the researcher, in order for an audit to take place, the investigator must describe in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry. Essentially, researcher should present their methods in such detail “that other researchers can use the original report as an operating manual by which to replicate the study” (Goetz and LeCompte, 1984: 216 cited in Merriam, 1988: 174). Furthermore, to ensure an audit to take place I tried to describe in detail what the methods are, how the data are collected, how categories are derived, and how decisions are made in thick description of this study.

### **3.5 Stages of Research**

The stages of research was discussed about the preliminary research and phase of preparation. The purpose of preliminary study here is to see the nature of school's condition directly that related to the investigated problems in general. Besides, this preliminary study is intended to get the nature of (1) teaching activities in the classroom, especially on the teaching of narrative writing, (2) class condition such as facility, language laboratory, and the like; and (3) the student's responses to the teaching narrative writing.

### **3.6 Data Analysis**

The data obtained analyzed qualitatively. It means that the data are recorded, summarized, and interpreted accordingly. In addition, the interpretation can be also described in the numbers and then discussed accordingly.

In this study, I applied inductive analytical approach where I presented facts or general statements from the obtained data to come to the conclusion. I used some techniques for analyzing data.

In this study, I applied inductive analytical approach. Howard Becker (1958) mentions that in analytic induction the data analysis begins while data is being gathered. The analyses are tentative and provisional throughout the study and only become comprehensive once the data is completely collected. Therefore, in this research, I began by presenting facts or general statements from the obtained data to the conclusion. The techniques for analyzing the data are as follows;

First of all, I observed the activities in the classroom, especially, the teaching and learning activities by using a digital camera, tape and if possible I wrote some field notes. Then, I watched and listened to the tapes repeatedly, and transcribed them. Then, I distributed the interview sheet to the respondents. After distributing the interview sheets, I interviewed them to cross-check their consistency in answering the questions.

Secondly, I read the transcribed process, interview transcripts, field notes, and other documents. The data were coded and categorized in general such as; Observation data (Obs) and Interview data (I)

Data collection and data analysis are two activities but done simultaneously in a qualitative research (Merriam, 1998: 150). The process of analysis is conducted simultaneously with ongoing activities related to the teaching and writing processes. First, this study extracts the information from the data collected through the interview and observation process. The observation process also takes part in supplying the information to either students' knowledge and ways of developing skill of writing a narrative text. According to Glesne and Peshkin (1992:127):

Data analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned. Working with the data, you create explanations, pose hypotheses, develop theories, and link your story to other story. To do so, you must categorize, synthesize, search for patterns, and interpret the data you have collected.

In this study, I applied inductive analytical approach where I presented facts or general statements from the obtained data to come to the conclusion. I used some techniques for analyzing data. Firstly, I interviewed two English teacher and five students

to transcription and then I transcribed them. Secondly, I read the interview transcripts and observational notes. Thirdly, I used classroom observation. Then, I observed the process of teaching and learning activities in the classroom. I made notes or memos on what I saw, heard, and read in my data and develop ideas about categories and relationship. Related to that Maxwell (1996: 78) suggests as follows say, “You should regularly write memos while you are doing data analysis; memos not only capture your analytic thinking about your data, they facilitate such thinking, stimulating analytic insights”.

Meanwhile Glesne and Peshkin (1992: 128) state by writing memos to yourself all keeping a reflective field log, you develop your thoughts; by getting your thoughts down as they occur, no matter how preliminary or in what form, you begin the analysis process.

Fourthly, I used categorizing strategy that involved coding and sorting the data. Related to coding, Maxwell (1996: 78) states the goal of coding is to fracture the data and rearrange it into categories that facilitate the comparison of data within and between these categories. After coding and categorizing the data, I also sorted or reduced the data that were not necessary. The first step, the data were coded and categorized in general such as; Observation data (Obs) and Interview data (I).

I read the transcribed the process, interview transcripts, field notes, and other documents. Finally, I categorized and coded the data. The coding and categorization are as follows.



The second step, the data were categorized into two main categories and then the data were sub categorized as follows:

- Category # 1 : writing narrative text
  - a. Type of narrative text
  - b. Teaching and learning activities
  - c. Teaching material
  - d. Learning Task
- Category # 2 : Students' opinions and expectations
  - a. On writing narrative text
  - b. On teaching and learning activities
  - c. On group work
  - d. On assignment
  - e. On their writing skills improvement

Finally, the data were displayed in thick description of the study. Related to data displays, Maxwell states “displays constitute an additional analytic strategy; these include matrices or tables, networks, and various other forms’. Meanwhile, Glesne & Peshkin (1992: 137) say, “data display is another ongoing feature of qualitative inquiry that can be a part of developing the problem statement, data collection, analysis, and final presentation of the study”.

