

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology of the study. It explains the research design, the site and participants, the data collection techniques, the research procedures, and the data analysis techniques.

#### **3.1 Research Design**

This study employed a qualitative design. It is a design that primarily concerns on the process and is based on experiences of the individuals in natural settings (Meriam, 1988, in Creswell, 1994). Relating to the definition, this study concerned on the process of how the series of pictures gave benefits to the students' narrative writing process.

A qualitative approach was considered to be a broad study. Thus, in gaining in-depth understanding, this study was a case study. According to A.R. & Damaianti (2009), a case study is conducted to decrease the scale of the study by focusing on particular sample as the representative of whole groups. Furthermore, a case study was chosen also by considering that it is an empirical enquiry that investigates phenomenon in real life context (Yin, 1987, in A.R. & Damaianti, 2009). In line with those definitions, this study was conducted to investigate the phenomenon of using the series pictures in real life context which was the students' narrative writing process.

### 3.2 Clarification of the Key Terms

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

1. Use refers to the application of how something is used in particular activities.

In this study, it is about how series of pictures are used in teaching writing narrative text.

2. Series of pictures refers to a set of pictures placed one after another in particular order.
3. Narrative text is a kind of text that consists of the coherent sequencing of events across time and space (Lusted, 1991:54).
4. Writing process is the activities that are experienced by the students during writing the text. The writing process in this study is based on the writing process proposed by Harmer (2004): planning, drafting, and editing.
5. Writing narrative text refers to the activities of producing a narrative text.
6. Attitude is a state of feeling that expresses the feeling of favorable and unfavorable (Rahayuningsih, 2008).

### 3.3 Site and Participants

This study was conducted in a senior high school in Bandung. The school was selected because of the assumption that the school provided the data to be studied in this study (Ary, *et al.*, 2010)

A class of students in the school was placed as the participants in this study. They were 44 students in the class that consisted of 18 males and 26

females students. The participants were chosen because the students in tenth grade of senior high school are required to learn narrative text as stated in the competence standard of senior high school curriculum of English subject.

Some of the participants in this study were selected as samples. The method to select the samples was the purposive sampling method. In this method, the samples are purposely selected in the consideration that they can represent all the participants in the study (Alwasilah, 2000; Sugiyono, 2011). Thus, the samples of this study were chosen based on three categories of students: high-achievers, middle-achievers and low-achievers. These students were assumed as the students who represented all students in the class. They were directly involved in the interview and document analysis of the study.

### **3.4 Data Collection Techniques**

There were three data collection techniques employed in this study: observation, interview and document analysis. Each technique of data collection is described below.

#### **3.4.1 Observation**

Observation was one of techniques employed in this study. The observation was conducted in preliminary study and in the process of collecting the data to answer the research questions in this study.

The preliminary study was conducted on September 30, 2011. The students were asked to write a narrative text on a given writing template. In the

process of writing, the students were observed and an observation note was composed (see appendix C).

The observation was also purposed to see how the series of pictures was implemented in the writing narrative lesson and how the students responded to the pictures. Thus, the situation in the classroom could be pictured clearly. The observation in this study was a participant observation in which the observer took part as a teacher in the observed classroom. As stated by Sugiyono (2011), participant observation means that the researcher takes part in the participants' activities.

Performing as the teacher, the researcher organized a teaching phase. It was based on the writing process proposed by Harmer (2004): planning stage, drafting stage, and editing stage. These stages were applied because the purposes of this study dealt with the writing process. Specifically, the purposes of the study were to find out: (1) the benefits of series of pictures in students' narrative writing process and (2) the students' attitudes toward the use of series of pictures in narrative writing process. The stages of teaching are described as follows.

(1) *Planning Stage*

The first stage in the writing process was planning stage. It included the activities of developing the concept of writing narrative texts and brainstorming ideas. In the first meeting, the teacher developed the students' understanding about narrative texts. The students were given some titles of narrative texts from worksheet 1 (see appendix B) and were asked to read the texts. After that, the students were asked to identify kinds of narrative texts from the worksheet. This

activity was purposed to make the students familiar with some kinds of narrative texts. In the next activities, the teacher explained the characteristics of narrative texts, including the social function, the generic structures and the language features. Then, the students were given opportunities to ask some questions about the characteristics of narrative texts.

Move to the next activities, the teacher distributed worksheet 2 (see appendix B). This worksheet was to give the students practices in forming the past form of some verbs. It helped the students to get accustomed with the words in past forms. Since narrative texts use past tenses to tell past events in the story (Gerot and Wignell, 1994; Knapp and Wakins, 2005).

After completing the worksheets, the teacher introduced the series of pictures to the students. The students were explained that the series of pictures could be used to show series of development (Rohani, 1997) of events in narrative texts. Thus, the series of pictures could make it easier for them to write narrative texts. In the end, the students could be motivated to write (Byrne, 1980; Kamaludin, 2009).

Besides developing some concepts of narrative texts, the planning stage was also about the activities of brainstorming ideas. According to Ghaith (2002), brainstorming ideas are about giving the students: (1) opportunities to experience, observe, and interact with their friends and teacher about the topic of the story; and (2) ideas about what the students will write and how the students will write the story before they start the writing. The following activities were designed to accommodate these principles. Firstly, the teacher stucked the series of pictures on

the whiteboard so that the students in the class could see the pictures. The students then were required to mention some words (keywords) describing the pictures. In this activity, the students could interact with the teacher and their friends by discussing what keywords were best described each picture. A picture could be described in several keywords. After that, the teacher wrote the keywords from the students besides each picture. In this activity, pictures perform as prompts to encourage the students to explain words or concepts (Haycraft, 1978) from the pictures. Moreover, when the students mentioned the keywords, they were practiced to develop their ideas according to the pictures (Munadi, 2008). The students also could get new vocabularies from the pictures. Secondly, the teacher retold the story based on the series of pictures stucked on the whiteboard. Meanwhile, the students were asked to listen to the story. After the teacher finished retelling the story, a student was asked to retell the story in front of the class based on the series of pictures. The rest of the students were required to listen to the story. In these activities, the students had opportunities to perform particular activities in the classroom (McKnown in Rohani, 1997) including the listening and speaking skill practices. Besides, the activities were also to help the students to brainstorm ideas to be included in the story (Harmer, 2004). Trough retelling story, the students could get ideas what they would write and how they would write the story. Thirdly, the students were given opportunities to ask questions about the story being discussed. It was aimed at giving the students more ideas to be written in their narrative texts.

(2) *Drafting stage*

In this stage, the students were given writing templates which contained series of pictures (appendix B). The students were asked to write the story based on the series of pictures on the template. There were three series of pictures used in this study: The Story of Cinderella, The story of Three Little Pigs, and The Story of Jealous Sister. Most of the students finished each story in two meetings. According to Harmer (2004), drafting stage is the process of producing a piece of writing. In addition, this stage is where thought and ideas are revealed and expressed through written language (Ghaith, 2002). There is also a process of forming and arranging letters or combination of letters according to certain convention, to form words, and words have to be arranged to form sentences (Byrne, 1979) to produce narrative texts.

In this study, the students wrote narrative texts based on the pictures given. This was purposed to encourage the students to develop ideas using the information provided by the series of pictures (Munadi, 2008). As suggested by Wright (2009:17), when students see an object, including series of pictures, they can explain the object in oral or written language more easily because the objects they see can stimulate and provide information to be referred to in delivering spoken or written language.

Related to the drafting stage, the students in this study only wrote one draft. They edited and revised their writings in the same draft. Thus, there were still some mistakes in the students' final drafts. It would be better if the students wrote more than one draft. Ideally, once the writers finish editing the draft and

making the changes, they can write the final draft to be published (Harmer, 2004).

In other words, the draft can be more than one draft.

(3) *Editing stage*

Drafting stage is not merely about writing texts. It also includes the activities of reflecting and revising the written texts known as editing stage (Harmer, 2004). Thus, the editing stage was done along with the drafting stage. During the observation, the students were given opportunities to ask for feedback from the teacher and their friends. Specifically, in the second and third stories, the students were asked to give correction to their friends' writings. This activity allowed the students to experiment, explore, revise, and edit the writings (Ghaith, 2002). Then, they edited their writing based on the feedback they received.

The following table is the summary of the lesson during the observation. The stages were adapted from the writing process proposed by Harmer (2004).



**Table 3.1**  
**Lesson Summary (Based on Harmer (2004) Writing Process)**

<b>Date</b>	<b>Topic</b>	<b>Activities</b>	<b>Stage</b>
October 6, 2011 (1 <sup>st</sup> meeting)	Narrative Texts	- Discussing some concepts of Narrative texts (Social purposes, generic structures and language features) - Discussing series of pictures by using Cinderella series of pictures	Planning
October 13, 2011 (2 <sup>nd</sup> meeting)	The story of Cinderella	- Brainstorming ideas - Writing the Story of Cinderella	- Planning - Drafting - Editing
October 14, 2011 (3 <sup>rd</sup> meeting)	The story of Cinderella	Writing the Story of Cinderella (finishing)	- Drafting - Editing
October 27, 2011 (4 <sup>th</sup> meeting)	The story of Three Little Pigs	- Brainstorming ideas - Writing the story of Three Little Pigs	- Planning - Drafting - Editing
October 28, 2011 (5 <sup>th</sup> meeting)	The story of Three Little Pigs	Writing the Story of Three Little Pigs (finishing)	- Drafting - Editing
November 3, 2011 (6 <sup>th</sup> meeting)	The story of The Jealous Sister	- Brainstorming ideas - Writing The story of The Jealous Sister	- Planning - Drafting - Editing
November 4, 2011 (7 <sup>th</sup> meeting)	The story of The Jealous Sister	Writing The story of The Jealous Sister (finishing)	- Drafting - Editing

As seen in the table above, the observation was held seven times. Most of the observation sessions were video recorded so that the situation could be re-watched during the process of analyzing data from observation. Moreover, the observation sheets and field notes were used to record notes about the participants' behavior during the observation sessions (Creswell, 2008; Alwasilah, 2000). The observation sheet which was used during the observation is shown below.

**Table 3.2**  
**Observation Sheet (Based on Harmer (2004) Writing Process)**

Stage	Activities	Yes	No	Students' Attitudes (+/-)	Evidence
Planning	The students were involved in the class discussion about the series of pictures				
	The students participated actively in the activity.				
	The students were able to predict what the series of pictures were about.				
	The students could recognize and call out the name of the objects in the series of pictures				
	The students were interested in the pictures				
Drafting	The students understood the writing instructions.				
	The students used the series of pictures in their writing				
	The students were able to get information from the series of pictures to be written in their stories.				
	The students wrote the narrative text enthusiastically.				
	The students discussed the pictures with their friends.				
Editing	The students edited their writing				

### 3.4.2 Interview

The second technique to collect the data in this study was interview. It was conducted in order to get in-depth information from the participants (Alwasilah, 2000).

The interview was conducted on November 4 and 7, 2011 in the form of a semi-structured interview. The semi-structured interview is a model of interview

where the questions are prepared before the interview but there are possibilities for new questions to come up during the interview (Sugiyono, 2011). The interview was recorded using voice recorder.

The participants in the interview were nine students who were placed as the samples. They were asked to explain about the benefits of using series of pictures in writing narrative text, their opinion about the use of series of pictures, and the situation in the classroom.

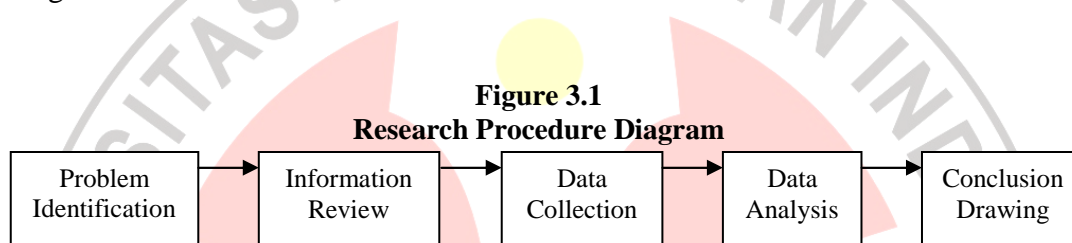
The questions in the interview were delivered in *Bahasa Indonesia*. It was purposed to avoid misunderstanding and make it easier for the participants to answer the questions.

### **3.4.3 Documents Analysis**

Several documents were used as the source of the data in this study. They were in the form of students' reflection notes, narrative texts written by the students, lesson plans and syllabus of English lesson. The reflection notes were composed at the end of the lessons. The students were asked to reflect their experiences about writing narrative texts using the series of pictures. By analyzing these notes, the information of the benefits and the students' attitudes toward the use of series of pictures in narrative writing process could be collected. The reflection notes were from nine students who became the samples. Meanwhile, the students' narrative texts, lesson plans and syllabus were also used to support the data.

### 3.5 Research Procedures

Research procedures explained some steps in conducting the study. The steps are the process that was experienced by the researcher. Many experts suggest that studies or researches are in systematical processes (Emzir, 2008). In this study, the processes of conducting the study were based on the research procedures suggested by Emzir (2008). The process can be seen in the following diagram:



(Emzir, 2008: 7)

Based on the diagram above, this study was conducted in five general stages. Each stage consisted of some specific process that is described below.

Problem identification stage was conducted before employing the main study. In this stage, some activities were employed. Firstly, preliminary study was conducted in order to get familiar with the set of the study. The ways of how the students wrote narrative texts were observed. Secondly, organizing teaching procedure was employed. The researcher performed as a teacher who implemented the series of pictures in teaching writing narrative text to the students. The process of organizing the teaching procedure was divided into two parts: choosing the series of picture to be applied in the classroom and writing lesson plans. Thirdly, research instruments were developed by composing the observation sheets and interview guide.

Information review was the second general stage in conducting this study. It included the activities of collecting the theoretical frameworks of the study.

In data collection stage, the data were collected through observation, interview and documents analysis. Thus, the steps were divided into several specific steps. The first step was to conduct observation. The observation was conducted seven times and most of them were video-recorded. The second step was to describe the findings from observation. The description was in detail so that the real situation in the classroom could be pictured. The third step was to collect the documents which were students' reflection notes. The reflection notes were written by the students after the lesson had ended. The notes were about their experiences in writing narrative texts using series of pictures. The fourth step was to conduct the interview and recorded it using voice recorder. The fifth step was to transcribe the interview by re-listening to the recorded interview.

Having the data collection stage finished, the data analysis stage was conducted. Firstly, the processes of validating the data were employed. Secondly, the data collected from observation, interview and document analysis were analyzed by coding and categorizing the data based on the categories of findings in this study.

The last stage in research procedure was conclusions drawing. In this stage, the data were presented in detail description. Then, the data were interpreted and explained according to the related theories. Finally, the conclusions of this study were drawn.

### **3.6 Data Analysis**

After the data were collected, the process of analyzing the data was conducted. There were four main stages in analyzing the data in this study: the data validation, the data analysis of observation, the data analysis of interview and the data analysis of documents.

#### **3.6.1 Data Validation**

Validity is considered as an important aspect in studies. Validity in qualitative studies relate to whether or not the findings from the study reflect the real situation (true) and are not doubtful results (certain) (Guion, 2002). In this study, the validity was checked and established by employing triangulation, member check and feedback.

Firstly, triangulation was employed. It is one of techniques to validate the data of the study (Evans & Gruba, 2002, in Emilia, 2008). Triangulation refers to several methods that are used to collect the data (Alwasilah, 2000). Specifically, this study employed methodological triangulation (Guion, 2002) because some methods which were observation, interview and documents analysis were conducted to collect the data. Secondly, member check was conducted after the interviews of some participants were transcribed. The participants were asked to read the transcription to make sure that the findings in the interview were accurate and appropriate with the participants' point of views (Alwasilah, 2000; Creswell, 2008). Thirdly, feedback was also employed to check validity in this study. The feedbacks were given from supervisors and some friends.

### **3.6.2 Data Analysis of Observation**

The data collected from observation were recorded using observation sheets, field notes and video-recording. The data from recording video were useful in getting deeper comprehension because they could be reviewed for several times. In addition, video recording was used to picture the real situation in the classroom that supported the data from observation sheets and field notes. The data from video recording, observation sheets and field notes then were analyzed and classified based on some categories in the findings. After that, the findings from the observation were described in detail. Finally, the data were interpreted and discussed.

### **3.6.3 Data Analysis of Interview**

In order to analyze the data from the interview, the interview recording was replayed. Then, the contents of the interview were transcribed so that the data could be categorized and the inappropriate data were reduced. The last step was to interpret the data by relating the data from interview into some main issues based on the research questions of this study.

### **3.6.4 Data Analysis of Documents**

There were some documents used as the source of data in this study: students' reflection notes, the narrative texts written by the students, lesson plans and syllabus of English lesson. In analyzing the documents, several steps were employed. Firstly, all documents were read and the narrative texts written by the

students were analyzed. The students' writings were analyzed and assessed based on the scoring rubrics suggested by Tribble (1996) as follows.

**Table 3.3**  
**Assessment Scale for Written Work (Tribble, 1996)**

Area	Score	Descriptor
<b>Content</b>	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject; considerable variety of ideas or argument; independent and thorough interpretation of the topic; content relevant to the topic; accurate detail
	16 - 12	<b>Good to average:</b> Adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
	11 - 8	<b>Fair to poor:</b> Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail
	7 - 5	<b>Very poor:</b> Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail
	4 - 0	<b>Inadequate:</b> Fails to address the task with any effectiveness
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connective appropriately used (cohesion)
	16 - 12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherent); some connective used (cohesion)
	11 - 8	<b>Fair to poor:</b> Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherent); connectives largely absent (cohesion)
	7 - 5	<b>Very poor:</b> Lack fluent expression, ideas difficult to follow; little sense of paragraphing/organization; no sense of logical sequence (coherent); connectives not used (cohesion)
	4 - 0	<b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register
	16 - 12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate
	11 - 8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable



		number of mistakes in word/idiom choice and usage; register not always appropriate
	7 - 5	<b>Very poor:</b> No range of vocabulary; uncomfortably mistakes in word/idiom choice and usage; no apparent sense of register
	4 - 0	<b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness
<b>Language</b>	30 - 24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured
	23 - 18	<b>Good to average:</b> Appropriate grammar - but problems with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
	17 - 10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured
	9 - 6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured
	5 - 0	<b>Inadequate:</b> Fails to address this aspect of the task with any effectiveness
<b>Mechanics</b>	10- 8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, layout
	7 - 5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, layout
	4 - 2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, layout
	1 - 0	<b>Very poor:</b> Fails to address this aspect of the task with any effectiveness

After assessing the students' narrative texts, the data from the documents were selected in order to find the data related to the research questions. Lastly, the documents were compared with the findings from observation and interview. This was aimed at categorizing the data from the documents into the categories in the findings.