

CHAPTER III

RESEARCH METHOD

A. Research Method

This research uses qualitative research methods. Research using qualitative methods is intended to understand social phenomena from the angle or perspective of participants. Qualitative research examines the perspective of participants with multiple strategies, strategies that are interactive, such as direct observation, participatory observation, in-depth interviews, documents, complementary techniques such as photos, recordings, and so on. The purpose of this study is to analyze Students' Perception Towards The Use Narrative Text In Writing Activities In English Students Community. (Creswell, 2014).

B. Research Location and Time

This study will be conducted at Tadris Faculty and will concentrate on UINFAS Bengkulu English program students. Jl. Raden Fatah, Kota Bengkulu, Provinsi Bengkulu, Kelurahan pagar dewa, Kecamatan Selebar.

C. Research Subject

The students enrolled at UINFAS Bengkulu in fourth semester of the English study program participated in this study. There are 39 students, consisted of 12 males and 27 females from the English Study Program in UINFAS

Bengkulu. The researcher employed purposive sampling to select the research sample. The research subject is shown in Table :

Table 1. The Research Subject Demography

No.	Gender	self-reported English proficiency	Total
1.	Male	Medium	12
2.	Female	Medium	27
Total			39

D. Procedure of collection Data

1. Interview

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to know things from respondents that are more in-depth and the number of respondents is small. Sutrisno Hadi (1986) suggests that the assumptions that need to be held by researchers in using interview techniques and also questionnaires are as follows:

- a. That the subject (respondent) is the one who knows best about himself.
- b. That what the subject states to the researcher is true and can be trusted.

- c. That the subject's interpretation of the questions the researcher asks him is the same as what the researcher intended.

Interviews can be structured or unstructured, and can be conducted face-to-face or over the phone.

- a. Structured interviews

Structured interviews are used as a data collection technique, when researchers or data collectors already know exactly what information will be obtained. Therefore, in conducting interviews, data collectors have prepared research instruments in the form of written questions whose alternative answers have also been prepared. With this structured interview, each respondent is given the same question, and the data collector records it. In conducting interviews, in addition to having to bring instruments as guidelines for interviews, data collectors can also use tools such as tape recorders, pictures, brochures and other materials that can help the implementation of interviews run smoothly.

- b. Unstructured interviews

Unstructured interviews are free interviews where researchers do not use interview guidelines that have been arranged systematically and complete for data collection. The interview guidelines used are only in the form of outlines of the problems to be asked.

Unstructured interviews are often used in preliminary research even for more in-depth research on respondents. In preliminary research, researchers try to get preliminary information about various issues or problems that exist in the object, so that researchers can determine exactly what problems or variables should be studied.

In unstructured interviews, the researcher does not yet know exactly what data will be obtained, so the researcher listens more to what is told by the respondent. Based on the analysis of each answer from the respondent, the researcher can ask various subsequent questions that are more focused on one goal.

In conducting interviews, the interviewer must pay attention to the situation and conditions so that he can choose the right time when and where to conduct interviews.

2. Questionnaire (questionnaire)

The questionnaire is a data collection technique tool that is done by giving a set of questions or written statements to the respondent to answer. The questionnaire is an efficient data collection technique when researchers know for sure the variables to be measured and know what can be expected from respondents Iskandar, J. (2008). Uma

Sekaran (1992) in Sugiyono revealed several principle of questionnaire writing, namely as follows:

a. Principles of questionnaire writing

- 1) The content and purpose of the question, what is meant here is the content of the question is a form of measurement or not. If it is in the form of measurement, then in making questions it must be thorough, each question must have a measurement scale and the number of items is sufficient to measure the variable under study.
- 2) The language used, the language used in writing the questionnaire must be adapted to the language skills of the respondents.
- 3) The type and form of questions, the type of questions in the questionnaire can be open or closed, (in interviews can be structured and not structured), and the form can use positive and negative sentences.
- 4) The question should not be ambiguous.
- 5) Do not ask questions that have been forgotten.
- 6) Non-leading questions, meaning try not to let the question lead to only good or only bad answers.
- 7) The length of the question, the questions in the questionnaire should not be too long, so that it will bore the respondents in filling.

- 8) The order of the questions, the order of the questions in the questionnaire, starts from the general to the specific, or from the easy to the difficult things.
- b. The principle of measurement, the questionnaire given to respondents is a research instrument, which is used to measure the variables to be studied. Therefore, the questionnaire instrument must be used to obtain valid and reliable data on the variables measured.

The physical appearance of the questionnaire, the physical appearance of the questionnaire as a data collection tool will affect the response or seriousness of the respondent in filling out the questionnaire.

Table 2. Questioner

Instructions: Please indicate your choice for each of the following questions by selecting one of the options: 1 (Disagree), 2 (Somewhat Agree), 3 (Agree), or 4 (Strongly Agree).

No	Aspect	Indicator	Question	Score			
				4	3	2	1
				SA	A	SA	D
1.	Interest and Motivation	1. Content	1.I am interested in joining a writing community because I believe that being in a supportive	19	19	1	-

			environment will make it easier for me to write consistently and develop the creative ideas I have.				
			2. I am interested in joining a writing community to help me write complex narrative texts.	1	6	25	7
			3. In the writing community, I want to hone my narrative writing skills to create strong, imaginative, and touching stories for readers.	-	7	16	16
			4. In the writing community, I can practice my narrative writing skills, especially in developing plot,	-	5	23	11

			building character, and conveying emotions in depth.				
			5. In the writing community, I learned to check grammar in narrative texts so that the stories I wrote would be clearer, more coherent, and easier to read.	-	5	21	13
			6. In the writing community, it is easier for me to find ideas for narrative texts because the comfortable class atmosphere encourages my imagination and creativity to develop.	-	8	22	9
			7. In the writing community, I want to learn how to	-	3	27	9

			construct coherent and sequential paragraphs in narrative texts so that the storyline is easier for readers to understand.				
			8. The writing community helps me save time in understanding the structure and techniques of narrative writing effectively through discussions and sharing experiences.	-	5	20	14
			9. The tutor's response made it easier for me to understand and use narrative text structures appropriately, so that my writing became	1	3	20	15

			more focused and easier to understand.				
			10.The tutor's answers are in accordance with the topics I studied in the writing course, so it is easier for me to understand and apply the structure and elements in narrative texts.	-	4	26	9
2.	Ease of Understanding and use	2.Organizational	11. The writing community provides concrete examples in narrative texts that clarify writing concepts, helping me understand how to develop plot and characters more easily.	-	7	21	11
			12.After joining the writing community, I feel more motivated	-	3	23	13

			to learn narrative writing, because I get support and real examples that make it easier for me to understand how to develop stories better.				
			13. In the writing community, I learned to create clear and focused explanatory sentences, so that each part of the narrative text remains connected and supports the storyline.	1	4	23	11
			14. I have no trouble creating cohesive sentences in narrative texts, because I learned how to connect ideas	1	9	22	7

			with a clear and coherent flow.				
			15. In the writing community, I can easily analyze the relationship between topic sentences, supporting sentences, and concluding sentences in narrative texts, so that the story structure becomes more organized and clear.	-	6	23	10
			16. In the writing community, I get a lot of new vocabulary that enriches my narrative texts, makes stories more varied and inspires readers.	1	6	19	13

			17.In a writing community, I can develop ideas better because of my increased vocabulary, which helps enrich the expression in narrative texts.	1	3	21	14
			18.In the writing community, I learned to avoid repeating the same words in a paragraph, so that my narrative text becomes more varied and easy to read.	1	2	20	16
			19.In the writing community, my vocabulary choices become more varied, allowing me to write narrative texts more	-	4	23	12

			richly and expressively.				
			20. In the world of writing, I learned to use the right words according to the context of the sentence, so that my narrative text is clearer, more effective, and easier for readers to understand.	1	3	23	12
3.	Benefit in development	3. Mechanic	21. In a writing community, I can develop ideas more freely because of my increased vocabulary, which gives me more freedom to compose rich and detailed narrative texts.	1	1	26	11
			22. In the writing community, I can	1	1	27	10

			enrich my vocabulary, which helps me compose narrative texts with more appropriate and interesting word choices.				
			23. In a writing community, I can learn the best choice of words according to context, so that my narrative texts become more precise, clear, and evocative.	1	4	23	11
			24. In the writing community, I can learn to use synonyms and antonyms appropriately, so that my narrative texts are more varied and expressive.	1	2	26	10

			25. In the writing community, the tutor introduced me to the use of idioms, which helped me enrich narrative texts with more vivid and meaningful expressions.	-	3	24	12
			26. In the writing community, I can memorize a lot of new vocabulary, which makes it easier for me to write narrative texts with a richer and more interesting variety of words.	1	4	23	11
			27. Collaboration between members in a writing community supports the development of narrative texts by	-	7	18	14

			encouraging more creative and diverse exploration of ideas and writing styles.				
			28. In the writing community, it is easier for me to express ideas, so I can develop narrative texts with clearer and more focused plots and conflicts.	-	7	18	14
			29. In the world of writing, I have experienced significant improvements in writing narrative texts, especially in developing storylines, characters, and more effective use of language.	-	5	27	7

			30.Many members of the writing community have difficulty developing ideas for narrative texts due to a lack of inspiration and story references that support the plot and characters.	-	11	22	6
4.	Challenges and difficulties	4.Vocabulary	31. Limited interaction in a writing community can hinder the development of ideas in narrative texts, due to the lack of input and discussion that continuously triggers creativity.	-	6	27	6
			32. I have a hard time building a logical and interesting storyline	4	10	16	9

			from start to finish.				
			33.Developing consistent and vivid characters in narrative texts is still a challenge for me.	1	6	24	8
			34. I often get confused about determining the strong main conflict in a story.	2	8	19	10
			35. The transitions between paragraphs in my narrative text sometimes feel stiff and don't flow.	3	7	23	6
			36. I had a hard time choosing the right point of view to strengthen the story.	2	10	18	9
			37.My limited vocabulary makes it difficult for me to describe the	2	8	19	10

			atmosphere and emotions clearly.				
			38. Composing dialogue that is natural and supports the development of the story is still a challenge.	3	4	20	12
			39. I often lose focus on the story because there are too many unfocused ideas.	1	10	20	8
			40. Maintaining consistency of language style throughout the narrative text is a challenge for me.	2	2	24	11
5.	Collaboration and Interaction	5. Grammar	41. In the writing community, I can learn the proper use of prepositions in narrative texts, so that the sentences in the story become	1	3	23	12

			clearer and easier to understand.				
			42. In the writing community, I am able to create simple sentences in the past tense, which is very useful for composing narrative texts with a clear and coherent sequence of events.	1	3	24	11
			43. In the writing community, I can identify and correct grammatical errors in narrative texts, making my writing more accurate and easier to understand.	-	5	21	13
			44. In the writing community, I can communicate well to exchange ideas and get constructive feedback, which	-	7	21	11

			helps the development of my narrative texts to be stronger and more focused.				
			45. In the writing community, I can learn to tell stories about past events correctly using past tense, which is very relevant in writing narrative texts.	1	4	17	17
			46. In the writing community, I had the opportunity to give examples of narrative texts in front of the class, which strengthened my understanding of plot, character, and appropriate language use.	1	5	21	12
			47. In the writing	2	5	20	12

			community, I started to feel confident speaking English with friends, because I often practiced composing and reading narrative texts in the language.				
			48.In the writing community, I have started to become fluent in English because I am used to writing and actively discussing narrative texts.	-	6	23	10
			49.In the writing community, I get feedback from tutors that helps me understand my weaknesses and improve the structure and content of narrative texts	1	3	20	15

			more effectively.				
			50. In the writing community, my assignments were guided by tutors, who provided clear direction in developing the plot and characters in narrative texts, so that my writing became more structured and interesting.	-	5	23	11

E. Research Instrument

In this study, the researcher employed an interview guide in the form of open-ended questions as the main research instrument. The instrument was designed to collect in-depth information regarding students' perceptions and challenges in understanding and utilizing narrative texts within the English student community. "The use of open-ended interviews as a primary instrument in qualitative research has been extensively employed by scholars (Rubin & Rubin, 2012; Patton, 2002; Kvale, 1996)." To explore and analyze students' perceptions regarding the use and relevance of narrative texts

within the English student community. To identify and analyze the challenges faced by students in understanding and utilizing narrative texts within the English student community.

Each item in the instrument was carefully constructed to align with the indicators derived from the research objectives. Questions number 1, 2, 5, 7, 8, and 9 were designed to elicit students' perceptions about the use, relevance, and motivational aspects of narrative texts. Meanwhile, questions number 3, 4, 6, and 10 were directed toward exploring the challenges encountered by students when working with narrative texts, including linguistic difficulties, access to resources, peer feedback, and writing anxiety. The instrument uses open-ended response types, allowing participants to freely express their thoughts, experiences, and challenges without being limited by predetermined options. This approach is expected to provide richer and more authentic data for analysis. The complete instrument items, along with their indicators, related research questions, and response types, are presented in the following table:

No.	Aspect	Indicator	Item/Question	Response Type
1.	-Conceptual understanding -Perceived	Students' understanding of narrative texts	In your opinion, what is a narrative text and how does it	Open-ended / Essay

	function of narrative texts		function in writing activities within the English student community?	
2.	- Skill development (grammar, vocabulary, coherence) - Writing confidence	Perception of narrative texts' impact on writing skills	Perception of narrative texts' impact on writing skills	Open-ended / Essay
3.	- Personal experience - Writing challenges encountered	Students' experience in writing narrative texts	How is your experience in creating narrative texts? Did you face any challenges?	Open-ended / Essay
4.	- Access to resources - Supportive learning environment	Availability of tools and access	Do you have sufficient tools and access (e.g., books, internet, lanton/smartphon e)	Open-ended / Essay

5.	- Language transfer - Practical language use	Transferability of narrative text practice	Does writing narrative RC texts regularly help you in speaking or writing English in other contexts? Please explain.	Open-ended / Essay
6.	- Use of feedback - Improvement through revision	Peer feedback and revision	Have you ever revised your narrative text based on peer feedback? How did that feedback influence your writing?	Open-ended / Essay
7.	- Text type preference - Perceived difficulty	Comparison with other text types	Do you find writing narrative texts easier compared to other types of texts (descriptive, report, recount, etc.)? Why?	Open-ended / Essay

8.	- Personal learning preference - Engagement in writing process	Compatibility with learning style	texts suit your Does writing narrative learning style? Please explain.	Open-ended / Essay
9.	- Intrinsic motivation - Emotional engagement	Motivation in learning English	Does writing stories make you more motivated in learning English? Why?	Open-ended / Essay
10.	- Affective factors - Confidence building	Reduction of fear/anxiety in writing	Does the process of writing narrative texts help reduce your fear or anxiety when writing in English?	Open-ended / Essay

Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

This study employs a kualitatif research methodology by using deskriptif and induktif research conducted at PT. Kereta Api Logistik. According to, kualitatif research is research that is used to examine the state of an alamiah object, where the

researcher acts as a kunci instrument. The instruments used as data collection are questionnaires, observation and interviews.

The researcher took the following actions when drafting a questionnaire:

1. The questionnaire's questions are based on Brown's theory of writing components, which the researcher selected as the basis for the questionnaire. The researcher used that theory for the questionnaire because, according to the tutor who runs the writing community program, he emphasizes student understanding of the elements of writing in the community. Thus, this hypothesis supports the writing community tutor's assertions. The five components are mechanics, vocabulary, grammar, organization, and content.
2. The indicators are converted into multiple questions one at a time when the appropriate theory has been determined to be utilized as an instrument.
3. Because this is a quantitative study, the questions in the closed-ended questionnaire were created using a Likert scale.
4. The researcher initially assesses the questions' validity and reliability after they have been created, prior to distributing the questionnaire to respondents.

5. Next, using a Google Form, the researcher sent the questionnaire to the participants in the fourth Semester of the 2024-2025 Student Community.
6. The researcher then used Ms. Excel to calculate the students' scores and percentages after they completed the questionnaire to determine how they felt about the writing community in terms of honing their writing abilities.

F. Validity and Realibility

1. Validity

To get legitimate research findings, validity is necessary. A "valid instrument" is one that can be used to measure what needs to be measured, according to the expression. steps make up validity, including:

- a. In order to get opinions and feedback, the researcher employed judgment experts to assess construct validity. Comment is given by the validator which covers the coherence of the theoretically stated assertions and indicators.

2. Reliability

The reliability has the ability to be used as a tool to determine whether or not a particular variable is a questionnaire that is composed of indicators that act as variables. According to Ghozali (2016), a questionnaire can be considered reliable or andal if the responses to the questions are consistent or stable throughout time. In

research, reliability refers to rater or expert, also known as inter-rater reliability (IRR). This reliability test is used to determine the degree of agreement between the rater and the expert in evaluating each indicator on the instrument. The Inter-Rater Reliability (IRR) chart will provide a score indicating how well the rater or expert is performing. An expert is used as the subjects of this study, hence the Cohen Kappa koefisien is used in this study. This is based on the usage described by, which states that "Koefisien kappa tepat is used when (a) the number of raters that are used is not very high." Generally, one subject is evaluated by two raters. (b) The results of the analysis are categorized.

G. Data Analysis Method

A questionnaire is the method of data collecting employed in this investigation. The goal of employing a questionnaire in this study is to obtain particular data about students' perception on the writing community towards their writing skills. After gathering the data, the researcher would examine it. The steps for data analysis are as follows:

1. To determine the mean score of students' perceptions of the writing community in terms of developing their writing skills, the researcher first examined the questionnaire data using five Likert scale values. Each statement was assigned a number (Always = 5, Often = 4, Sometimes = 3, Almost Never = 2, Never = 1) in order to determine the mean score.

2. The researcher then calculated the percentage of each questionnaire item that was answered by respondents. Based on the following criteria, the researcher evaluated the proportion of total items and indicators to ascertain how students felt about the writing community in terms of developing their writing abilities.

Table 3.2

Descriptive Table: Percentage of Students' Perception on Writing Community

Interval Presents	Category
76% - 100%	Very high
51% - 75%	High
26% - 50%	Low
0% - 25%	Low

Source: Ridwan, 2004

The researcher determined the appropriate sequence based on each level of indicators, ranging from very high to very low levels of students' perceptions of the writing community in terms of developing their writing abilities.

H. The Technique of Data Analysis

There are a number of benefits to using questionnaires to collect data for this study. Selinger and Shohamy list these as follows: "a) they can be administered to a large number of subjects at the same time and are self-administrated." As a

result, they are less expensive to administer than other procedures like interviews; b) subjects are more likely to divulge sensitive information when anonymity is guaranteed; c) the data are more consistent and standardized because all subjects receive the same questionnaire; and d) the data are more accurate because all research subjects typically receive them at precisely the same time.

The questionnaire will be used to gather data while keeping these advantages in mind. The statements are intended to evoke agreement or disagreement from the participants. Participants answer on a five-point Likert scale, where 1 denotes disagree, 2 somewhat agree, 3 agree, and 4 strongly agree.

For each statement, participants will be instructed to circle the response that most accurately reflects how much they agree with it. There are 50 questions on the questionnaire, and students must honestly answer them. The following criteria should be used for preliminary analysis when creating basic distribution tables for each variable:

1. I completely agree; it displays the best grade. For that circumstance, the score is 4.
2. Agree, which displays a lower rating than agree. Three scores are then displayed.
3. When compared to agree, the neutral (somewhat idea) rate is lower. It then assigns three scores.

4. I disagree; the lowest rating is displayed. For this circumstance, the score is 1. The researcher will employ tabulation to gather data for this investigation. The data.

Tabulating entails entering the data's response in a table that will be condensed into percentages and frequencies. Following collection, all of the data will be chosen and arranged. In this instance, the researcher only gathered quantitative data.

The percentage formula that will be used is as follows:

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

Annotation:

P=Percentage

F=Frequency of the respondents

N=The Total Number of The Respondents

Each statement item's data will be combined into a single table that includes the percentage and frequency. The researcher will next analyze and interpret the data using the scale that was chosen as follows.

Table 3.3 The Scale Likert Below

NEGATIVE STATMENT		POSITIVE STATEMENT	
Category	Score	Category	Score
Strongly Disagree (STS)	4	Strongly Disagree (STS)	1
Disagree (TS)	3	Disagree (TS)	2
Agree (S)	2	Agree (S)	3
Strongly Agree (SS)	1	Strongly Agree (SS)	4

Table 3. 4 Certain Percentage Scale

No.	Interval	Interpretation
1.	75% - 100%	Almost
2.	50% - 75%	More than half
3.	25% - 50%	Half
4.	0% - 25%	Least

Table 3.5

In Addition the Classification of the students' response based on the criteria below:

Low	Normal	Strong	Very Strong
0% - 25%	26% - 50%	51% - 75%	76% - 100%

