

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of five major sections. The first section presents research method of the study. The second section elucidates the population as the research site of the study. The third section presents research instruments of the study. The fourth section elaborates data collection of the study. The last one presents the analysis of data.

#### 3.1 Research Methods

This research employs qualitative approach. This approach is chosen because the researcher is interested in insight, discovery, and interpretation rather than hypothesis testing. The researcher focuses on the study of teaching learning process of descriptive text in seventh grade students of one junior high school at Kawali, Ciamis. In accordance with the way the researcher do the research and the consideration of the research aims, the researcher take case study as the research method for this study. According to Berg (2004:P.251), “case study method involves systematically gathering information about a particular person, social setting, event, or group to permit the researcher to effectively understand how the subject operates or functions”. Meanwhile, Creswell (2008:P.476) states that the definition of “case study is an in – exploration of a bounded system ( e.g., an activity, event, process, or individuals)“.Considering the

explanations above, the researcher prefers employing the case study to be properly done to examine, describe, explore system e.g., activity, event, process or individuals.

According to Burns (1994:P.313), there are six purposes in a case study method, such as:

1. Firstly, they are very valuable as preliminaries to major investigation. Because they are so intensive and generate rich subjective data they may bring to light variable, phenomena, process and relationship that deserve more intensive investigation.
2. Secondly, observation case studies may have the aim of probing deeply and analyzing intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which the unit belongs.
3. Thirdly, a case study may provide anecdotal evidence that illustrates more general findings.
4. Fourthly, a case study may refute a universal generalization. We are considering here the critical case which is used to confirm, challenge or extend a theory.
5. Fifthly, a case study is preferred when the relevant behaviours cannot be manipulated.

6. Finally, a case study may be valuable in its own right as a unique case. This is often the position in clinical psychology or in special education, where a specific disorder, behaviour manifestation, physical disability is worth documenting and analyzing, or in a school a setting where an occasional event such as a teacher being charged for assault by a pupil, or the planning of shared resources by a primary and secondary school on the same site would be of interest.

Since this research is going to find out the effectiveness of modeling in teaching descriptive text to the 7<sup>th</sup> grade students of a Junior High School in Kawali 1, therefore the researcher uses case study.

### **3.2 Subjects**

According to Burns (1994:P.62 ),”a population is an entire group of people or objects or events which all have at least on characteristic in common, and must be defined specifically and unambiguously”. In this research the descriptive text is taught in seventh grade of junior high school, so the subjects of this research are seventh grade students of a junior high school in Ciamis. It consists of two classes consisting of 80 students. To easily see the progress of the students in learning, it should be come from different type and characters of the students. An effective class than can be much easier to investigate when it consists of not too many students. For those reasons mentioned, not all students from two classes are being the respondents but only one class taken

randomly as the sample of this study. So, the respondents are actually just one class of 40 students.

### **3.3 Data collection**

In collecting the data, there are some instruments can be used. However, not all the techniques of collecting data are used by the present researcher. In this study, the researcher first need to see the classroom condition, the teachers and students characteristics, the teaching aid, and the method used, in this case modeling. These are the stages of observation. After the researcher has clear description on those terms, the researcher begins to determine the research instruments which were questionnaire, interview, and test. The next step is to analyse the data based on the findings from the instruments.

### **3.4 Research instruments**

According to Fraenkel and Wallen (2006:P 113), “instrumentation is the whole process of preparing to collect data”. In this present study, to gain a more valid data of the use of modelling in teaching descriptive text, the researcher employs pre and post-test, questionnaire, and interview as technique of instruments that are elicited from the statement above. To make it clear, the researcher elaborates the result of each instrument in this paper.

### 3.4.1 Observation

Observation is an investigation done systematically and employed intentionally by using the five senses, especially eyes toward the ongoing cases (Bimo Walgito, 1987: 54). While Djumhur (1985: 51) defined observation as a technique to directly and indirectly investigate the ongoing phenomenon both inside and outside school.

In conducting the research, using literal observation was one way to have more intimate situations with the students. It also facilitated the researcher to directly feel what the students feel and to fairly judge the performances performed by the students. Getting involved and sitting in the same classes enacted like the researcher is the real pupil was the way to gain some experiences and to keep the validity of the data collected. The researcher took notes for anything she observed.

The observation was done firstly in collecting data in order to provide the researcher a general condition on particular learning process of descriptive text in a Junior high school in 1 Kawali. The observation was also employed to measure the class performances shown by the students in accepting the materials of descriptive text. Then the result of the observation would be presenting the status quo condition of the students for both skill of writing and knowledge and especially the way teacher delivered the materials of descriptive text toward the students.

### 3.4.2 Test

We have already characterized a test as one method for collecting information. Ideally, it would also be possible to identify what makes a test uniquely different from other methods of collecting information. According to Genesee and Upshur (1996:P. 141), in test is a task or set of tasks that elicits observable behaviour from the taste taker.

The test used in this study was written test. The teacher asked the students to compose a descriptive text before studying by using modeling method. The results of the test was not scored by the researcher but only to be seen whether the students already fulfil the characteristics and use the language features of descriptive text or not. Besides, it was also aimed to know the students' English proficiency as the teacher was preparing the texts suited their English proficiency.

After teaching the whole materials of descriptive text, the researcher gave the students the second test. Each student was asked to write a descriptive text. All descriptive texts written by the students were not scored. The researcher checked the texts by marking whether the students used proper language features of descriptive text or not; whether the students meet the goal of descriptive text or not. The grammatical errors made by the students were not taken into account of marking. The texts were regarded improved when the language features and the aim of the written text was appropriate with the ones of descriptive text.

### 3.4.3 Questionnaire

According to Frankel and Wallen (2006:P.126), in a questionnaire the subjects respond to the question by writing or, more commonly, by marking an answer sheet. From that above statement, the researcher means that questionnaire is a technique of collecting data that contain several questions to describe phenomena in qualitative study. To be specific, the questionnaire used in this study was open- ended questionnaire. There were ten different questions given to the students. The questionnaires were distributed after the treatment (*see appendix 2*). Questionnaire was given after the treatment.

### 3.4.4 Interview

A second method used qualitative researcher in gathering the data is to interview selected individuals (Fraenkel and Wallen, 2006:P.455). Hence, it is important for the researcher to conduct interview in this study because sometimes listening directly toward what they feel and get can be more trustful in obtaining the data. Through conversation between the researcher as an interviewer and the students as the interviewee more objective data can also be obtained.

There are four types of interview: structured, semi structured, informal, a retrospective. In this study the researcher used structured interview. This structured interview was aimed to keep the direction of the interview, so the data gained was still on the track; talking about the

effectiveness of modelling implemented in teaching descriptive text. The interview was done to both teacher and students.

### **3.5 Data Analysis**

Qualitative Descriptive Analysis (QDA) is applied in this research. However, regardless of the kind of research established, data analysis is absolutely an important action on how the gathered data are analyzed so the aims of the study can be achieved. Glense and Peshkin (1992 in Alwasilah, 2003: 166) argue that:

Data analysis is the process of organizing and storing the data in light of your increasingly sophisticated judgments, that is, of the meaning finding interpretations that you are learning to make about the shape of your study.

To be more specific, according to Dey (2005: p.54), qualitative data analysis is a single sequential process. Even so, it is important in qualitative analysis to be theoretical and systematic, in the sense of articulating and working towards some overall objectives rather than just trying to muddle through. The over-riding objective of analysis is to produce an intelligible, coherent and valid account.

The sequential process meant by Dey is to begin data analysis by firstly classifying the data gained. In this study the researcher classified the answers of the students gained from the questionnaires they filled in and the interview given. Secondly, the researcher would in detail describe the answer and its meanings based on its classification. Thirdly, as observation was also taken into account, so the researcher connected the results of data description. In the end the researcher



obtained a holistic and logical conclusion towards all data gained which will be further described in the next chapter.

The following is one of the samples of the data analysis proving that students are lack of vocabulary:

(1) physical appearance i.e. I bicycle color black and read. . . or (2) personal traits i.e. . . . I like it because the people of smash is handsome and the music is enjoyed to hear and (3) how to write the vocabulary for example: a). . . I bicycle color black and *read*. . . b) . . . I like to *read* on a bike . . . c) . . . I always ask my friend to fly music. . .

The example of physical appearance showed us that the student could only write the color as the description of her bicycle. Besides, in the next example of personal traits, the student gave up writing the personal traits of smash personnel and started another sentence which is not coherent with the previous one. She only wrote 'handsome' as the description. Therefore, it was proven that the students could not produce words related to the personal appearance and its traits.

### **3.6 Clarifications of Terms**

It is important for the researcher to make clear the terms used in this paper as this followings:

## 1. Modeling

If children are to write in a particular genre, they first need to become familiar with its purpose and features through immersion in the genre and by exploring sample text. Below are some steps suggested by Derewianka (2004: P.7)

In different way but equal direction, Feez (2001) explains modeling as an opportunity for students to examine example target texts and identify specific aspects such as text type and register.

## 2. Teaching

According to harmer (2007: P. 107) teaching is “transmissions” of knowledge from teacher to students, or it is creating conditions in which, same how. Students learn for themselves.

## 3. Writing

Writing is process of arranging words into sentences into paragraphs based on certain rules. According to Nunan (2003: P 88) writing can be defined by a series of contrasts:

1. It is both a physical and a mental act.
2. Its purpose is both to express and impress
3. It is both a process and product.

In this study, writing means process and product of expressing student's ideas in descriptive text.

## 5. Descriptive Text

Social Function: to describe a particular person, place, or thing Generic

Structure:

- Identification: Identifies phenomenon to be described.
- Description: describe parts, qualifies, characteristics.

Significant Lexicogrammatical Features:

- Focus on specific participants.
- Use of attributive and identifying processes.
- Frequent use of epithets and classifiers in nominal groups.
- Use of simple present tense.

