

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Method of the Research**

The research design use is descriptive method, it used to identify and describe the strategies in writing English word, especially writing narrative text. This method is only collecting the facts and explains them entirely and carefully appropriate with the problem to be solved. According to Mardalis, descriptive study has purpose to description, write, analyze, and interpretation something. In other word, descriptive study has purpose to get some information and see correlation among the unsure which exist. Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening.<sup>1</sup>

#### **B. Place and Time of the Research**

The researcher will be conducted at ninth grade student's Junior High School Nurul Falah Rego Padasuka, Banten. In this school, the researcher will be conduct the research because the students in this school are still less understanding in writing especially narrative writing. In addition, she will be observed at this

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<sup>1</sup> C.R. Kothari. *Research Methodology: Methods and Techniques*. ( Jaipur: New Age International Publisher, 2004 ) P. 2-3

school for a long time so that she will know well the characteristic of both the teacher and the students whom studied. The close research relationship has given her access to detailed information and the data that she will be collected. The time of this research is from August 2015.

### **C. Instrument of the Research**

In the qualitative research, the main instrument is researcher itself.<sup>2</sup> Qualitative researcher as human instrument, has function making focus of the research, choosing informant as resource of data, doing collecting of data, assessing quality of data, analysis of data, translating of data, and making conclusion for all.<sup>3</sup> The data of the research are writing narrative made by students an English learners being the subject of the research.

### **D. Technique of Data Collecting**

Technique of data collecting is the most strategic step in the research, because of main purpose of research is get the data.<sup>4</sup> Here there are three techniques of data collecting as follow:

#### 1. Documentation

Documentation is a note the past events. Document can be form writing, drawing, or monumental creations from someone. Document study is a complement of using both of

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<sup>2</sup> Sugiyono. *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D.* ( Bandung: Alfabeta, 2011 ) P. 222

<sup>3</sup> Ibid

<sup>4</sup> Ibid. page 224

observation and interview methods in qualitative research.<sup>5</sup> In document case, Bogdan States that *“In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief.”*<sup>6</sup>

Alwasilah said that: “in analyzing data easily, some supporting instruments, such as a set of observation sheet to record how the teaching was conducted by the teacher and how the teaching was responded by the students and digital camera, which uses to take photos for research documentations.”<sup>7</sup> It means that the researcher use some supporting instruments to analyze the data easier. It reordered all activities more specifically, during the teaching and learning process. The researcher observe the activities in the classroom to see directly the teaching and learning process by using digital camera to take the photos and the researcher write some field notes.

Thus, the researcher makes notes or memos on what the researcher had seen, heard, and read in her data and develop ideas about categories and relationship. The research should regularly write memos while she was doing data analysis , memos not only capture our analytic thinking about our data but also facilitate such thinking, stimulating analytic insights.

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<sup>5</sup> Sugiyono. *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D.* ( Bandung: Alfabeta, 2011 ) P. 240

<sup>6</sup> Ibid. P. 240

<sup>7</sup> Alwasilah, A. Chedar, *“Pokoknya Kualitatif: Dasar-dasar merancang dan melakukan penelitian kualitatif”* (Bandung: Pustaka Jaya, 2003). P. 229.

Then, by writing memos to ourselves keeping a reflective field note, we develop our thoughts down as they occur, no matter preliminary or in what form, we begin analysis process. It means that writing memos is urgent while observing the process of teaching in the classroom because it can stimulate insight and thinking in doing the data analysis. And by doing so, it can also develop our thoughts, can reflect and recall all the data we need.

## 2. Classroom Observation

The observation method is the most commonly used method specially in studies relating to behavioral sciences.<sup>8</sup> Observation can be of *facts*, such as the number of books in a classroom, the number of students in a class, the number of students who visit the school library in a given period. It can also focus on *events* as they happen in a classroom, for example, the amount of teacher and student talk, the amount of off-task conversation and the amount of group collaborative work.<sup>9</sup>

Classroom observation will be conducted at ninth grade student's Junior High School Nurul Falah Rego Padasuka. This study will focus on what teacher and students do in the teaching and learning process in the classroom, and it will be focused on the coherence in student's narrative writing. This study will be conducted in the class observation in class IX A. The teacher as a participant was in class IX A. During the observation, the

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<sup>8</sup> C.R. Kothari. *Research Methodology: Methods and Techniques*. ( Jaipur: New Age International Publisher, 2004 ) P. 96

<sup>9</sup> Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education*. ( Newyork: Routledge, 2007 ) P. 396

research sets in the classroom to observe, and to watch the teaching learning activities.

### 3. Interview

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues. In short, the interview is a powerful implement for researchers.<sup>10</sup> In this case, the writer will be interview the teacher to know the problem and students difficulties on writing of narrative.

## **E. Technique of Data Analysis**

Data is facts that can be analyzed or used in an effort to gain knowledge or make decisions.<sup>11</sup>

The procedures of analyzing the data are:

### 1) Data Reduction

Reduction of the data means summarizing, choosing main things, focusing on important things and looking for theme. By so the data that has been reduction will be give description that clearer, and make easy the researcher to do collection of next data, and search if needed. In reduction of data, each researcher will be guided by objective will be reached. Main objective of qualitative researcher is on

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<sup>10</sup> Cohen. Ibid., Page 349

<sup>11</sup><http://www.thefreedictionary.com/data> ( downloaded on march 25<sup>th</sup> 2015)

discovery. Reduction of the data is process of sensitive thinking which need high intellectual and knowledge.<sup>12</sup>

## 2) Data Display

After reduction of the data, so the next step is data display. In qualitative research, displaying of data can be did in form short writing, table, relation between category, flowchart, etc. in this case, Miles and Huberman ( 1984 ) states “the most frequent form of display data for qualitative research data in the past has been narrative text”.<sup>13</sup>

## 3) Conclusion Drawing/Verification

The third step on analysis of qualitative data according to Miles and Huberman is conclusion drawing and verification. Conclusion on qualitative research is new discovery that previous time has not exist yet. Discovery can be form description one object that before still unclear or dark so that after researched become clear, can be form causal relationship or interactive, hypothesis or theory.<sup>14</sup>

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<sup>12</sup> Sugiyono. *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D.* (Bandung: Alfabeta, 2011 ) P. 249

<sup>13</sup> Ibid

<sup>14</sup> Ibid. Page 252-253