

## CHAPTER III

### RESEARCH METHOD

The research method has some elements that cover in some headings: research design, subjects of the study, source of data, data collection technique, instrument of the research, and data analysis technique.

#### **A. Research Design**

Hatch stated that qualitative study is intended to explore reality about human behaviors within natural setting and context.<sup>1</sup>In addition a qualitative study does not start with hypothesis, so there is no interference in the form of control or treatment in the participants (the students and the teacher). According to Wiersma qualitative research investigates the complex phenomena experienced by the participants by the examining peoples' words and action in descriptive ways.<sup>2</sup>

Due to the goal of this study was to know the use of story skeleton and whether or not the story skeleton is able to improve students' writing skill in narrative text, the researcher focus on how to teach writing narrative text using story skeleton and to know whether or not story skeleton is able to improve students' writing skill in narrative text. There was no treatment managed by the researcher into the setting and participants so it runs naturally without any obtrusive from the researcher.

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<sup>1</sup>J.A.Hatch. *Doing Qualitative Research in Education Setting*. (Albany, New York: SUNY Press, 2002), 65.

<sup>2</sup>Wiersma. *Research Methods in Education: An Introduction*. (New York: IBLippincott Company, 1989), 120.

## **B. Subjects of the Study**

This study took place in a senior high school in MAN Ngawi. There were some reasons for choosing this school as the research site. The first one was that this school is locally well-known for its good reputation in the town and one of the favorite schools in Ngawi. The second was that this school had complete facilities to support teaching and learning process such as LCD, projector, speaker, and multimedia room. It made the teacher easier to implement various teaching model in teaching English especially writing narrative text.

33 students of X MIA 1 in academic year 2015/2016 were chosen as the subject of the study. This class consists of 27 females and 6 males. The reason of choosing X MIA 1 as the subject of study was based on teacher recommendation and they came from various backgrounds and had different experience in writing narrative text.

## **C. Source of Data**

In this study the researcher gathers the data from various sources. The description of the source of data was explained below:

### **1. Teacher and Students**

The researcher designed interview for the teacher and the students. The researcher interviewed the teacher in order to gain information about how the process of teaching writing narrative text using story skeleton. The result of interview helped to answer the first research question.

The researcher also interviewed the students in order to get information about students' reflection before using story skeleton in writing narrative text and after using story skeleton in writing narrative text. The result of students' interview helped to answer the second research question.

## **2. Lesson Plan**

Lesson plan was used to know teacher's way in teaching narrative text using story skeleton, the learning model, the material that had been taught and the process of teaching writing text using story skeleton. It also strengthened the interviews' result. Therefore, the researcher got the valid data.

The lesson plan was designed for three meetings. At the first meeting, teacher gave a material about narrative text and she asked students to write a narrative text about the legend of a place such as Roro Jonggrang as known as Prambanan Temple, The Legend of Banyuwangi, The Legend of Surabaya, Sangkuriang which as known as The Legend of Tangkuban Perahu, and The Legend of Crying Stone. Students had to choose one of the topic above as their writing topic. At the second meeting the teacher explained about story skeleton and asked students to analyze a narrative text about The Lake of Color using story skeleton. At the third meeting, the teacher explained about steps to write a good writing text and asked students to write a narrative text using story skeleton as the outline. The theme of the writing was about personal narrative text such as Timun Mas, The Golden Snail, Lutung Kasarung, Malin Kundang, Jaka Tarub and Nawang Wulan, and Bawang Putih dan Bawang Merah.

### 3. Syllabus

Syllabus was one of the source data in this study. It was used to ensure that narrative text was taught in the tenth grade students at MAN Ngawi. The narrative text was taught in the second semester at X MIA 1 at MAN Ngawi. In the syllabus mentioned that the material was narrative text with the legend was the theme of the narrative text.

### 4. Students' Writing Score

It consisted score of students' writing narrative text before using story skeleton and after using story skeleton. The result helped to answer the second research question that story skeleton was able to improve students' writing skill in narrative text. It showed students' different score before and after using story skeleton so that it could be seen the improvement of students' writing skill in narrative text.

## D. Data Collection Techniques

### 1. Observation

Observation is the most basic method for obtaining data in qualitative research.<sup>3</sup> This technique was not only communicating with people (e.g. interview, and questionnaire) but also with other natural objects that happen in the places of research.<sup>4</sup> The researcher used nonparticipant observation which

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<sup>3</sup>DonaltAry, et. Al. *Introduction to Research in Education, Sixth Edition* (USA: Wadsworth Thomson Learning Group, 2002), 430.

<sup>4</sup>Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: CV. ALVABETA, 2009), 203.

meant that the researcher only came as an observer without participating in learning narrative text using story skeleton. Observation was used to get data about the process of teaching narrative text using story skeleton and students' activity during the lesson

The observation was conducted on Monday, May 2<sup>nd</sup> until 16<sup>th</sup>. The researcher came to the school and observed the process of teaching and learning in the classroom using story skeleton.

## 2. Interview

Interview is a dialogue who is done by the interviewer to get information from informant.<sup>5</sup> According to Riduwan the interview is a way of collecting data to take direct information from the resource. Interview is used to gather data from people about opinions, beliefs, and feelings about situation in their own words.<sup>6</sup> It can be concluded that interview is communication between interviewer and informant in order to get information which can help the researcher completing the valid data.

The interview was done on Tuesday, May 17<sup>th</sup> until 18<sup>th</sup>. On Tuesday, May 17<sup>th</sup> the researcher interviewed the teacher while on Wednesday, May 18<sup>th</sup> the researcher interviewed the students.

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<sup>5</sup>Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik, Ed Revisi VI*, (Jakarta: PT. Rineka Cipta, 2006), 155.

<sup>6</sup>Donalt Ary, et. Al., *Introduction to Research in Education, Sixth.....*, 434.

### **3. Documentation**

Documentation was used to gather, provide evidence of fact, and strengthen the data. In this research the document was the written information. Documentation consisted of score of student's writing before using story skeleton and after using story skeleton.

### **E. Instrument of The Research**

In this qualitative research, the instruments were used as the means to gain the data were presented below:

#### **1. Observation checklist**

Observation checklist was made based on process and steps in teaching writing narrative text using story skeleton. It consisted of some stages such as preparation, teaching, media, class management, and assessment. In preparation covered teacher preparation before she taught narrative text using story skeleton and after using story skeleton. In teaching stages, the researcher observed process of teaching using story skeleton. In media covered the effectiveness and the efficient of media that used in teaching. Class management covered classroom condition during teaching and learning using story skeleton such as time allocation, students' activity, and variety seating arrangement. Then, in assessment covered how teacher assessed students' writing result.

## 2. Interview

Interview guideline consisted of questions that intended to the teacher and the students in order to get information about teaching and learning process of writing narrative text using story skeleton in the classroom. It consisted of eight questions for teacher and four questions for students. The questions for teacher covered process of teaching and learning in the classroom, difficulty in using the media (story skeleton), how to assess students' writing result, and whether story skeleton is able to improve students' writing skill or not. Interview guideline for students consisted questions about students' commentary during learning writing narrative text using story skeleton.

### F. Data Analysis Technique

To analyze this data, the researcher used the theory from Gay and Arasian. According to Gay and Arasian the steps of analyzing the data were: data managing, reading and memoing, describing, classifying, and interpreting.<sup>7</sup> The description of each steps were below:

#### 1. Data Managing

In this step, the researcher collected all of the data from the observation, interview, and documentation, and checked the completeness of the data. Then, the researcher managed all of the data in good order. The data divided into folders according to its type (observation, interview, documentation). The

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<sup>7</sup>L. R. Gay and Peter Airasian. *Educational Research: Competencies for Analysis and Application (6th ed)*. (Saddle River, New Jersey: Prentice Hall, 2000), 239-241.

researcher collected all results of the observation checklist, result of interview from teacher and students, and students' writing score.

## **2. Reading and Memoing**

In this step, the researcher read the result of observation checklist, interview, and documentation. In the process of reading, the researcher also highlighted the important sentences and made notes for the important parts of the data that needed more explanation. The researcher highlights some important factor in the process of learning. In addition, the researcher re-listens and re-reads the interview's result. Then, the researcher highlights the some important answers from the students that used to get some information about their opinion about writing narrative text using story skeleton.

## **3. Describing**

The researcher describes all of the data includes observation checklists, the interview's result, and students' writing score. This step describes all important things about the data, such as, where the data from, how the data taken, and so on.

## **4. Classifying**

In classifying step, the researcher classifies the data. The observation checklists are classified based on the categorized of the data. For the interview's data, the researcher classifies based on the order of the students' interview. Then, for the documentation data, the researcher classifies the writing result based on the result of writing score before using story skeleton



and after using story skeleton. It is divided again based on the highest score and the lowest score of writing score before using story skeleton and after using story skeleton.

### **5. Interpreting**

In this step, the researcher interprets the data into the result to make the data understandable. The researcher makes the conclusion of the observation checklist. In addition, the researcher also makes the conclusion based from the interview's result. Then the researcher makes conclusion of the documentation from of students' writing score before and after using story skeleton.

