CHAPTER III

RESEARCH METHODS

This chapter discusses several important procedures for conducting the research. They include research design, context, data collection method, data analysis method, Functional Grammar (FG) as analytical framework. These procedures can be seen in the following sections.

1.1. Research Design

In order to answer the research questions, this study employs a qualitative research design. Through qualitative research design, according to Silverman, the researcher has an opportunity to get a "complex, holistic picture" (2005:15) of the students' ability in writing literary responses and the class activities which promote the ability. The second reason is that a qualitative research design allows the researcher to examine students' written texts that were produced in natural classroom activities (Sugiyono, 2007:8, Silverman see also Alwasilah, 2000: 78). Nunan explained that natural classroom was genuine classroom which means "classrooms which have been specifically constituted for teaching purposes" (2000:92), not those which are intentionally established for attaining the research objectives. Therefore, in order to keep this naturalness, the researcher avoided any act of manipulations or interventions to the classroom activities by focusing on actual language used by students in writing and spontaneous actions and talks between lecturer and students.

A qualitative case study design was also employed in this research. This study was chosen because it allows the researcher to investigate a phenomenon in single case or in "a single instance of a class of objects or entities" (Nunan, 2000:79; Merriam, 1988: 36). That is to explore students' skill in writing literary responses in English department of Indonesia University of Education. Moreover, through case study, the exploration can be done by using "multiple sources of evidence" (Yin, 1984:23) or can be conducted "over time through detailed, in depth data collection involving multiple sources of information rich in context" (Cresswell, 1998: 61). Therefore, in this study, the researcher used observation, interview and documents as the sources in order to get a comprehensive portrayal and explanation on the skills of writing literary response, the teaching and learning activities that promote the skill and students' perception on the skills. Another reason of choosing case study design was that it enables the researcher to use textual analysis using Functional Grammar as an analysis tool. Functional grammar is "one of a variety of linguistic approaches that have been well developed in the area of education" (Freebody , 2003: 185 in Emi, 2005: 75).

1.2. Context

1.2.1. Site

This study was conducted at the Department of English, Indonesia University of Education Bandung. This research site was chosen for the reason of the naturalness of data emergence. It means for the year 2009/2010 the Department of English has provided Literature subject in which the teaching of text type is included. The availability of this classroom made the researcher did

not plan anything for the class activities and intervene on the class activities as well. By this, the result of the exploration on the actual language use in literature classroom is legitimately promoted.

In addition, doing investigation in Literature classroom potentially gives pedagogical contribution to institution where the writer belongs to and surely to research site. That is to give a clearer picture of students' skills in writing literary response.

Specifically, the literature classroom selected for this topic was the one for education program. Based on the research objective, it aims at capturing the activities of education program in preparing students-teacher trainee in exercising themselves in making written response. The students-teacher trainee was those who are responsible for the teaching of literature in the future in middle level of education.

The research site was chosen for the ease of accessibility as well. The site, which is the same place where the writer is taking postgraduate level, offered a familiar and comfortable atmosphere for establishing a rapport between the writer and the respondents. In this case, as the student of graduate level, the writer was familiar enough with the ethical procedure and the academic practice of the campus. Moreover, when coming to the site for the first time the lecturer, the administration staff, and the students gave a warm welcome to the researcher that makes it easier for the researcher to have further investigation. All these circumstances were very useful for the process of data collection. The choice of this site was also based on the reason that the writer did not spend much time in

reaching the place so that it is easier for the researcher to make contact with the participants if any confirmation and clarification were needed.

1.2.2. Participants

The participants involved in this study were both the lecturer and the students. One lecturer was selected as the respondent. She was selected because she is one of the teaching staff at the research site who teaches literature and invites the students to write formal academic essay which is called literary response text in this study. In the classroom, she usually asks students to read short stories or novel and to instruct them to write a literary response. In this case, she was regarded as the one who knows a lot about students' performance when responding to literary text. Thus it was expected she gave a lot of information how students of English education program of the site wrote a response text.

Instead of having more students-participants, this study chose only three students of education program of the site year 2007/2008 who were taking Exploring Prose as the main participants. This is so for the text yielded by each individual contains around 1000-1500 words which are actually too long to be analyzed textually. According to Halliday (1994: xxxiii), it is better to have short text example so that it is easier to recognize or to identify a certain feature of language use. Therefore, in order to have an easier and deeper investigation or identification of the features of language use, the writer decided to take only three longer examples.

These three students were chosen depending upon their academic achievement. They represented high, mid and low achievers respectively. To

categorize them, the researcher has consulted to the database available in the administration office. On the basis of this database, the researcher determined that high achiever was one whose GPA is >3.4, mid achiever was one with GPA between 3 and 3.4, and low achiever is with GPA below 3. Besides considering the GPA, in order to have a more complete picture of the students' skill in writing literary response, students writing grades were also taken into account. At this point, the researcher consulted it with the lecturer so that appropriate respondents will give appropriate data source.

1.3.   Data Collection Procedure

Since qualitative case study allows the collection of data from several sources of evidences (Yin, 1984: 20; Cresswell, 1998:61; see also Silverman, 2005), this study employed three techniques of data collection procedure. These techniques include doing classroom observation, documentation and interview. Each technique has been established as "a series of interrelated activities" (Cresswell, 1998: 110) in order to provide evidence for answering the addressed research questions. The elucidation of data collection technique along with its data type is described as follows.

1.3.1. Classroom Observation

The first step of doing data collection was classroom observation. The purpose of doing this observation is to answer the second research question. Therefore, in order to make the research was still on track, the second research question was used as the reference of doing the observation (Alwasilah, 2006). In

this case, the classroom observation aims at capturing the class activities which promotes students' writing skills. That is observing the teaching instructions applied and the action along with the response of the students (Van Lier in Parman (2005:29)).

The observation which was done in Exploring Prose class was conducted only in four meetings from October 14th until November 27th 2009. As suggested by Merriam (1988:169), it is better for the researcher to have long term observations over a period of times. However, in this study, the long term observation can not be executed reminding that the schedule of the class sessions was intruded because of the September 2009 earthquake.

The role of the researcher in the observation was non-participant observer or a "complete observer" (Cresswel, 1998:125). It means that she did not involve in the classroom activities. In other words she did not participate and intervene on the teaching and learning process.

One of the weaknesses of doing observation was the tendency that the participants get threatened because of the documentation of their behaviors (Alwasilah, 2006: 155). Clearly, it makes the class situation becomes unnatural. In order to keep the naturalness of the data, the researcher always had a seat at the side or at the back side of the classroom. More to the point, she did not get involved in the class activities. She did not interrupt what the lecturer's and students' did in the class. Sitting at the back, the observer recorded the lecturer's and the students' activities. Video tape and audiotape recorder was used as a tool for capturing all the respondents' action and talk. The use of these equipments is

very important for increasing the validity and the reliability of the research because all the recorded activities can be examined once again by the researcher another time. During the process of recording she also took notes on some important aspects related to the research problem. At the end of each class observation, she immediately wrote summary of what happened to the class. The whole classroom observation was completed in the fifth meeting. That is when the researcher has believed that the research problem has adequately proved by the data or when the data taken was saturated.

1.3.2. Documentation

Documents, according to Alwasilah (2006:155), are something which are written or documented without deliberately requested by the researcher. Further, documents can be labeled into letters, memoirs, autobiography, newspaper articles, medical records, editorial, and brochure. Documents which will be analyzed in this study includes syllabus, hands out, students' notes and students' texts.

At this phase, to begin with, documents like syllabus, hands out from the lecturer, and students' notes were collected. Particularly, these documents were collected during classroom observation. These documents were evidences that were useful for supporting the data from classroom observation and interview (Guba & Lincoln, 1981).

Then, documentation was also conducted by collecting students' texts. According to Bogdan, students' texts were considered as "any first person narrative produced by an individual which describes his or her own actions,

experience and belief" (cited in Sugiono, 2007:40). Students written texts were a relevant data source for answering the first research question. That is giving evidence on the students' actual language use in writing literary response.

The text for the analysis was an individual take home assignment. After four weeks of learning how to respond to literary texts, the students were asked by the lecturer to have an individual take home essay writing assignment. They were asked to write an essay in minimally one of two page length. In this essay, they should respond and give analysis on the character in a short story which is entitled *My Cousin Clarette*. The instruction that the students should avoid any reproduction of any related texts from internet was considered to be very helpful in decreasing plagiarism which is potentially decreasing the validity of the research. This makes any act of copying was penalized with the decrease of the students' score.

The students' texts were collected one week later after they were completely done by the students. Afterwards in order to have authentic work of students' texts which increase the research validity, the researcher consulted the students' texts to the lecturer. Both of them worked together in determining which texts' that should be analyzed textually.

1.3.3. Interview

The final step of collecting data was doing interview. The purpose of doing the interview is to have "in-depth information" about the way the students write literary response. The interview provides the data which do not appear in classroom observation. The interview was carried out both formally and

informally, and was administered not only to the lecturer but also to the students. The following passages give details how the interview with the lecturer and the students was organized.

Interview with the lecturer

As the point of departure of doing interview, the respondent lecturer was interviewed informally. This informal interview is used to have information about the objective of the lesson, course schedule, students' background, and any supporting information which is useful for doing the research. Beside informal way, the formal interview was carried out. The formal interview was conducted in the second week of observation. This aims at getting information about what the lecturer was going to do in the classroom. Specifically, the interview with the lecturer was used in order to seek the objective of the learning, the writing instruction, the lecturer's opinion about the class activities which facilitate the responses writing. Later, the data of this interview can be corroborated with the data from students' interview.

The interview was a semi structured one in which open ended questions to be asked. Its advantage is to allow the respondent lecturer to share her opinions generously about the research problem (Nunan, 1992: 149). Moreover, the researcher was able to use her responses as "the basis for further inquiry" (Yin, 84:83).

The interview was audio taped so that any important data was not lost. Moreover, during the interview session, the researcher took notes on several important information which emerged from the conversation. Ultimately the

conversation between the researcher and the respondent lecturer was transcribed immediately after each interview session.

The interview with the lecturer was also conducted after each session of classroom observation. The lecturer was interviewed in order to explain what she had done in the class. These recurring interviews, according to Nunan (1992:94), are called "stimulated recalls" technique. Trough this technique the researcher asked the respondent lecturer "and, where possible the students to comment on what was happening at the time that the teaching and learning took place" Nunan (1992: 94).

Interview with the students

Interview with the students was conducted at the end of the research exactly after the students had submitted their individual assignment. The data to be obtained were focused on their perceptions and experience about the activities in reader response classroom and how they make meaning on their written response. The list of the questions of this interview is shown in appendices.

The interview was conducted individually to three students who have been selected as the respondents. Similar to the interview with the lecturer, the interview was a semi-structured in nature. The interview was audio taped and during that time, any important facts were noted down by the researcher. Immediately after the interview, it was transcribed so that any critical information was not lost.

1.4.   Data Analysis Method

The first step that researcher took for data analysis phase was determining general analytic strategy (Yin, 1984). As suggested by Yin, the general analytic strategy is helpful for deciding "among different techniques and to complete the analytic phase of the research successfully". Reminding that this study needs an explanation of causal relationship between skills and the activities that lead to the skills, developing a case description was chosen as a general analytic strategy. Developing a case description like this enables the analysis of the data by following the phase of data collection (Yin, 1984: 102) see also Winston Tellis at http://www.nova.edu/ssss/QR/QR3-2/tellis1.html.

According to Alwasilah (2005), analyzing the data trough out the data collection procedure embraces bottom-up process. That is to use principally information which is already present in the data. Thus, in this study, the researcher organized and examined the data from the beginning and during each procedure of data collection. By doing this, the researcher was able to consistently sharpen the focus of the study.

From the classroom observation, the researcher got field notes and the recorded audio video data of classroom observation. This recorded audio video, then, was transcribed to obtain a complete and detail picture of both the lecturer-students' activity and their talks. The transcriptions and field notes were studied to gain area of focus by referring to the second research question. Based on this area of focus, it was found that the categorization will be based on the activities which facilitate students' in writing literary responses. That is activities, as discussed in

Chapter Two, which bear a resemblance to teaching cycle as suggested by experts like Derewianka (1998), Butt et al (2000) and Gibbons (2009). This categorization was then interpreted in order to explain the teaching and learning activities which facilitate students' skills in writing literary responses.

Data from documentation, students' texts, were analyzed textually by using Functional Grammar (FG). This data analysis denotes the first research questions. That is about the schematic structure and the linguistic feature used by the students. The schematic structures of the students' texts were analyzed by referring to the standard of interpretation text as revealed by Feez and Joyce (2000) and Feez & Joyce in Gibbons (2009). Having read the students texts for getting an area of idea, the researcher give notes on the margin of the students' texts. Afterwards, she makes the summary from these notes. Next the schematic structure of students' texts were categorized depending on students' achievement in order to find the pattern. In the end, these patterns were conceptualized by comparing and contrasting it with the standard one and with each individual trend.

The linguistic features of students' texts were transcribed by using two language systems in Functional Grammar (FG): transitivity and theme-rheme. The purpose of using these two systems is based on the notion that it is mostly appropriate to see how the students organize language suitable with the use (Bernhardt in Couture, 1986). These systems were tabulated in a table simultaneously. The result of the transcription, after that, was organized based on their emergence frequency. For instance, for the transitivity system, the frequency of participants, material, verbal process, relational process, behavior, mental

process, existential process, circumstances were calculated so as to find what language pattern students tend to use. In this case, descriptive statistics tables were used for illustrating the frequency. On the basis of these patterns, next, interpretation through functional perspective will be made.

The analysis of data from interview was also carried out consistently along with data collection. This phase started on the interview with the lecturer. When the researcher has done the interview, she immediately transcribed it and read the whole transcription for getting the general idea. Subsequently, the transcription was categorized by its theme. The theme includes are the objective of the learning, the writing instruction held by the lecturer, the lecturer's opinion about the class activities, and opinion about the students' performance. In this case, theme analysis was considered to be appropriate for this study since it allows the analysis of respondents' experience (Mahrer, 1988; Spradley, 1979; Taylor & Bogdan, 1984 in Aronson as cited in http://www.nova.edu/ssss/QR/BackIssues/QR2-1/aronson.html). Thus, every question in the interview session which is indicated a certain theme was tabulated in a diagram so that how the lecturer responds to each theme can be figured out.

Similarly, the recorded audio video from the students' interview were transcribed immediately after the interview session. The transcription was categorized subject to its theme so that each student' experience can be compared and contrasted. The themes are students' understanding about the objective of the learning, the purpose of the writing, their difficulty in writing, their experience when writing literary responses, their opinion and knowledge about writing

literary responses. Consequently, how high achiever, mid achiever and low achiever make meaning in the written text can be explained.

As a final point, all the arranged data coming from all phases of data analysis were correlated for building a logical chain of evidence. Next, those organized data were related with the conceptual framework which has been established before so that the answer to the grand tour question "How do students perform their skills in writing literary responses?" can be obtained.

Another thing that becomes urgent consideration in the analysis phase was maintaining the validity and reliability of the research. Having collected the data and obtaining several findings, the researcher came again to the research site in order to have the respondents' verification on it. This was member check as described in data collection procedure. As explained before, member check was used to gain the respondents' feedback on certain information from the data source. By doing member check, the researcher was capable of reducing several information which are not relevant to the research problem.

1.5. Functional Grammar (SFG) as Analytical Framework

As discussed before, this study used Functional Grammar (SFG) as a framework for analysis. By employing this framework which has been the work of Halliday and his associates (Halliday and Mathiessen, 2004; Eggins, 1994; Gerot and Wignell, 1995; Martin, Mathiessen, and Painter, 1997; and Butt et. al, 2001), the schematic structure and the linguistic feature students choose for wording their response can be figured out. In the sections below, the review of

two strands of meaning in SFG: theme-rheme and transitivity system alongside its examples is presented.

1.5.1. Analysis of Textual Meanings: Theme-Rheme system

Theme is considered to be a point of departure in each clause. In other words, it always comes first in the clause. Each theme brings a certain message in it and it collaborates with the previous and subsequent theme to make complete meaning. Theme is also connected with rheme which always comes after theme and which provides new information to the clause. There are three types of theme. They are topical theme, textual theme and interpersonal theme.

Topical theme or ideational theme is "usually but not always the first nominal group in the clause" (Gerot &Wignel, 1994:104). It takes the position of subject in the case of unmarked theme. Conversely, when it does not replace the subject position, it is labeled as marked topical theme which means that the occurrence of the theme is less typical or it is not common to happen. Besides nominal group, topical theme can also be in the form of verbal group, adverbial group and prepositional group (Gerot & Wignel, 1994; Martin et.al.; 1997).

Examples:

Clarette	Can		be seen	as a fashionable girl
Topical Theme	Rheme			

In that time,	Clarette	is	visualized as	a fashionable, annoying, and manipulative girl,
Marked Topical Theme	Topical Theme	Rheme		

Textual theme is used to relate messages existed in the context. It is likely to occur in the form of conjunction, continuatives, conjunctive adjuncts and

wh-relatives (Gerot & Wignel, 1994). They come about in the beginning of the clauses as point of departure but never be a topical one.

Examples:

When	her parents	intend to get	divorce
Textual Theme	Topical Theme	Rheme	

I think,	Clarette	(was) is	an annoying, moody and unhappy person.
Interpersonal Theme	Topica Theme	Rheme	

Ultimately, clauses can also be started by interpersan meaning which indicates "the kind of interaction between speakers or the positions which they are taking" (Butt et.al., 2000; 138). Interpersonal theme is often characterized by the finite in interrogative, wh- element, vocative, and adjunct (Gerot & Wignel, 1994; Martin et.al., 1997; Butt et.al., 2000). Further Halliday (1994; 58, 354) suggested that expression like *I should think or You know* which express speaker's opinion should be considered as interpersonal metaphors of modality. Therefore it is also interpersonal themes in the way that its function is similar with adjunct. The following figure summarizes the classification of themes.

Figure 3.1 Types of Themes

Textual Theme	Continuatives (*e.g., well*)
	Conjunctions (*e.g., and, or, but*)
	Conjunctive Adjuncts (*e.g., however, therefore, because, although*)
	Wh-relatives (can be textual and topical, *e.g., which, who*)
Interpersonal Theme	Vocatives (*e.g., Dona, Sir, Madam*)
	Modal Adjuncts (*e.g., probably, usually, frankly*)
	Finite Elements (*e.g., modal auxiliaries, be auxiliary*)
	Wh-question words (can be interpersonal and topical, *e.g., who, what, where, how, why*)
Ideational/Topical Theme	Participant (nominal group, *e.g., house, some books*)
	Circumstance (adverbial group, *e.g., in Indonesia, at the dawn of 21st century*)
	Process (verbal group, *e.g., given the need above, dealing with those circumstances*)

Thematic progression is very useful for evaluating the organization of a text in order to check the cohesiveness and the coherence. There are three types of progression: zig-zag pattern, reiteration and multiple theme. In this study, the discussion of the thematic progression will be limited to the zig-zag and the reiteration pattern.

The zig-zag pattern developed the theme in the way: the theme which is introduced in the rheme in clause 1 gets promoted to become the theme of clause 2 (See Eggins, 2004). We can see it in the following two clauses.

(1) *In the early years of the Republic, <u>local languages continued to be used in some places as the medium of instruction in the first years of primary school</u>*

(2) *but <u>this practice</u> has now almost entirely disappeared.*

Reiteration allows the theme to be organized repeatedly. The repetition is simply used for the sake of cohesion or in order to make the text focus on what is

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dealing about (Eggins, 2004:324). The clauses below show this type of development.

(1) *Clarette is also an annoying girl especially for Victoria*

(2) *She often complains and criticizes about Victoria's dolls, school, neighborhood, best friend, teeth and name.*

The exchange of information between successive theme and rheme pairings in a text is called thematic progression (Eggins, 1994). By seeing the progression of thematic element, it can be noted whether or not a text is cohesive. Thus, through thematic progression analysis, teachers are able to evaluate the cohesion of student's response and then may decide a judgment that their writing is considered to be good or not.

1.5.2. Analysis of Experiential Meaning: Transitivity System

The transitivity system allows us to analyze: who does what, to whom and under what circumstances. This system is used to put together our experience of the world around us. Through this system, the structure of language can be seen through the speaker (*participant*), the process (realized by *verb*) and the circumstances (realized by *adverb*).

There are six major processes that are often used for realizing the experiences. They are material process, mental process, relational process, verbal, existential and behavioral process. Each of them, which takes a certain participant with them, has their own function in the clause. Mental process, for example, usually collaborates with senser and phenomenon; whereas relational process often takes carrier/token and attribute/value as its participants. Analyzing process

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type, hence, can not be separated from analyzing the participants involved in it neither do the circumstances (Eggins, 2004: 214).

Material process is the process of doing (Halliday: , Eggins: 215) where there is always an actor which refers to someone who does something. In a clause, it is often followed by someone or something functioning as goal. A goal is "the participant at whom the process is directed, to whom the action is extended" (Eggins, 2004). Material process has another participant instead of goal; it is called range. Range as suggested by Halliday (1994) "specifies one of two things: (1) either it is a restatement or continuation of the process itself or (2) it expresses the extent or 'range' of the process. Besides goal and range, recipient and client are two other optional participants which go along the material process. Recipient refers to "the one to whom something is given"(Eggins, 2004) or "one that goods are given to (1994:145) while client is "one that services are done for"(, ibid) or "the one for whom something is done" (Eggins, 2004).

Example of material process analysis:

18.	In the end of the story	she	(did)	(a) suicide
	Circ: Location: Place	Actor	Process : Material	Range

Mental process has to do with cognition, affection, and perception (Halliday, 1994). It is the system chosen for making real about our thinking and feeling of the world. The participants involved are senser (that is the one who feels, thinks, and perceives) and phenomenon (something which is emotionally felt, thought about or perceived).

Example of mental process analysis:

As	She	hates	her parents' divorce
	Senser	Process: Mental: Affect	Phenomenon

Relational process concerned with being (Halliday, 1994; Eggins, 2004; Martin, 1997). It also includes states of possessing, becoming and having. The relational process is either identifying or attributive. The difference is that identifying refers to the process that "relates participants to its general characteristics or description" (Butt et.al, 2000:58)), whereas attributive tend to be something which becomes an attribute to X or "assign a quality to something" (Gerot & Wignel, 1994:67). In this case, Martin points out the distinction between identifying and attributive lies on the fact "class membership (attributive) and symbolization (identifying)" (Martin, 1997:106). If the process is attributive, the participants will be carrier and attributive. See the following example:

Clarette	Is	also an annoying girl	especially for Victoria
Carrier	Attributive: Intensive	Attribute	Client

On the other hand, if the process is identifying, the participants are token and value. Example:

Clarette	also	shows	herself	as a manipulative girl.
Token		Relational Identifying	Agent	Value/Circumstance : Role

Verbal process is used to "construe saying" (Butt.et.al, 2000). It represents process of saying (Gerot,1994: 62; Martin, 1997: 108). It includes all modes of expression such as asking, commanding, offering, showing and indicating. The participants taken in the process are sayer and receiver. Sayer refers to the participant who says, tells, states, asks, suggests and so forth. Receiver is the

participant the verbal process is addressed to. Ultimately, verbal process also includes the analysis of what is being said or verbiage.

Example :

The story	tends to tell	the readers
Sayer	Process : Verbal	Recipient

Behavioral process, to which behaver becomes the main participant, is in the border line between material and mental process. It embraces material categories in which an actor does something and mental categories (i.e., thinking and feeling) as well. Thus, it signals psychological and physiological aspect. At this point, Martin defines:

The border area between material processes and behavioral ones is covered by two main types, physiological processes-twitch, shiver, tremble, sweat, etc.- and social processes – kiss, hug, embrace, dance, play etc. Both of these shade into the verbal type, from different angles; physiologically: cough, gasp, stutter, and socially: chat, talk, gossip etc. (Martin, 1997:109).

Because part of behavioral process is mental, it includes verbs that are psychologically in nature, i.e., see, hear, smell, taste, etc. Behavioral process, according to Martin, is like the mental one since one of the participants should be humanly conscious (1997).

Example:

She	often	Complains
Behaver	Circ: Frequency	Process : Behavioral

Finally, existential process is used to "construe being as simple existence," (Butt et.al, 2000: 58). It is usually preceded by there in subject position. However, there it self is excluded from the analysis. The focus has been put on the existent; that is the only one participant introduced to the text.

Example:

Once upon a time	there	was	a very beautiful girl
Circ : Location		Existential	Existent

A notice should be paid on the circumstance which gives more information on the processes. Circumstance contains information to which questions like where and when the process takes place, the reason why the process is done or how the process is done are addressed. For more detail information, see the following figure:
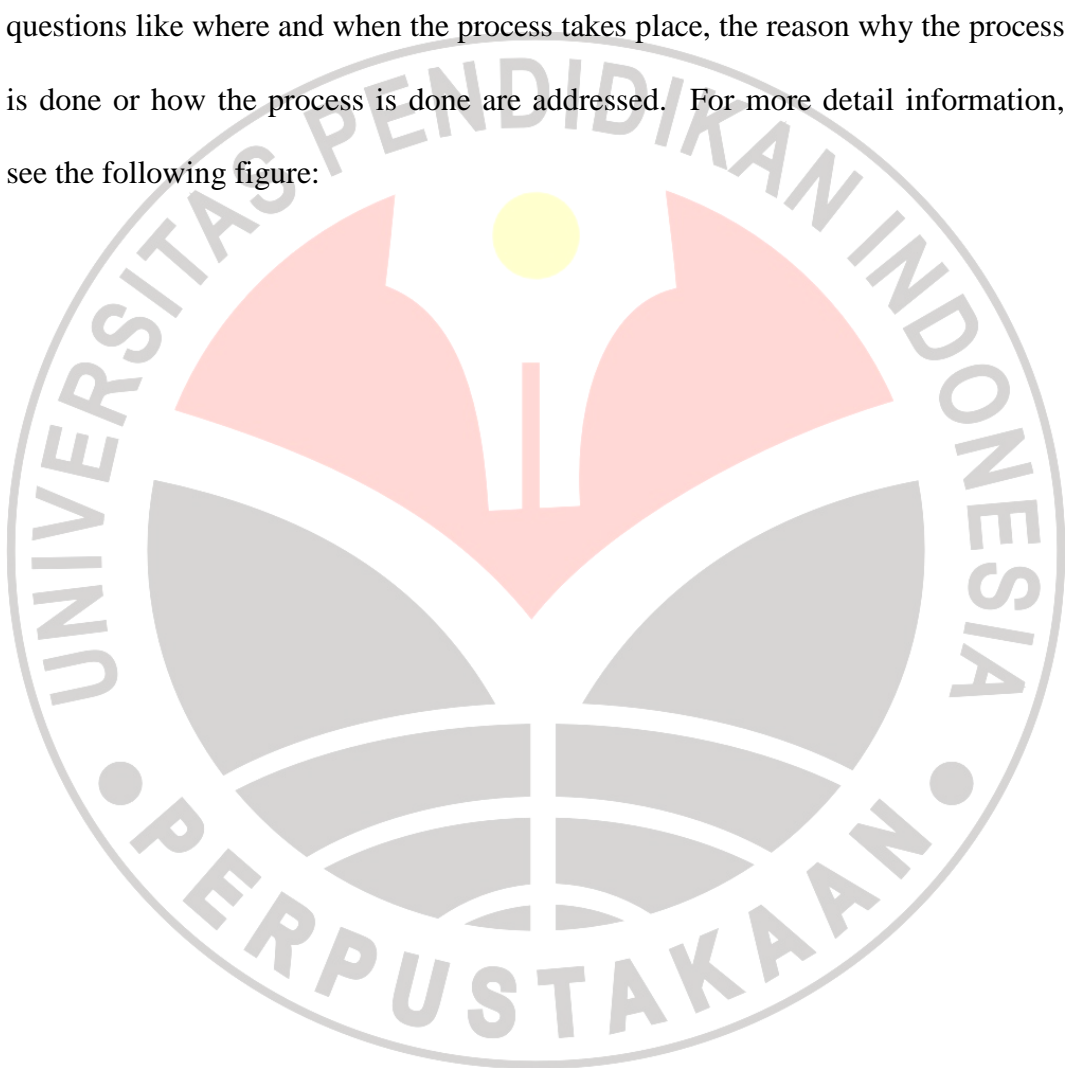
Figure 2.2 Types of Circumstances

No.	Types of Circumstances	Sub Types	Ask About	Examples
1.	Extent	Temporal	for how long?	For six hours
		Spatial	How far?	for nine miles
2.	Location	Temporal	When?	During vacation; in April
		Spatial	Where?	In Jakarta
3.	Manner	Means	By what means?	By bus; with a knife
		Quality	How?	Slowly
		Comparison	What like?	As soon as possible
4.	Cause	Reason	Why?	Because of the rain
		Purpose	For what purpose?	For better understanding
		Behalf	On whose behalf?	On behalf of us all
5.	Contingency	Condition	Under what conditions?	In the event of rain
		Concession	Despite what?	In spite of the storm
6.	Accompaniment	Comitative	Who/what with?	With/without my mother
		Additive	And who/what else?	Instead of them
7.	Role	Guise	What as?	As a concerned parent
		Product	What into?	(smashed) into pieces
8.	Matter	What about?	----	About the case
9.	Angle	Says who?	-----	Based on the idea from Barry Turner

Adapted from types of circumstance by Martin et. al (1997:104)

1.6. Concluding Remark

This chapter has reviewed the methodology that underlies this research. It elucidates research design, context, data collection procedure, data analysis method, issue on validity and reliability and Functional Grammar (FG) as analytical framework. The subsequent chapter will present data and its analysis.