CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher uses the descriptive qualitative method. It is because the researcher tends to describe what the researcher sees, hears, and asks. Descriptive qualitative method is a type of research which does not include any calculations or numerating. The researcher tried to describe student's understanding and student's ability to use literary elements in writing narrative text at eleventh grade of SMA Trisila Surabaya.

B. Researcher Presence

The researcher presence is needed in this research. It is because the researcher has important role to collect the data. The researcher presence was known by the students and they accepted if the researcher conducted the research about students' ability to use literary elements in writing narrative text. In this research, the researcher just analyzed the students' tests and students' assignments. Therefore, the researcher was not a participant observer.

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C. Research Location

This research took place at SMA Trisila Surabaya which is located on Jl. Undaan Kulon Numb 57-59 Surabaya. The researcher began this research on Tuesday, April 21, 2015 and it ended on Thursday, April 30, 2015.

D. Research Instrument

An instrument is important to find out the result of the research. Therefore, the instruments must be prepared well. In this study, the researcher used some instruments, such as: test, assessment rubric, interview guidelines, and document review.

1. Test

Test is an instrument by giving a number of questions. Muhammad Risal said that test is an instrument which has function to measure students' understanding.[58] Therefore, the researcher used test to measure students' understanding of four literary elements. This test was used to answer the first research question. There were two tests. Both of the tests consist of 20 questions about literary element in narrative text writing. This test is made by J. Draper and Adapted from Interlanguage: English for Senior High School Students XI by Joko Priyana, Riandi and Anita Prasetyo Mumpuni and ENG 1LI/2LI -

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[58] Muhammad risal, tes pemahaman sebagai alat evaluasi, (http://www.artikelbagus.com/2011/10/tes-pemahaman-sebagai-alat-evaluasi.html, accessed on May 10, 2015)

Grade 9/10Essential Short Story Written Evaluation by Mrs. A. Lehmann. This test is validated by the lecturer of UINSA. *(See appendix 1)*

2. Assessment rubric

   Assessment rubric is a scoring tool used to assess a set list of criteria and objectives. The researcher used assessment rubric because the researcher will assess the students' ability in using literary elements when they wrote a narrative text by giving scores. Assessment rubric makes the researcher easy when the researcher analyzes the students' ability. This rubric is adapted from National Assessment Program – Literacy and Numeracy 2010.[59] This rubric is validated by National Assessment Program. The National Assessment Program runs at the direction of the Education council.

Table 3.1

Literary Elements Rubric

Literary elements	Category descriptor	Score
	• No evidence of any structural components of a time-sequenced text	0
	• Minimal evidence of narrative structure, eg a story beginning only or a 'middle' with no orientation	1

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[59]National Assessment Program – Literacy and Numeracy 2010. *Writing Narrative Marking Guide.*

PLOT	• A recount of events with no complication	
	• Contains a beginning and a complication • Where a resolution is present. it is weak, contrived or 'tacked on' (e.g. *I woke up, I died, They lived happily ever after*)	2
	• Contains orientation, complication and resolution • Detailed longer text may resolve one complication and lead into a new complication or layer a new complication onto an existing one rather than conclude	3
	• coherent, controlled and complete narrative, employing effective plot devices in an appropriate structure, and including an effective ending	4
CHARACTER	• No evidence or insufficient evidence	0
	• Only names characters or gives their roles (*e.g. father, the teacher, my friend, dinosaur, we, Jim*)	1
	• Suggestion of characterization through brief descriptions or speech, but lacks substance or continuity and little confusing	2
	• Suggestion of characterization through brief descriptions or speech and it is clear enough.	3
	• Characterization emerges through descriptions, actions, speech and feelings to a character	4

SETTING	• No evidence or insufficient evidence	0
	• Minimal evidence of setting, eg; place only with no time or time only with no place	1
	• Only names the setting: place and time (e.g. *school, the place we were at, once upon time*) Setting is vague or confused	2
	• Suggestion of setting through very brief and superficial descriptions of place and/or time	3
	• Setting emerges through description of place, time and atmosphere	4
THEME	• No evidence or insufficient evidence	0
	• Ideas are very few and very simple • Ideas appear unrelated	1
	• Ideas are few, not elaborated or very predictable	2
	• ideas show some development or elaboration • all ideas relate coherently to a central storyline	3
	• Ideas are substantial and elaborated • Ideas effectively contribute to a central storyline • The story contains a suggestion of an underlying theme	4

3. Interview guideline

Interview guideline is a list of questions that will be asked by the interviewer. The researcher uses interview guideline because it makes easy when the researcher interview teacher or students. Interview guideline uses to answer the first and second research questions. There are two kinds of interview guidelines; interview guideline for the teacher and interview guideline for the students. Those Interview guidelines are validated by one expert. She is lecturer of English Teacher Education Department of the state Islamic University of Sunan Ampel Surabaya. The result of the interview is also used to find out the students' difficulty in using literary elements when write narrative text. *(See appendix II)*

4. Documentation

Documentation is anything that is copied needs to be documented. The researcher used documentation because the researcher took the text as the document from the students' writing of narrative text.

E. Data Collection Technique

The data collection technique is a technique used to collect the data. In collecting the data, the researcher used test that given to the students,

collect the student's assignment (write narrative test), interview, and the last is documentation.

1. Test

   It is collaborative schema. The researcher made the tests which were adapted from Interlanguage: English for Senior High School Students XI by Joko Priyana, Riandi and Anita Prasetyo Mumpuni and ENG 1LI/2LI - Grade 9/10Essential Short Story Written Evaluation by Mrs. A. Lehmann and gives the tests to the teacher. The teacher gives the test to the students. Then, the test is collected by teacher. The students do the test twice. It is because of the teachers' recommendation. The researcher knows students' understanding about literary elements from the tests.

2. Collect students' assignment

   Narrative text writing is an assignment that given to the students. The students are given an assignment in form of making narrative text. It is used to answer the second research question. The topic has been held by the researcher and only controlled by the teacher. The students are given time is about 60 minutes. It is because the limit time. Each meeting, there is 90 minutes. Explaining the material and giving examples is about 30 minutes. Therefore, for giving test is only 60 minutes.

3. Interview

Interview is the method that involves the collection of the data through direct verbal interaction between individuals. The researcher interviews the teacher and students to get data about students' understanding and students' ability in writing narrative text by using literary elements and the difficulties which faced by the students when write narrative text. The researcher interviews all students of the eleventh grade. Therefore, the researcher interviews 35 students. The researcher also asks the teachers how the way in facing students' difficulty in using literary elements in writing narrative text.
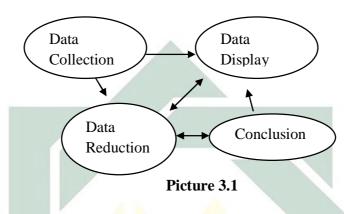
4. Documentation

The researcher asks the result of students' assignment (write narrative text). The researcher asks students to write two narrative texts. The researcher gets 35 texts as data in every meeting. However, the researcher documented 10 texts as a proof in this research. *(See appendix IV)*

F. Data Analysis Technique

The researcher used descriptive qualitative in analyzing the data. The researcher analyzed students' ability to use literary elements in writing narrative text at eleventh grade of SMA Trisila Surabaya**.**The data from test, collect students' assignment, and interview. In analyzing the data, the researcher used the theory from Miles and Huberman. There are three

steps in analyzing the data. They consist of data reduction, data display and conclusion.[60]The data analysis can be presented in this way.

Picture 3.1

Components of Data Analysis: Interactive Model

Therefore, after the researcher collected the data the researcher reduces the data, display the data and making conclusion. The researcher describes in detailed explanation bellow;

1. Data collection

There are three ways used the researcher to collect the data. The data from test, students' assignment and interview the teacher and the students.

Firstly, the researcher gives the test to the students. The data from the test analysis in order to answer the first research questions about students' understanding of literary elements in narrative text. There are

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[60]Matthew B. Milles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook 2nd ed*, (USA: Sage, 1994), 10-12

20 questions. Therefore, it is necessary to multiply them by 5 to get more meaningful numerical data. Thus, it will be obtained the rating scale from 1-100. Then, the researcher analyzes the students' score in order to know the students' achievement by using marking scale which is stated by David Harris.[61]It can be seen on the table 3.2

Table 3.2
The Marking Scale of the Students' Test

Criteria of Mastery Grade	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
less than 50	Very poor

The students get excellent grade if they answer nineteen until twenty questions correctly. The students get very good grade if they answer seventeen until eighteen questions correctly. The students get good grade if they answer fifteen until sixteen questions correctly. The students get fair grade if they answer thirteen until fourteen questions correctly. The students get poor grade if they answer eleven until twelve questions correctly and very poor if they answer ten or less than ten questions correctly.

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[61]David, Harris P. *Testing English As a Second Language*. (New York: Mc. Graw- Hill Book Company, 1969), 134

Then, the researcher uses formula to know the percentage of the students' grade. Therefore, the researcher knows the highest frequency of the students' understanding of four literary elements in writing narrative text.

The formula is:

$$P = \frac{F}{N} \times 100\%$$

Notes: P = Percentage

F = Frequency

N = Number of subject

Secondly, the researcher takes the text as the data from the students' writing on narrative text which uses literary elements. The data from the students' writing answers the second research question. This data is analyzed by using literary elements rubric from National assessment program-literacy and numeracy. The literary elements rubric has four categories. Each category has maximum score. The maximum score is four. Therefore, the students get 16 scores if their story uses literary elements appropriately. Then, the researcher uses students' score to determine students' grade in writing narrative text by using the theory which was adapted from David Harris. The marking scale can be interpreted as follows:

Table 3.3

The Marking Scale of the Students' Writing

Criteria of Mastery Grade	Grade
13–16	Excellent
9-12	Good
5-8	Fair
Less than 4	Poor

The students get excellent grade if they get 13 until 16 scores. Excellent means they describe plot coherently, describe character and setting by using descriptions, actions, speech and feelings to a character and setting and ideas effectively contribute to a central storyline. The students get good grade if they get 9 until 12 scores. Good means they describe plot coherent enough, describe character and setting by using brief descriptions and ideas show some development or elaboration. The students get fair if they get 5 until 8 scores. Fair means they describe plot coherent enough but resolution is weak, describe character and setting by using brief descriptions but little confusing and ideas are few and not elaborated. The students get poor grade if they get less than 4 scores. Poor means they describe orientation only or middle only or recount of events with no complication, only use names to describe character and setting and ideas are very few and very simple.

Then, the researcher uses formula to know the percentage of the students' grade.

The formula is:

$$P = \frac{F}{N} \; x \; 100$$

Notes: P = Percentage

F = Frequency

N = Number of subject

Thirdly, the researcher interviews the teacher and students also to answers the first and the second research questions. Therefore, the data from interview supports the data from the tests and students' assignment. The researcher presents the data in form of description.

2. Data Reduction

The researcher reduces the data of students' writing. The researcher reduces the data in order to simplify the data. In this research, the researcher focuses on four literary elements; plot, character, setting and theme. Therefore, the researcher reduces data which not relevant with this research.

3. Data display

Data display presents the simplifying of the data and to draw an inference. There are many ways in displaying the data, such as;

graphs, chart, network, diagram of different types.[62] Therefore, the researcher displays the data in form of chart in this research.

4. Conclusion

The researcher makes the conclusion after did some steps above.

G. Checking Validity of Findings

The researcher used methodological triangulation in checking validity of findings. Methodological triangulation is using of multiple methods to check the validity of data.[63] In this research, there were several methods to collect the data. Firstly, the researcher gave the test to the students twice. Secondly, the researcher asked the students to write narrative text twice with the different topic. Thirdly, the researcher interviewed the teacher and the students to support the data. Then, the researcher conducted the documentation as a proof in this research. Hence, all of the data which are obtained by the researcher is valid.

H. Research Stages

1. Preliminary research

Preliminary research is one of important thing that must be done by the researcher. It is because by conducting the preliminary research, the researcher knows whether the researcher possible to do

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[62]Keith F Punch, *Introduction to research methods in education*, (London: Sage), 174

[63]David Hales, *An Introduction to Triangulation*, (Switzerland: UNAIDS. 2010), 14

the research in the school. There are two steps in the preliminary research. Firstly, the researcher goes to school and ask permission to the headmaster of SMA Trisila Surabaya if the researcher wants to do research in her/his school. Secondly, the researcher asks permission to English teachers of eleventh grade and to ensure whether there is the subject about narrative text at the second semester. Based on the result of preliminary research, the researcher can conduct the research because there is the subject about narrative text at the second semester.

2. Planning

The researcher prepares all of instruments that needed in this research, such as; assessment rubric, test, interview guideline. After the instruments prepared well, the researcher has plan to go to school and meet the teachers. The researcher gives the tests to the teacher in order to the teacher can divide the tests to the students. The researcher asks the teacher also, when the researcher can conduct the research in her/his class, as like; interview the teacher and the students.

3. Implementing

The researcher collects the tests and students' assignment which is done by the students. Then, the researcher uses the marking scale from David Harris to collect the data in order to answer the first research question about students' understanding about literary elements itself. The researcher uses an assessment rubric to collect the

data from students' assignment and marking scale which was adapted from David Harris in order to answer the second research question. Besides, the researcher also interviews the teachers and the students in order to get the deeper information. Then, the researcher conducts the documentation as a proof in this research.

4. Analyzing

The researcher analyzes the result of the data, such as; the result of test, students' assignment and interview. The processes of analyzing the data have been explained details in the data analysis technique which has been written in the previous sub-chapter III.

5. Concluding data

The researcher reduces the data from students' assignment in order to simplify data. Then, the researcher displays the data from test, students' assignment and interviews the teacher and the students. Then, the researcher discusses all the data in order to get the research finding. Finally, the researcher concludes the research findings to answer the research questions.