

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of Research

This research used a qualitative approach to explore a deeper understanding of certain phenomena that occur in the context under study. In this methodology, the main focus is to understand the various aspects that make up the phenomenon, such as the behavior, perceptions, motivations, and actions of individuals or groups, all of which can be explained verbally and comprehensively. The researcher present the data in a way that describes the actual situation with reducing or adding important elements, using clear and understandable language. Qualitative research prioritizes exploring the meaning behind existing data, not just making generalizations that apply broadly, so that the findings produced focus more on understanding the context and relevance of findings in specific situations (Mouwn, 2020).

The qualitative descriptive approach in this research methodology is used to systematically and accurately describe the characteristics and relationships of the phenomenon being studied. Qualitative descriptive research aims to present a clear, detailed, and factual description of the object being studied as it exists in its natural context. This approach allows researcher to capture real situations without manipulation, focusing on presenting findings as observed. According to (Furidha, 2024), qualitative descriptive is a research method that aims to provide a systematic, factual, and accurate description of the facts, characteristics, and relationships between the phenomena being studied in their natural conditions. Therefore, this method is particularly suitable when the research objective is to explore complex realities that cannot be reduced to numbers but require a rich contextual understanding to contribute both academically and practically.

The case study approach in this research aims to understand in depth how eighth grade students at SMP Negeri 2 Mandrehe Utara utilize concept mapping in writing narrative texts and describing their ability to compose clear and structured texts. Focusing on a particular group of students allows

researchers to directly observe their learning process, identify the challenges they face, and assess whether the implementation of concept mapping as an effective method in improving their writing skill. This approach also provides an opportunity to explore contextual factors, such as teaching methods, students' understanding of narrative elements, and learning motivation, which can explain the difficulties students experience even though they have used concept maps (Murdiyanto, 2020). Therefore, this case study approach can provide a more comprehensive picture of how effective the use of concept mapping is in improving narrative writing skill at SMP Negeri 2 Mandrehe Utara.

The qualitative research method with a descriptive qualitative approach is very suitable for use in research regarding the ability of eighth grade students at SMP Negeri 2 Mandrehe Utara in writing narrative texts using concept mapping, because this approach allows researcher to explore in depth various aspects that influence the use of concept mapping in the writing process. By focusing research on specific groups of students, case studies allow researcher to identify factors that can support or hinder the effectiveness of concept mapping, such as the way they are taught, students' understanding of the structure of narrative texts, and their level of motivation in writing. This approach also provides the opportunity to directly observe the learning process and collect descriptive data through observations, tests and interviews, which can be analyzed to provide a clearer picture of students' writing abilities to write narrative texts using concept mapping. Thus, this research can provide the factors that influence students' writing abilities and help formulate solutions to improve the narrative writing learning process.

3.2 Variables of the Research

According to (Puspitasari, 2020), research variables are all forms of objects that are the focus of study and observed to collect information to produce conclusions. This is also in line with the opinion of (Maspupah, 2021) who states that research variables are objects chosen by researcher to study in order to collect data and draw conclusions.

In this research, researcher uses categorical variables as stated by (Ummah, 2019) that categorical variables are a type of variable that functions to group data into different categories or groups based on certain traits or characteristics. This variable does not have a numerical order or scale, but only differentiates data based on type or category. The following are the variable categories used by researchers:

1. Writing Ability Level: This variable is used to group students' abilities in writing narrative texts. Students could be grouped into high, medium, and low based on the quality of their writing, such as structure, storyline, and use of language. This helps researcher understand how concept mapping affects students' writing abilities at different levels.
2. Type of Concept Mapping used: This variable refers to the type of concept mapping used in learning. For example, concept mapping could took the form of a diagram, mind map, or story line graph. Researcher could see whether certain types of mapping are more effective in helping students write good narrative texts.
3. Narrative Text Type: this variable is used to group texts written by students, such as personal stories, fictional stories, or experience stories. This helped researcher see whether concept mapping affected students' abilities in writing various types of narrative texts.

3.3 Research Location and Schedule

The location of this research is SMP Negeri 2 Mandrehe Utara. This school has 20 teachers, one of whom is an English teacher. The school consisted of five classes, one of which is an eighth grade class with 22 students. This research conducted from 9th April to 9th May 2025, over three sessions. The scheduled of the research aligns with the English language class scheduled for eighth grade students at SMP Negeri 2 Mandrehe Utara, as well as the interview scheduled with the English language teacher.

3.4 Source Data

In research using the qualitative method, the main data sources came from students, English teacher and documentation. Students are the primary data source that provides information through writing tests, interviews and observations to determine their ability to write narrative texts and the difficulties they faced using concept mapping. English teacher is also an important source of data, who through interviews or discussions, provide insight into the experiences and challenges of teaching using these methods. Apart from that, documentation such as the results of student writing assignments and observation notes are used to explore the development of student abilities and the application of concept mapping during the learning process.

3.5 Research Instruments

According to (Emidar et al., 2023), research instruments are devices used to collect data in a study. Apart from that, (Sahir, 2022) states that research instruments function as tools for measuring observed natural and social phenomena. This instrument is very important in research because it helped the process of collecting and obtaining data, so that research could run smoothly. Based on this description, the instruments used by researcher in this research include observation, test, interview and documentation.

Observation in research was interpreted as the process of focusing on a particular object by utilizing all the senses to gather information. According to (Sahir, 2022), observation is direct observation involving the senses of sight, smell, hearing, touch, or even taste if necessary.

Meanwhile interviews are method in qualitative research that is used to collect data through direct questions (Sahir, 2022). This interview method was divided into three main types, namely structured, unstructured and semi-structured interviews. In this research, the researcher chose to use unstructured or open interviews, where the questions asked were more general in nature and not arranged in a particular order, so that respondents

had the freedom to express their opinions and explain their answers in more depth (Mouwn, 2020).

In addition, telephone interviews were conducted with English teachers during the preliminary data collection stage to obtain an initial overview of students' conditions and difficulties in writing narrative texts. The goal was to gain students' perspectives on the difficulties, benefits, and understanding of using concept mapping in writing narrative texts. According to Gay (2012), a telephone interview is an interview technique via telephone which is effective in saving time and costs, but has limitations because it cannot capture the respondent's non-verbal expressions.

Furthermore, test refers to a tool used to measure participants' abilities or skills through the tasks or questions given (Sahir, 2022). These tests not only assess correct or incorrect answers, but rather how participants complete the task, providing insight into their understanding or thought processes. For example, a test can be a writing assignment or question that requires participants to explain or analyze something in depth.

Meanwhile (Mouwn, 2020) says that documentation refers to written materials or photos that can be used as data sources. This instrument helped researcher to collect information from various written objects such as books, articles, video recordings, and so on. In this research, documentation will be use to collect data regarding learning tools related to the implementation of a scientific approach by English teacher in teaching English in eighth grade of SMP Negeri 2 Mandrehe Utara.

3.6 Data Collection Techniques

To obtain complete data about students' abilities in writing narrative texts using concept mapping, researcher used several data collection methods. In this research, researcher used observation, interview and documentation techniques.

1) Observation

Observation is the process of directly observing certain objects or events to collect data and information (Mouwn, 2020). Observations

were carried out to directly observe the learning process and student interactions when they carried out narrative text writing activities using concept mapping techniques. Researcher will record students' behavior and reactions during the learning process, including how they apply concept mapping in organizing ideas and writing narrative texts. These observations also helped to assess whether the implementation of this method for students' writing skill in terms of idea organization, writing fluency, and clarity of narrative text structure.

2) Test

Data collection techniques through tests are carried out by giving assignments or questions to students to measure their abilities, knowledge or skills in writing narrative texts through concept mapping. The test provided by the researcher and given to students when conducting research at school. Students were asked to complete the test within a specified time, and the results were then analyzed by researcher to provide insight into the level of understanding or skill possessed by the students. This technique is useful for obtaining more objective data regarding certain aspects of the phenomenon under study.

3) Interview

Data collection techniques through interviews are carried out by asking participants directly to obtain information about their experiences or opinions. Interviews were conducted to explore more in depth information regarding students' experiences and views regarding the implementation of concept mapping in writing narrative texts. This interview directed at several students who have taken part in writing lessons using this technique and their eighth grade English teacher. The aim was to get students' perspectives regarding the difficulties, benefits and understanding they have regarding the concept mapping in writing narrative texts.

4) Documentation

Documentation is an activity that collects data in visual form (Mouwn, 2020). Documentation was used to collected various

materials related to learning, such as teacher notes regarding lesson plans, student worksheets, and examples of narrative texts that has been written by students. Apart from that, documentation also includes recordings of learning activities which could provide a clearer picture of the implementation of concept mapping techniques in the teaching context. This documentation will helped researcher to support findings from interviews, observations, and tests.

3.7 Data Analysis Techniques

The qualitative data analysis technique according to (Telaumbanua et al., 2023) states that in qualitative research, data analysis is carried out interactively and continuously until it reaches the stage of data saturation. This data analysis process involves several steps, namely data reduction, data presentation, and drawing conclusions or verification.

1) Data reduction

Data reduction is a process of summarizing, selecting important things, and looking for themes and patterns from existing data. By reducing data, researcher could obtained a clearer picture and maked it easier to collect further data. In reducing data, researcher will always be guided by the research objectives to be achieved, where qualitative researcher focus more on findings. Therefore, things that are unknown, strange, or do not yet have a pattern become the main focus in the data reduction process. This process requires intelligence and deep insight.

2) Data display

After the data has been successfully reduced, the next step is to display the data. In qualitative research, data presentation could be done in various ways, such as short descriptions, charts, relationships between categories, flowcharts, and so on, but the most frequently used is narrative text. Displayed data makes it easier for researchers to understand what happened and planed next steps based on that understanding. Apart from narrative text, the use of graphs, matrices, networks and charts was also recommended to present data. After the data has been reduced to uppercase

letters, lowercase letters and numbers, the next steps was to arrange them in a clear sequence so that the structure was easy to understand, then an in-depth analysis is carried out to describe interactive relationships between these three elements.

3) Conclusion drawing

The initial conclusions proposed in qualitative research were temporary and could change if strong evidence was not found at the next stage of data collection. However, if the conclusion was supported by valid and consistent evidence when the researcher returns to the field, then the conclusion can be considered credible. Conclusions in qualitative research cannot always answer the problem formulation that has been determined at the beginning, because the problem and formulation are temporary and can develop along with the research process in the field. In qualitative research, conclusions often take the form of new findings that did not exist before, which could be a description or description of an object that was previously unclear, or a causal, interactive relationship, or theory.