CHAPTER III
RESEARCH METHODOLOGY

This chapter delineates the aspects related to the methodology of this study. It will be opened by discussing the research site where the research was conducted. Then this chapter argued the methodology which explained away the working principles underlying it and the sampling procedure. In addition, it employed the multiple data collection as observation, interview, questionnaire and data analysis which used systemic functional grammar (SFG) and the students' written documents. All of them can be read below.

3.1 The Research Site

This research was conducted in one favorite secondary high school in Cirebon,West Java. This school had 23 classes and consisted of eight for the seventh class, eight for the eight class and seven for the ninth class. The selection of the site was based on first, this school was often used for research education from University around West Java; second, very often this school members were often involved the pilot project conducted by Depdiknas; third, the researcher was helped by the English teachers there who were well- experienced in implementing the GBA; the last, in fact that this research became a new phenomenon for other English teachers there.

In order to describe completely on what this study was employed, the researcher described the research design below.

3.2   The Research Design

Relevant to the purpose and research question in Chapter 1, a qualitative research design will be employed in this Chapter. The reasons are (i) this study focused on one particular instance of educational experience or practice (Freebody, 2003; in Emilia 2005: 74); (ii) this study carried out multiple data collections which was aimed to enhance the construct validity of the study (Yin, 1993; in Emilia 2005: 74); (iii) This study used text analysis which provides a powerful analytical tool and constitutes " one of a variety of linguistic approaches that have been well developed in the area of education (Freebody, 2003 in Emilia 2005: 75).

3.3   The Participant of the Study

This study used a purposeful sampling to recruit the participants. This means that it is a strategy in which particular settings, persons, or events are selected in order to provide important information for this research (Maxwell, 1996: 70). Thus, the participants of this research were 38 students of 9C in the year of 2009/2010 consisting of 20 girls and 18 boys (pseudonym). Their average ages were around 15 years old and around 10 percent of them came from low economic class. This could be one factor influencing their study in this school.

Also, an English teacher participated in this study. She had many experiences in applying the genre based approach (GBA) as a new model of teaching. Besides, there was a cameraman who shot at on going process. The

interaction between students, teacher, cameraman and researcher were natural and the students were unconscious (as daily routines) that they were being observed. This condition was good which have been claimed by Van Lier, (1998 in Emilia, 2005) below.

It would have been much better if the research had taken place in on going process and regular class. This is because in on going class things are done along similar lines a number of times, and they turn into routines which all participants know what is likely to happen next (Van Lier, 1988: 39 in Emilia, 2005: 77).

As Van Lier says above, in order to be natutural, the researcher did not act as their English teacher. She was only partially involved, so she can function as a full researcher (Merriam, 1988: 93). The reason of that decision was that the researcher found it difficult to take the field notes while participating (Creswell, 2008: 202).

3.4 The Data Collection Method

As outlined above, this study used multiple techniques of data collection and those data collection techniques conducted not only at the conclusion of the study but also in an ongoing way (Fraenkel and Wallen, 2000: 505; Bogdhan and Biklen, 2003 in Emilia, 2005: 78).

The data collection techniques used are as follows:

(i)   The ongoing class observations,

(ii)   The use of interviews,

(iii) The questionnaires

(iv)   The collection of students' written texts.

Each data collection will be described below.

3.4.1 The Ongoing Class Observation

In the phases of teaching writing report text, the researcher did not act as an English teacher. She was only the observer, because it was difficult to take notes while participating (Cresswell, 2008: 222). Prior to the teaching phase, students' tasks were distributed and a diagnostic writing tasks were organized to get information on students' background and their familiarity with the report text. The researcher also wrote the observation notes after each session because the memory of the observation was still fresh (van Lier, 1988; in Emilia, 2005: 79). Observation notes focused on what was said and done by both English teacher and students. The aims of these were to get the first hand information (Creswell, 2008: 221) and to promote the reliability of observation (Allwright, 1988; van Lier, 1988; Shimahara, 1988 in Emilia, 2005: 79).

After each session, students and English teacher were invited to joint the informal interviews with the researcher. The questions were given informally based on the phenomena raised during the ongoing class. The aim was to gain the depth impression of the writing report text. The data collection was started from November to March 2010.

3.4.2 The Use of Interviews

Interview was one of collection data in this study. It is defined as the interaction between the English teacher and students with the researcher during the conduct of the research (Kvale, 1996: 14; see also Richards, 2003: 47).

In this study, the researcher described the two kinds of interviews, those were:

(i) **The students' interviews**

These interviews were conducted in two kinds of interviews: the individual interview and the focus group as describe in Table 3.1 below.

Table 3.1

Overview of Interviews

Conduct of Interview	Individual	Focus Group
Stage 1: Immediately after the teaching report text	Students involved: nine, representing various levels of achievement: Nela, Hafiz, Adit, Iqbal, Erina, Nunik,Mulya, Alsya,Desi	Students involved: 15 representing various level of achievement, some of whom were already interviewed individually: Nela, Hafiz, Adit, Iqbal, Erina, Nunik, Mulya, Alsya, Desi,Fauziah, Astrid, Oki,Bunga,Ahmad,Hasan.
Stage 2: after the teaching report text was over	Not conducted	Students involved: 15, representing various level of achievement and previously interviewed in the first stage: Nela, Hafiz, Adit, Iqbal, Erina, Nunik, Mulya, Alsya, Desi, Fauziah, Astrid, Oki, Bunga, Ahmad, Hasan.

The aim of interview were (i) to gain the students perceptions after the teaching of writing a report text as greater depth of data collection techniques; (ii) to investigate the difficulties which were faced by students according to the written text made such as missing information, noun phrase, vocabulary used, spelling, word order, and grammar.

Moreover, the focus group interview was conducted (i) to gain the range of opinions among students which aimed to be a source of validation (Frey and Fontana, 1993 in Emilia, 2005: 82); (ii) to provide an explicit basis for exploring

the difficulties which were faced through discussion so that each student may have several different opinions about the writing report text (Krueger and Morgan, 1993 in Emilia, 2005: 82). The individual interview on the second stage were not done because the students have involved in the focus group interview. The interviewees in the two stages were selected to represent different level of achievement as Nela, Hafiz and Adit belong to the high level, Iqbal, Erina and Nunik belong to the middle level and Mulya, Alsya and Desi belong to the low level of achievement.

(ii) The Teacher's Interviews

These interviews were conducted after the researcher found the phenomena in the classroom. Besides, a semi structured interview was used in order to get all information required. These were aimed to investigate the perception such as insight, feeling, opinion of the English teacher's perceiption about the application of teaching of writing a report text under the GBA.

Those interviews were conducted in secure room such as a classroom or a library so that the interviewees felt comfortable to talk (Cohen, Manion and Morrison, in Emilia 2005: 84). The result of interviews were written in *bahasa* Indonesia and they can be read in Appendix 1 and 2.

3.4.3 The Collection of the Questionnaires

In this study, the researcher described the two kinds of questionnaires, which were: (i) The students questionnaires and (ii) The teacher questionnaires.

The questions which were focused on the research questions and the result of them can be described below.

3.4.3.1 The Data from Students' Questionnaires

As mentioned earlier, the number of students who were involved in this study were 38 students. The primary questions were three points, those were:

(i)   The students perception toward the teaching of writing a report text;

(ii)   The problems which were faced by them.

3.4.3.2 The Data from English Teacher's Questionnaire

As mentioned earlier, the English teacher who was involved in this study was only one. The questions were focused on the research questions. Those were:

(i)   The English perception toward the teaching of writing a report text;

(ii)   The strategies of the English teacher in helping students' problems.

The examples of both questionnaires are presented in the Appendix.5.

3.4.4 The Collection of the Student Written Texts

Students' texts were collected for three times, those were in the part of joint construction phase in the part of drafting and the independent construction phase as the production of writing report text. These collections were beneficial to evaluate students   (Norris and Ennis, 1989 in Emilia 2005: 80) whether they have achieved writing report text or not (It was analyzed in Chapter 4). The analyses of student written texts used the systemic functional grammar (SFG), in terms of schematic structure (text organization) and then linguistic features, where they dealt with the textual, ideational and interpersonal meaning as suggested by

the systemic functional linguistic (SFL) theorists. Based on the phases of GBA, the assessment was seen in the part of schematic structure (text organization) and linguistic features (Hasan, 1996; Christy, 1986, 2002, 2005 cited by Emilia, 2008: 62, see also, Rose, 2007; Education Department of Western Australia, 1977a in Emilia, 2011). They suggest that English teacher make rubric or score or rubric and score based on the principles which are given by the theorists.

Table 3.2

Factual Writing Assessment Criteria
(Adapted from Rose, 2007:10)

GENRE	POSED	Is the factual genre appropriate for the writing task?	10
	STAGING	Does it go through appropriate stages?	10
REGISTER	FIELD	Does the writer understand and explain the topic?	5
	TENOR	Is it appropriately objective?	5
	MODE	Is there an appropriate use of the technical and abstract language?	5
DISCOURSE	PHASES	Is it organized in appropriate phases?	10
	LEXIS	Is the field well constructed by the sequences of lexical items?	5
	CONJUCTION	Are logical relations between each step clear, e.g. time, comparisons, cause?	5
	REFERENCE	Is it clear who or what is referred to?	5
	APPRAISAL	Is appraisal used judiciously to evaluate things, processes and relations?	5
	GRAMMAR	Are grammatical conventions used appropriately?	5
GRAPHIC FEATURE	SPELLING	Is spelling accurate?	10
	PUNCTUATION	Is punctuation used appropriately?	5
	PRESENTATION	Is the layout clear and attractive? Is it well organized/ presented?	15
	TOTAL		100

Based on the suggestions above, the English teacher took the criteria of assessment from the theorists, but the score was made by English teacher in order to be adaptable in the research site.

For this study, the participants were passed if they got the minimal score. The English teacher stated that the Minimum Criteria of Achievement *(Kriteria Ketuntasan Minimal)* was 70 (quantitative) or B (qualitative). For the students who got under the minimal score, they should revise their work continuously until their score was 70 or (B) or more.

3.5 The Data Analysis

There were two kinds of data analysis that were employed in this study where the first was in the part of on going process and the rest was after finishing the teaching report text. The ongoing data analysis and interpretations were based on data mainly from the questionnaire, students' writing samples and observation notes. For those activities, there were some steps to be done as follows:

First, students' written text were analyzed using systemic functional grammar (SFG) (see Appendix. 3) and the students written texts were analyzed in steps as follows:

(i) They were analyzed in terms of text organization and purpose, and how well each element in the text performed its function;

(ii) Each element were analyzed in terms of linguistic features, it has done with the ideational, interpersonal and textual.

Second, the data from the interviews were transcribed and subsequently categorized and interpreted to answer the research questions. The transcription of the two stages of interviews were not sent back to the participant, due to time constrains.

Third, all interview data were analyzed in steps. The first step was to put the interview questions into categories. Students' comments were categorized into the theme that had become the focus of the study. Then the data from the two stages of interview were presented in condensed body of information as they can be seen in Chapter 4.

This study also used triangulation of data sources, which were conducted to make contrast and comparison of all the data obtained from different sources (Freebody, 2003 in Emilia, 2005: 86) such as classroom observations, interviews, questionnaires and text analysis (Stake, 1995 and Freebody, 2003 in Emilia 2005: 86) say that triangulation of data source aim to enhance the validity of the conclusion of the study.

3.6   The Systemic Functional Grammar (SFG)

The aim of this section is to show how systemic functional grammar (SFG) as a tool to analyzed students' text which related to the ideational, interpersonal and textual.

Functional grammatical analysis examined the language as a meaning making system. It focused on grammatical system as a means for people to interact with each other. Functional grammar " sees grammar as shaped by, and as

playing a significant role in shaping, in the way we get on with our lives" (Martin, Mathiessen, Painter, 1997: 1). As mentioned above, according to SFL all languages have three major functions: textual, ideational, and interpersonal meta functions. Each function is realized in a different grammar. The textual function is realized in the Theme system, it is what clause is about. The ideational function is realized in the transitivity system and interpersonal function is realized in the mood and modality (Eggins, 1994).

This section describes the three meta functions as follows: (i) the textual function will be discussed within the organization or schematic structure of students' texts which are to do with the textual meaning of SFL and realized within the theme system of grammar; (ii) the ideational functional consists of experiential meta function that is realized in the transitivity, and will be discussed within how the text organized experience, the logical aspect- the logico-semantic relation to the clause was realized in the conjunction system; and (iii) interpersonal function covered aspects of modality, including mood (Eggins, 1994). The examples of each pattern of grammar have been taken from students' text and it will be performed in Appendix 3.

3.6.1 The Theme System

The theme system constitutes a "theme" and a "rheme". A theme can be identified as those elements which came first in the clause. It was what the clause was going to be about. While the rest of the clause is called the Rheme (Gerot and Wignell, 1994: 6). While according to Eggins (1994: 275) the rheme is "the part of the clause in which the theme was developed or everything that was not the

theme was the rheme, for example, a clause that was taken from student' written text.

3.6.2 The Transitivity System

The transitivity system consists of circumstances, processes, and participants. The processes are central to transitivity and these are realized by verbs. Participants and circumstances are incumbent upon doings, happenings, feelings and beings (Gerot and Wignell, 1994: 54)

e.g. People use camel when they walk.

People	use	Camel when they talk
Participant	Material	
Theme	Rheme	

Meanwhile there are different process types which were identified by Halliday (1994) such as Material processes, Mental processes, Behavioral processes, Verbal processes, Relational processes, Existential processes, and each will be described below.

3.6.2.1. Material Processes

Material processes are process of material doing. The participant is called the Actor, and the process is material. There optionally is an entity to which the process is extended or directed. This entity is the goal (Gerot and Wignell, 1994: 55). Material processes can be seen in the students text below.

e.g. Camel has a unique body

Camel	has	a unique body
Actor	Material Process	Goal
Theme	Rheme	

3.6.2.2 Mental Processes : Processes of Sensing

Mental processes are ones of sensing feeling, thinking, perceiving. The participant roles in mental processes are *Senser*, a conscious being and phenomenon which sensed: felt, thought or seen. (Gerot and Wignell, 1994: 58). This can be seen in the example below :

e.g. I feel happy when visits the Botanical Garden

I	feel	happy when visit the Botanical Garden
Senser	Pr: mental	Phenomenon

3.6.2.3 Behavioral Processes

Behavioral processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering. The participant role in behavioral processes is the *behaver,* a conscious being. The process is one of doing, and the scope of the process is called *Range* (Gerot and Wignell, 1994: 60). The example of behavioral processes as follows.

e.g. He took a nap

He	took	a nap
Participant	Material	Range
Theme	Rheme	

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3.6.2.4 **Verbal Processes : Process of saying**

Verbal processes are processes of saying symbolically signaling. The signal

source is named *Sayer* (Gerot and Wignell, 1994: 62) as example below.

e.g. The sign says no smoking

The Sign	says	no smoking
Sayer	Verbal	Material
Theme	Rheme	

3.6.2.5 **Relational Processes : Process of being**

Relational processes involve states of being (including having) (Gerot and

Wignell, 1994: 67; see also Butt, et al, 2000: 58) which relate to a participant to

its identity or description. Most relational clauses found in students' texts are

realized in different forms of *be* , as example below.

e.g. Elephant is a mammal

Elephant	is	a mammal
Token	Identifying	Value
Theme	Rheme	

3.6.2.6 **Existential Processes**

Existential processes are processes of existence. Existential processes are

expressed by the word " there" as a subject in English, verbs existing, and

existing, and existent can be a phenomenon of a kind (Gerot and Wignel, 1994:

72).

e.g. Although there are more bad news than good news

Although	There	are	more bad news than good news
Consequential	Existential		Existent
Theme		Rheme	

3.6.2.7 Conjunction System

As Gerot and Wignel (1994: 180) state that conjunction as the semantic system whereby speakers relate clauses. Additionally, Halliday (1994: 324) says that conjunction helps to build cohesion, such as then, next, therefore, because, although,etc.

3.6.2.8 Modality

As Eggins (1994: 172) explains that modality refers to a complex area of English grammar which concerns the different ways in which language user can intrude on his/her message, expressing attitudes and judgments of various kinds. These judgments can be expressed into two kinds of meanings; (i) probability; where the speaker expresses judgments to the likelihood or probability of something happening or being; (ii) the usual; where the speaker expresses judgments as to the frequency with which something happens or is. There are several markers of modality for probability such as low: possibly; median: perhaps; high: certainly, while to express the usual, it can be used such as low, always, usually, and never. Also, modality found in students texts, such as can, must, and should.

3.7 Concluding Remark

This chapter has drawn a detailed methodological description of the conduct of the study, including research site, research design and the participants

of the study. This study used the three data collection method such as the ongoing class observation, the use of interviews, questionnaires and the collection of students written text. Those students' written text were analyzed by using the systemic fuctional grammar (SFG).