

CHAPTER III

METHODOLOGY

A. The Method of Research

To perform this research, the author used a qualitative research design. In qualitative research, various empirical materials is investigated and collected, including case studies, personal experiences, interviews, and visual texts. Content analysis was used as a research approach by the writer in this study.¹

Content analysis is a systematic and objective means of summarizing and analysing events as a research method. The researcher can use content analysis to study theoretical issues and acquire a better understanding of the data. Using content analysis is feasible to condense words into a content-related group. When words, sentences, and other items are organized into the same categories, they are assumed to have the same meaning.²

Content analysis, also known as document analysis, is the systematic assessment of current records or documents as data sources. It means that the content analysis may be utilized to determine if students in the 9th grade at MTS Negeri 1 Serang have mastered

¹ Sari Wahyuni, *Qualitative Research Method: Theory and Practice* (Jakarta Selatan: Penerbit Salemba Empat, 2012), 2.

² Elo S, and Kynga S H. (2008), *The qualitative content analysis process*, volume 62, number1, 107–

language features in narrative texts and to examine language features in narrative texts authored by students in the 9th grade at MTS Negeri 1 Serang.

B. Instrument of the Research

The term “instrument” refers to the device that is used by the researcher to collect data. It is a colloquial term. The instrument’s purpose is to provide additional support for the research data. The instrument assists the researcher in validating the data obtained. In qualitative research, the researcher is the instrument.³

C. Unit of the Analysis

The research conducted on the students 9th grade of MTSN 1 Serang, located at at JL. CIPTAYASA Km. 01, Singamerta, Kabupaten Serang, Banten. The researchers choose this place because MTSN 1 Serang is the best School in Serang district, its accreditation is (A). The researcher conducted this research in time of study is since 2 June 2021 until 3 June 2021.

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan RnD* (Bandung: Penerbit Alfabeta, 2017).

D. The Technique of Data Collecting

1. Documentation

Stewart defines documentary methods as "the collection, analysis, and discussion of research data." Udin Ahmed defines documentary methods as "the collection, analysis, and discussion of research data."⁴ Data was collected from narrative texts authored by MTS Negeri 1 Serang 9th grade students. First, look at the language aspects in the narrative text that students have created. Second, what is the students' thinking skill when creating a narrative text? The final step is to conclude the language elements seen in student-written texts. The data is organized in a logical order based on the study problem. The data that was used in this study was qualitative. The results of the analysis of linguistic features on narrative text are used only in this study.

2. Interview

In an interview, data is acquired through face-to-face or telephone interaction between the interviewer and the responder, according to Ary.⁵ Thus, in this case, because of there are corona virus and all students study from home, the interview has to conduct collecting data with telephone. Furthermore, according to

⁴Jashim Udin Ahmed, *Documentary Research Method*, New Dimensions, Indus Journal of Management & Social Sciences, Vol.4, No.1, (Januari, 2010), 5.

⁵ Donald Ary, Jacobs & Sorensen, C. *Introduction to Research in Education, Eighth ed* (Belmont : Wadsworth Cengage Learning, 2010),439.

Syamsuddin, interviewing serves two purposes in qualitative research. First, there are the main ways for gathering data, such as data from an interview or an interview transcript. Participatory observation, document analysis, and photography are the next steps.⁶ Creswell then divides interviews into four categories: (1) one-on-one interviews, (2) focus groups, (3) telephone interviews, and (4) electronic E-mail interviews.⁷ To collecting data of interview, the writer makes some procedures those are preparing the concept of questions that want to be asked to subject and the writer transcribes the result of interview. Participants or respondents in this interview are students 9th grade MTS Negeri 1 Serang.

E. The Technique of Data Analysis

The researcher uses theory of qualitative data analysis from Mile and Huberman to analysis the data. The steps are:⁸

1. Data Reduction

The process of choosing, concentrating, simplifying, abstracting, and manipulating the 'raw' data found in written-up field notes is known as data reduction. Data reduction occurs continuously

⁶Syamsuddin, *Metode Penelitian Pendidikan Bahasa*, (Bandung : PT Remaja Rosdakarya, 2011), 95.

⁷J.W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Singapore : Pearson Merrill Prentice Hall,2008),217.

⁸Miles, M.B, and Huberman, A.M *Qualitative Data Analysis: A Sourcebook of New Methods*, (California, SAGE Publications, 1984), 21-22

throughout any qualitatively focused project, from when fieldwork begins until the final report is completed. The researcher reduces the story texts given by the respondents in this step. There are 15 narrative pieces in all, written by 15 responders.

2. Data Display

Data display is the second primary flow of analysis activity. A 'display' is a well-organized collection of data that allows for conclusions to be drawn and actions to be taken. Analytic activities include designing a presentation, deciding on the rows and columns of a matrix for qualitative data, and deciding which form should be entered in the cells. Narrative language has been the most common method of displaying qualitative data.

3. Conclusion Drawing/Verification

The drawing and verification of conclusions is the third stream of analysis activity. As the analyst processes the data, the conclusion is validated. Verification can be as simple as a fleeting thought passing through the analyst's mind while writing. The qualitative analyst starts deciding what things mean as soon as the data is collected, noting regularities, patterns, explorations, hypothetical configurations, causal flows, and propositions. It's possible that conclusions won't be revealed until the data collecting is completed.