CHAPTER III
RESEARCH METODOLOGY

This chapter presents the method carried out in the study in order to find out the answer of the two research questions stated in chapter one. The first question was related to the students' ability in writing descriptive texts and the second one tried to address the difficulty faced by them in writing that kind of texts. Besides, research design, research site and participants of the study, the data collection and the data analysis are addressed in this chapter.

1.1 Formulation of problems

The study is aimed at investigating the first grade of senior high school students' ability and the difficulties in writing descriptive text. Specifically, this study addresses the following questions:

1. What is the students' ability in writing descriptive text?

2. What are the difficulties faced by the students in writing descriptive text?

3. What kinds of processes used by the students in writing descriptive text?

3.2 Research Method

The purposes of the study were to investigate students' ability in writing descriptive texts and the difficulty faced by them in writing the text. Based on the purposes of the research, this study employed a qualitative case study design which used students' descriptive texts, interview and classroom observation as data

collection technique. According to Bromley (1990) as cited in Zucker (2009: 2), case study is a systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest. The similar statement was also stated by Arikunto (2009: 238), he stated that case study is a study about a single unit; the unit can be a family or a group which will be described deeply. Based on the characteristics of case study above, this study used case study. The unit of this study was tenth grade students of one senior high school in Bandung.

3.3 Setting

The research was conducted at one of Senior High School (SMA) in Bandung, West Java. There were at least two reasons for choosing the school to be the setting of the research. First, the school was accessible for the researcher since she had been teaching there for about three months. Therefore, she knew the situation of the school and the character of the students. Second, the distance was convenience, since the school was not too far from the researcher's place, so the data collection process could be done easily.

3.4 Participants

The participants of this research were 4o students of the tenth grade students of one senior high school in Bandung. Nine students were taken based on their achievement; three among high achiever students, three mid achievers and three low achiever students. They were chosen by the help of their English teacher considering by their writing ability and their score in producing descriptive text.

3.5 Data Collection Technique

In collecting the data to answer the research questions, this research used some instruments. The data were collected in several steps; students' texts collection, interview and classroom observation.

3.5.1 Students' writing test

The documents used in this research were students' writing texts. The students were asked to write a descriptive text, which was chosen based on the syllabus. At the end of the lesson, the students were expected to be able to write descriptive text. 40 students wrote a descriptive text, but only nine texts would be analyzed by using systemic functional grammar. The texts were chosen from students in three different levels of achievement; high, mid and low achievers. In analyzing the text, the

researcher focused on two parts; generic structure and language features. Firstly, the samples of the students' writing texts were analyzed by using scoring system proposed by Rose (2004 as cited in Emilia, 2011:151), the aspects of scoring system are: Genre (purpose and staging), Register (field, tenor and mode), Discourse (phrases, lexis, conjunction, reference, and appraisal), Grammar, Graphic features (spelling, punctuation, and presentation).

Rose's scoring system was used to investigate the students' ability in writing descriptive text. Secondly, the students' texts were analyzed by using systemic functional grammar. Systemic functional grammar was used to identify the kind of transitivity processes used in the descriptive text written by students. In this case, there are main aspects covered by SFG, but this study looked deeply on transitivity processes that suggested by the theorists of systemic functional grammar, Michael Halliday (1994); Gerot and Wignell (1994). This study looked deeply on transitivity processes because in writing descriptive text, the students used some processes (Emilia, 2004; Knapp and Watkins, 2005 and Hawa, 2008).

3.5.2 Interview

In depth interview was also used in this research to enrich and re-check the data from students' texts and classroom observation. According to Boyce and Neale (2006: 3), In-depth interview is a process of collecting the information with small respondents to explore their perspectives on a particular program, situation or idea. It takes long time because the interviewer asks 13 questions to investigate the desirable answer; the example of the question can be seen in Appendix 5. In-depth interview used to find information about the participant deeply (Sugiono, 2009: 194), in-depth interview provide much more detailed information (Boyce and Neale, 2006: 3). Furthermore, Hadi (1986 cited in Sugiono, 2009) argues that there are three main characteristics that should be known by the researcher in interviewing participant, they are: (1) the participant should know his/herself in detail, (2) the information is believable, and (3) the participant's interpretation about the questions is suitable with the researcher's interpretation.

As a preparation, the researcher should bring an instrument. In this case, some questions which would be asked to the participants (Boyce et al, 2006: 5). Besides, tape recorder, book (take note) should be also brought if necessary, as suggested by Sugiono (2009).

Fifteen students were chosen to be interviewed; five high achiever students, five middle achiever students, and five low achiever students. The interview was conducted at the end of the research and it was aimed to find out the students' opinion about their writing ability and the difficulties in writing descriptive texts.

3.5.3 Classroom observation

The classroom observation was conducted during teaching and learning process by videotaping all activities in the classroom. Observation is complex processes, and the two important processes are the process of monitoring and the process of memorizing (Hadi, 1986 cited in Sugiono, 2009: 203).

According to Sugiono (2009), there are two kinds of observation: structured observation and unstructured observation. The observation used in this research was structured observation. Structured observation is a well-prepared observation, means that the researcher prepares the observation systematically (Sugiono, 2009). The researcher prepares the place, the time and what will be observed (Boyce et al, 2006). The purpose of using observation in this research was to find out the teacher and students' activity in the classroom during the process of teaching writing descriptive text, it was aimed to investigate the difficulties faced by the students in writing descriptive text. Observation note was also taken to enhance the data and to reduce the missing information during the teaching and learning process. For further information related to the classroom observation can be seen in Appendix 6.

3.6 Data Analysis

This section explains data analysis from the data gathered by the researcher. Data analysis was done after the data collection. The data were analyzed qualitatively. The analysis towards the students' writing test, the interview and the classroom observation will be discussed below.

3.6.1 Analysis of the students' writing test

The students' writing text was used to answer the research questions mentioned in the first chapter; students' ability in writing descriptive text and the difficulties faced by the students in writing descriptive text. The students' writing test was analyzed based on two aspects: (1) the identification of the generic structure and language feature by using scoring system proposed by Rose (2007), and (2) students' written text was analyzed by using systemic functional grammar as suggested by Haliday (1994).

First of all, the researcher analyzed students' writing text based on the characteristic of descriptive text such as generic structure; identification and description and language feature (Rose, 2007). It was aimed to know students' ability in writing descriptive text and to investigate the difficulties faced by the students in writing the text. Furthermore, the students writing text was analyzed by using systemic functional grammar. The analysis was focused on the metafunctions, especially in term of transitivity or processes as suggested by Haliday (1994).

3.6.2 Analysis of the interview

There are several steps used in analyzing the data from interview; transcribing and/or reviewing data, and analyzing all interview data (Boyce and Neale, 2006). As proposed by Boyce and Neale (2006: 7) the first step was transcription. The data from the interview were transcribed to help the researcher processing the data. Then the second step was categorizing, the data from the interview were categorized based on the research questions. The last step was discussing the data to find the answer of the research questions. The data from the interview will be attached in research paper, so the researcher informed the interviewees that their name were keep confidential.

3.6.3 Analysis of Classroom Observation

Since the classroom observation was aimed to investigate the natural behavior of the participants (Hadi, 1986 cited in Sugiono, 2009: 203), the researcher attended the teaching and learning process in teaching descriptive text from the first to the end of the class.

The classroom observation took place from 11th to 23th of February 2012. It was 4 weeks with twice meetings a week and each took 2 x 45 minutes. The teacher taught descriptive text by using Genre-Based Approach. Genre-based approach is an approach suggested to teach genre. This approach has four stages in teaching genre, they are: building knowledge of the field, modeling, joint construction, and independent construction. The analysis focused on students' behavior to find the answer about the difficulties faced by the students in writing descriptive text. The analysis of classroom observation will be explained more in Chapter IV.

3.7 Concluding Remark

This chapter has explained the research design, setting, participants, the data collection technique which consisted of students' descriptive text, interview and classroom observation. This chapter also explained the data analysis which consisted

of the analysis of students' descriptive text, the analysis of interview data and the analysis of classroom observation. The following chapter describes the findings and their discussions.