# CHAPTER III

# RESEARCH METHODOLOGY

This chapter explains the methodology of the research. The sections consist of Research design, Research location and Subject, Population and Sample, Procedure and Instrument of collecting the data and also the method of data analysis.

## A. **Research Design**

For the purpose of this research, qualitative approach is used. Qualitative research is a research which tries to reveal the phenomena in the field by collecting data.[48] Qualitative research refers to the meaning, concepts, definition, characteristic, and description of things.[49] Dornyei states that "Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods".[50] The report research is compiled in narration form which creates and shows the natural characteristic. In this research, the researcher also uses narration to explain and explore the result of data finding.

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[48] Suharsimi Arikunto, *Prosedur Penelitian*,(Jakarta: PT Rineka Cipta, 2002), edition revision v,p.10
[49] Bruce L.Berg, *Qualitative Research Methods for the social sciences*, (USA:Allyn and Bacon,1989), p.2
[50] Zoltan Dornyei, *Research Methods in Applied Linguistics Quantitative, Qualitative and Mixed Methodologies*, (Oxford: Oxford University Press,2007), p. 24

Qualitative research has many advantages in this research.[51] First, qualitative research works with a wide range of data including recorded interview, various types of text and images. Second, qualitative research takes place in natural setting. Last, qualitative research is concerned with subjective opinion, experiences, and feeling of individuals and the explicit goal of research is to explore the participants' view of the situation being studied.

This qualitative approach is an acceptable approach for this research. In applied linguistic, there has been an increasing visibility and acceptance of qualitative research since the mid-1990s. With the result that condition emerged the fact that almost every aspect in language acquisition is determined shaped by social, cultural, and situational factor, next qualitative research is ideal for providing insight into such contextual condition and influences.[52]

In this research, researcher was using in-depth interview. She interviewed both the teacher and the students in order to get information about the paper project assessment. Moreover, researcher used the documentation form in order to get the authentic proof for the data of the research. It includes the papers of the students used as the assessment, the photo of activity of students in conducting the interview and the score list of the students for the paper project assessment.

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[51] Ibid., p39
[52] Ibid., p.36

## B. Research Location and Subject

The research was conducted at SMA Negeri 3 Sidoarjo, which is located on Jl. Dr. Wahidin No.130 Sekardangan-Sidoarjo, Po. Box. 61252. The subjects of the study were the students, and method in teaching and assessing narrative text writing in SMA 3 Sidoarjo.

## C. Population and Sample

The population of this research was the second grade students of SMA Negeri 3 Sidoarjo in the Science class in which every class consist of: XI IPA 1 42 students, XI IPA 2 42 students, XI IPA 3 40 students, XI IPA 4 41 students, XI IPA 5 41 students.

In sampling qualitative research focuses on describing, understanding, and clarifying a human experience. The main goal of sampling is to find individuals who can provide rich and varied information into the phenomenon under investigation.[53] The samples in this research were the students in the XI IPA 1 and XI IPA 2. For sampling purpose, the researcher used snowballing sampling technique. Louis Cohen states that "Snowballing technique is the researcher can identify a small number of individuals who have the characterized that they require. These people are then used as informant to identify others who qualify for inclusion and these, in turn, identify yet

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[53] Ibid., p.126

others".[54] In this technique researcher invited the teacher as the informant then she could identify the students too based on the teachers' information.

The researcher took XI IPA 1 and XI IPA 2 as the sample because the researcher got information from teacher that the students from both classes were in different level of English competence: high, average and low. So, by using this sampling the researcher could get data suitable with the technique from both of the classes. And sampling for another component was one of the English teachers in SMA Negeri 3 Sidoarjo and her activity which related with measure assessment in narrative text writing.

## D. Procedure and Instrument of Collecting the Data

The fundamental technique relied on by qualitative researchers for gathering information used in this research was observation and in depth interviewing.[55] Moreover, in the qualitative research, the researcher used the documentation (photos, picture or videos).[56] In this research, researcher only used the in-depth interviewing and documentation to collect the data due to constraints of time in which the researcher was not able to observe the whole process of the students' project.

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[54] Louis Cohen and Lawrence Manion, *Research Methods in the Education*, (London: Routledge,1994) fourth edition, p,87
[55] Catherine Marshall, *Designing Qualitative Research*, (USA: Sage publication Inc,1989), p.79
[56] Zoltan Dornyei, *Research Methods in Applied Linguistics Quantitative, Qualitative and Mixed Methodologies*, p. 37

## 1. In depth Interview

Interview is usually defined simply as a conversation with a purpose; especially the purpose is for gather the information.[57] In-depth interviewing is a data collection technique relied on quite extensively by qualitative researcher that may be described as an interaction involving interviewer and the interviewee, the purpose of which is to obtain valid and reliable data.[58] By using this technique the researcher can describe activity, or feels compelled to participate to meet the demands of reciprocity. We interview people to find out from them those things we can not directly observe. In this research, researcher interviewed the teacher in order to get information about the assessment, in particular about how she gave the task to the students until how she evaluated the students' competence. In addition, the researcher interviewed the students in order to know how far they can finish the assessment, what the difficulties are or what satisfaction experiences (if any) while they were on the process of finishing their task. The researcher recorded the interview process to prove that the data is valid and reliable.

The type of interviews conducted in this study was formal or standardized interview. The standardized interview uses a formal structure schedule of interview question.[59] It is designed to elicit information using a set of

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[57] Bruce L.Berg, *Qualitative Research Methods for the social sciences*, op.cit.p.13
[58] Catherine Marshall, *Designing Qualitative Research*, op.cit.,p. 80
[59] Bruce L.Berg, *Qualitative Research Methods for the social sciences*, op.cit.p. 15

predetermined questions which are expected to get the informants' thought, opinion and attitudes about the related issue. In this study the set of issues explored with respondents included the use of paper project assessment to improve students' competence in narrative text writing; the process of the students underwent to finish the assessment and the score of the students in this assessment. The interview guide for the teacher and the interview guide for the students are presented in the appendix 1 and appendix 2 respectively.

In this research, researcher interviewed twelve groups from eighteen groups from both of classes XI IPA 1 and XI IPA 2. In depth interview were conducted in four days with three groups interviewed in every meeting. Every group delegated two up to three students to be the informants representing their groups.

## 2. Documentation

Hadi Soetrisno states that "documentation is the technique of collecting data by looking for the data about some problems or some variable in the form of document, notes, newspaper, magazine, agenda, picture and so on".[60] The documentation has a power that words often lack. It provides the capacity

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[60] Hadi Soetrisno, *Methodology research*, (Yogyakarta; Andi Offset, 1999), p. 25

between the action and interpretation, between practice and theory because we treat them defensively.[61]

The data included in documentation of this research are the print things such as: the teaching preparation of teacher, the students' paper projects (appendix 4), the score of the students assessments (appendix 5), and the note about the students' activities in order to finish their projects. The criterions of the scoring for the assessment are presented in appendix 3.

### E. Data Analysis

Most of the qualitative data consist of recorded spoken data that needs to be transcribed, and turning recording into transcripts contain interpretative element.[62] Because this research used spoken data, so it needs to be transcribed. So in this research, in order to enable the researcher analyze the data, recorded interviews were transcribed.

After transcribing the data, the researcher analyzed the interview data in three steps. They are reduction, categorization and interpretation of the data.[63] In the in depth interview the reduction step, researcher chose the questions related to the research. Here, researcher chose the questions that refer to the

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[61] Michael Scratz and Rob Walker, *Research as social Change*, (London: Routledge, 1995), p. 76
[62] Zoltan Dornyei, *Research Methods in Applied Linguistics Quantitative, Qualitative and Mixed Methodologies*, p. 246

[63] Lexy Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya,2000), p. 190

process of paper project assessment, the competence of both the teacher and the students and the result of the assessment. Second, in the categorization, researcher categorized the answers both from the teacher and the students. First, from the teacher she categorized which responses belong to the preparation, presentation the assessment in the class and evaluation activity. Second, from the students' interview, the researcher categorized which responses belong to the preparation, the writing process of the project assessment, and the impression of students about the paper project assessment. And the last the researcher interpreted the findings.

For the documentation, researcher used the entire document which correlate with the paper project assessment in order to support the in depth interview data. Beside in depth interview, in this research used the documentation as the instrument of research. The analysis of documentation was similar to the analysis of in depth interview. First is reduction, researcher sorted the documentation which related with the research. After that, researcher made categorization of the documentation based on the paper project assessment. Finally, researcher made an interpretation about the documentation.