CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses some aspects of methodology to answer two questions previously stated in chapter I. This chapter covers the research design, the clarification of terms, the site and participants, the data collections, and the data analysis.

3.1 Research Design

The research design employed in this study was a qualitative design. It is a design that has the natural setting as the direct source of data to describe a phenomenon. In a qualitative design the researcher is the key instrument (Bogdan and Biklen, 1982; Moleong, 2002). In line with that definition, this study was employed to concern on the process of how animation videos gave benefits to teaching writing narrative texts.

Furthermore, this study has a characteristic of a case study because of several reasons. First, this study attempted to describe and interpret a particular phenomenon in the classroom. Second, this study was carried out in a single case or a small case (Bogdan and Biknel, 1998; Stake, 1995 as cited in Emilia, 2010). A single case of the study referred to the issue of the use animation videos in teaching writing narrative texts. Third, this study employed multiple data collection techniques namely classroom observation, interview, and written document analysis. Multiple data collections are aimed at enhancing the validity of the study (Creswell, 1994). Lastly, this study did not formulate hypothesis.

Therefore, case study was used in this study related to the research questions and the purposes of this study; to identify the use of animation videos in teaching writing narrative text, to find out students' responses toward the use of animation videos in teaching writing narrative text.

3.2 Clarification of Terms

In order to avoid misunderstanding, several key terms in this study are clarified as follows:

- Animation video is a simulation of movement created by displaying a series of pictures, or frames. A cartoon on television is one example of animation videos.

- Based on Gerot and Wignell (1994, p. 204), narrative texts are texts that are used to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

- Benefits

  This term mainly talks about the results whether or not animation videos are effective in improving students' writing abilities. In addition, Benefits in this study focus in the activities that are experienced by the students during writing the texts.

- Response is a state of feeling that expresses the feeling of being favorable and unfavorable.

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3.3 Site and Participants

This study was undertaken at one junior high school in Bandung. There were several reasons why this school was used as the setting of this study. First, the students have learned more vocabulary that helped them in writing narrative text. Second, the school was easily accessible. Third, based on curriculum in junior high school (2006), one of the competencies that must be achieved by eight graders were to be able to write narrative text in form of monologue or dialogue text.

One class of the eight grade students at one junior school in Bandung was chosen to be the participants of this study. They were 38 students in the class that consisted of 18 males and 20 females. From the thirty eight students in the class, nine were selected as samples of this study. The selection based on the level of their English proficiency i.e. low, mid, and high achievers. Those categories of English students' proficiency were taken based on the writing of narrative that the students produced.

3.4 Data Collection

Three ways data of collection were employed in the research. The techniques were observation, interview and written documents analysis. As stated by Marshall (1955 cited in Sugiyono, 2009) the fundamental method relied on qualitative researchers for gathering information are participation in the setting, direct observation, in-depth interviewing, and document review. Each technique of data collection will be described below.

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3.4.1 Observation

The classroom observation was conducted seven times. The type of observation in this study was participant observation. Stainback (1988) explains that in participant observation, the researcher observes what people do, listens to what they say, and participates in their activities. In this study, the researcher took part as the teacher who implemented the use of animation videos in teaching writing narrative texts. Each meeting took 80 minutes. To obtain a clear picture of the activity in the classroom, videotaping was carried out. Some situations were observed by the researcher to gain more data about the learning activity. The results of observation were converted to a field note as the primary data. The observation sheets are shown below:

Table 3.1
Observation sheet

Stage	Activities	Yes	No	Evidence
Planning	The students were motivated in the activity.			
	The students were involved in the class discussion about the animation videos.			
	The students participated actively in the activity.			
	The students comprehended the target language with ease.			
	The students were interested in animation videos.			
Drafting	The students understood the writing instructions.			
	The students used the animation videos as guidance in their writing.			
	The students wrote the narrative text enthusiastically.			
	The students discuss the			

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	animation videos with their friends.			
Editing	The students edited their writing			

(Based on Harmer (2004) Writing Process)

a. Planning Stage

   Planning was the first stage in the writing process. Planning stage was about the activities of brainstorming ideas, motivations, and concept development. The teacher started the lesson by developing the students' understanding about narrative texts. The teacher also explained the characteristics of narrative texts, including the social function, the generic structures and the language features. Besides developing some concepts of narrative texts, the teacher introduced the animation videos to the students. In this stage the teacher also conducted some activities in the classroom such as asking the students to mention some keywords from the videos and also asking some of students to retell the story in front of class based on the animation videos. Those activities were arranged to make it easier for the students to write narrative texts.

b. Drafting Stage

   In drafting stage, the students were asked to write the story based on the animation videos. There were three animation videos used in this study: Goldilocks, Little Red Riding Hood, and Jack and the Beanstalks. The teacher asked the students to use the animation videos as guidance in their writing.

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c. Editing Stage

   Editing stage included the activities when the students shared their writing with the teacher or their friends. This stage was also usually used for students for discussing or editing their writing.

3.4.2 Interview

   To add the data from observation, the interview was conducted. It was also aimed to find out more aspects about problems of the research. Some conditions that could not be captured by other instruments were observed during the interview. Interviewing provided the researcher a means to gain a deeper understanding of how the participants interpret a situation or phenomenon that can be gained through observation (Stainback, 1988).

   Semi-structured interview was employed in this study. The interview type was chosen because it was more comprehensive and systematic than informal conversation interview (Esterberg, 2002). The interview consisted of some questions related to the use of animation videos in teaching writing narrative texts. The interview was delivered in Bahasa Indonesia, to make the participants easier to answer the questions. Nine students were involved in the interview session. The interviews were tape recorded in order to capture data more faithfully.

3.4.3 Document Analysis

   The document analyses or written documents were useful to support the data which are gathered from other sources. Merriam (1988) argues that the documents can help the researcher uncover meaning, develop understanding, and

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discover insights relevant to the research problems. Moreover, Yin (1984) states that documents can be letters, memoranda, agendas, study report, etc. The documents analyzed here were syllabus, lesson plan, and students' narrative writings. The students' writings were scored by using scoring rubrics developed by Rose (2007, as cited in Emilia, 2011) which had been translated into Indonesia.

Table 3.2 Writing Assessment Criteria

Genre	Purpose	Apakah genre yg ditulis sesuai dengan tujuan si penulis? (misalnya, kalau jenis teksnya procedure apakah teks itu sesuai dengan tujuan dari procedure)	Skor 0-3
	Staging	Apakah teks tersebut melalui tahap-tahap yang sesuai?	0-3
Register	Field	Apakah teks memaparkan topic yang jelas	0-3
	Tenor	Apakah teks memperlihatkan hubungan yang jelas antara penulis dan pembaca? siapa penulis, kepada siapa.	0-3
	Mode	Apakah teks menunjukan bahasa-bahasa tulis atau dekat ke bahasa lisan? biasanya semakin pandai seseorang menulis, teks yang mereka tulis mempunyai karakteristik bahasa tulis jauh lebih dan mempunyai istilah-istilah teknis yang lebih banyak.	0-3
Discourse	Phases	Apakah fase-fase dalam teks diikat atau saling terkait satu sama lain untuk membentuk satu kesatuan makna yang utuh.	0-3
	Lexis	Apakah pilihan kata mengindikasi keterkaitan antara satu kata dengan kata atau kelompok kata yang lain.	0-3
	Conjunction	Apakah hubungan logis diantara tiap fase dalam teks dan diantara klausa atau kalimat jelas dengan menggunakan conjunction yang tepat.	0-3
	Reference	Apakah jelas siapa dan apa yang dituju, contohnya dalam percakapan? kalau kalimat pertama menyebut nama, ketika dalam	0-3

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		kalimat kedua menyebut reference, seperti he atau she, reference itu harus jelas.	
	Apprasial	Adakah ekspresi tentang sikap, termasuk perasaan senang, sedih, penilaian terhadap orang (kind, nice) dan apresiasi terhadap sesuatu (interesting, boring). Ekspresi tentang sikap ini bisa positif maupun negative dan bisa kuat atau lemah (stronger: I really like...., it is absolutely true.. atau it is rather boring.., it's really fairly slow..)	0-3
Grammar	Apakah ketentuan-ketentuan grammar digunakan secara tepat		0-3
Graphic Feature	Spelling	Apakah ejaan benar?	0-3
	Punctuation	Apakah tanda baca yang digunakan benar?	0-3
	Presentation	Apakah teks disajikan dengan menarik, dengan baik, termasuk marjin, heading, subheading, spasi antar paragraf, adakah ilustrasi dan kerapihan.	0-3

3.5 Data Analysis

After the data were collected, the process of analyzing the data was conducted. The analysis of each research instrument was presented in a form of descriptive explanation to build meaningful information that is related to the research.

Firstly, all of the observation data were written into the field note and observation sheet, but only the selected data were analyzed. The selected data from field notes and observation sheet were coded in categorization. The categorization was based on the benefits of animation videos and students' responses. Secondly, the stages in analyzing the data from interview were the same as the analyzing the data from observation. First, the data from the tape

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recorder were transcribed so that the data could be categorized and the additional information of the data was eliminated. The last step was to interpret the data into some main issues based on the research questions of this study. Lastly, to fully understand situation from many aspects and to get more data, there were some documents used as the source data in this study namely lesson plans, syllabus, observation sheets, teacher' field notes, and the narrative texts written by the students. The students' writing were analyzed and assessed based on scoring rubrics developed by Rose (2007, as cited in Emilia, 2011). After assessing the students' narrative texts, the data from the documents were selected in order to find the data related to the research questions.

3.6 Data Validation

Validity is one of the important issues in the study. In qualitative research, validity refers to the trustworthiness of the study (Creswell, 1994). Therefore, in this study, the validity was checked and established by employing triangulation, feedback and member check.

Firstly, Triangulation was employed. Esterberg (2002) assumes that triangulation can be useful for checking the trustworthiness of different source of data or for examining the same phenomenon from different point of view. This study employed triangulation because conducted several methods of collecting data namely classroom observation, interview, and document analysis. Secondly, Feedback was also conducted to check validity of this study. According to Alwasilah (2000), feedback comments and critiques are needed to identify

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validity bias and researcher's assumption as well as the weaknesses of the

research. Thus, the study asked the feedback from the supervisors and some

friends. Thirdly, member check was employed to verify the data and avoid

misinterpretation, the participants were asked to read the transcription the

observation and interview results.