

## CHAPTER III

### METHODOLOGY

This chapter outlines the research methodology employed in this study to examine Appraisal realization in senior high school students' argumentative writing. It contains information regarding the research design, participants, data collection, and analysis.

#### **3.1 Research Design**

This study adopted a cross-sectional design, focusing on qualitative inquiry with a text analysis as the primary methodological approach (see Cohen, Manion, & Morisson, 2017; Travers, 2001). A cross-sectional design allows for a snapshot of a particular phenomenon at a single point in time, offering insight into the present circumstances (Smith, 2019). This study focused on exploring the language use and textual characteristics of argumentative texts written by senior high school students across the levels of grades within the context of a genre-based approach in Bandung.

The cross-sectional design is chosen for its ability to capture a diverse range of data within a relatively short timeframe (Hesse-Biber & Leavy, 2019). By examining argumentative texts from various students at a specific moment, the study is expected to gain an overview of language development, learning experiences, and engagement with texts among senior high school students in Bandung.

Moreover, the qualitative nature of the inquiry allows for an in-depth exploration of the contextual nuances and meanings embedded within texts (Cresswell & Poth, 2018). As Andrelchik (2016, cited in Cohen et al., 2017: p.729) emphasizes, understanding the context is crucial for interpreting textual data accurately. Therefore, the cross-sectional design enables the researcher to analyze the argumentative texts within the authentic setting of senior high school, providing insights into students' language use and learning experiences.

Additionally, the integration of text analysis serves as a fundamental component, enabling researchers to systematically examine the linguistic features and evaluative expressions present in the argumentative texts (Silverman, 2019). Through the application of text analysis and a specified Appraisal system informed by Martin and White (2005), the study aims to investigate the use of Appraisal elements in senior

high school students' argumentative writings and how each element contributes to achieving the genre's purpose.

### **3.2 Research Site and Participants**

The participants of this study are senior high school students in one of the schools in Indonesia. The choice of this specific site and participant group is grounded in considerations of relevance and accessibility. The chosen school was considered relevant because it actively implements the genre-based approach in English teaching and integrates the national English curriculum, in which students are expected to engage with various texts for different social purposes. Moreover, the participants are eleventh and twelfth-grade students with three different levels of proficiency: high, middle, and low achievers, as informed and evaluated by the English teacher. According to the teacher, these students have been exposed to various genre texts in their first year of study in senior high school, especially the twelfth graders. Furthermore, accessibility means the researcher has easy access to the school facilities, making it convenient in terms of distance.

This study specifically examined the students' argumentative texts, one of the genres that senior high school students must learn according to the national curriculum. Argumentative texts are taught in the second and third years of senior high school. This research was conducted in collaboration with the school's English teacher, especially regarding the evaluation of students' proficiency level in producing argumentative texts.

### **3.3 Data Collection and Analysis**

The data collection process for this study focused on written texts from tasks assigned to the students as part of their learning. The researcher purposefully selected three Exposition writings from 11-grade students and three Discussion writings from 12-grade schools to capture a diverse range of Appraisal elements used by the students in their argumentative writings. The selection also considered the student's academic performance level in writing the texts, namely high-achieving, middle-achieving, and low-achieving students, which the English teacher had determined and evaluated.

While collecting written texts produced by senior high school students, the researcher had ensured ethical considerations such as consent and anonymity.

The next phase was data analysis, which will be explained in the following steps:

1. After collecting suitable texts for the research, the next step was to determine their genre. This was done by identifying genre stages of each text.
2. The next step was the analysis of Appraisal elements of the text. The coding process is primarily adapted from Martin and White (2005), with several modifications and adaptations informed by Thomas et al. (2015) and Gunawan et al. (2023).
3. The Appraisal analysis was started with analyzing the Attitude realization. Using the Appraisal system analysis by Martin and White (2005), the texts were unpacked by examining the language choices. The choices included positive and negative feelings of emotion, judgements of behavior, and the aesthetic value of non-human phenomena. In this step, Martin and White's Appraisal analysis was modified. The modification included inserting additional columns for inscribed or invoked and positive or negative Attitude realization. With this modification, all aspects of Attitude analysis are visible in a single table (see Table 3.1).

The following is the example of text analysis using Martin and White's Attitude realisation analysis. The example text below is taken from a study conducted by Thomas et al. (2015).

Example text
Children do love toys and games. Of course, these items are useful because they develop many cognitive skills. They also might make your children happy. Buying toys and games is important because it supports the economy. People who don't buy toys and games are terrible

The example text is then analyzed and coded using Martin and White's realization of Attitude analysis. In this process, the lexico-grammatical items construing the evaluation are coded as Appraising items. Later, the Appraising items is categorized into Affect (feelings of emotions), Judgement (judgement of behavior), or Appreciation (value of non-human phenomena) in the separated columns. For this Attitude category, it is also useful to note the source of the Attitude as Appraiser (who is feeling something, whether emoting, judging, or appreciating) and what is being appraised as Appraised (person, thing, or activity that is being reacted to, judged and

appreciated). Additional columns examine the Attitude realization as negative or positive Attitude (-/+ ) and Inscribed-explicit or Invoked-implicit Attitude (I/V). An example of the coding process can be seen in the following table.

**Table 3.1** Example of ATTITUDE analysis coding process (Adapted from Thomas et al., 2015 and Martin & White, 2005)

Appraising items	Appraiser	Affect	Judge.	Apprec.	Appraised	+/-	I/V
Love	Children	Happy			(children's feelings about toys and games)	+	I
Useful	Author			Valuat.	These items (toys and games)	+	I
Developed many cognitive skills	Author			Valuat.	They (toy and games)	+	V
Make your children happy	Author			Valuat.	They (toy and games)	+	V
Important	Author		Propri.		Buying toys and games	+	I
Supports the economy	Author		Propri.		It (buying toys and games)	+	V
Terrible	Author		Propri.		People who don't buy toys and games	-	I

4. After Attitude realization was determined, each code frequency was calculated.
5. After the Attitude realization was analyzed, the element of Engagement was also analyzed using coding process. The modified Engagement analysis framework adapted from Thomas, et al (2015) and Martin and White (2005) was applied. The framework of analysis is presented in table (see **table 3.2**). In coding the linguistics items containing Engagement elements resources, there were several abbreviations used, as follows:

M	<i>Monoglossic</i> utterance
MA	<i>Monoglossic</i> Assertion
MP	<i>Monoglossic</i> Presumption
HC	<i>Heteroglossically</i> Contractive resources
DD	disclaim deny
DC	disclaim counter
PCA	Proclaim Concur affirm
PCC	Proclaim concur concede
PRP	Proclaim Reinforce Pronoun

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**APPRAISAL REALIZATION IN SENIOR HIGH SCHOOL STUDENTS' ARGUMENTATIVE WRITINGS: SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE**

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PRJ	Proclaim Reinforce justify
PE	proclaim endorse
HE	<i>Heteroglossically</i> Expansive resources
E	entertain
AA	attribute acknowledge
AD	attribute distance

Following the previous example text, the analysis of Engagement is illustrated below as adapted from Thomas, et al (2015) and Martin and White (2005).

**Table 3.2** Example of Engagement analysis coding process (Adapted from Thomas et al., 2015 and Martin & White, 2005)

Example text
Children do love ( <i>HC-PRP</i> ) toys and games. Of course ( <i>PC</i> ), these items are ( <i>M</i> ) useful because they develop many cognitive skills. They also might (E) make your children happy. Buying toys and games is (M) important because it supports (M) the economy. People who don't (DD) buy toys and games are (M) terrible

6. The next step was an analysis of Graduation to discover how students quantified, intensified, sharpened, and softened the attitudinal meanings and engagement sources highlighted in the previous chapter. In this step, a modification of the analysis framework using coding, presented in tables, was also applied. The modification is adapted from Martin and White (2005), Thomas et al. (2015), and Gunawan et al. (2023) (see the example of analysis on the table 3.3.). Following this analysis coding process, several abbreviations were used as follows:

Quant	Quantification
Intens	Intenstification
Sharp	Sharpened
Soft	Softened
U	Upscaled meaning
D	Downscaled meaning

**Table 3.3** Example of GRADUATION analysis coding process (Adapted from Thomas et al., 2015 and Martin & White, 2005)

Graduation Sources	Force		Focus	U/D	Modification/ Infusion
	Quant.	Intens.	Sharp/ Soft		
Children do <i>love</i> toys and games		Process		U	
Of course, these items are useful because they develop <i>many</i> cognitive skills	Numb.			U	
They also might make your children <i>happy</i> .		Quality		U	
Buying toys and games is important because it <i>supports</i> the economy.		Process		U	
People who don't buy toys and games are <i>terrible</i> .		Quality		U	

7. After Graduation realization was determined, each code frequency was calculated.
8. The next step was interpreting the findings from data collection. The interpretation was conducted by identifying the patterns of the Appraisal element's realization and analyzing how these patterns help achieve the purpose of the genre texts. Then, it was continued by cross-referencing these patterns with students' academic performance to draw patterns of how students used linguistics sources to realize Appraisal elements to achieve the genre of the text, both in Exposition and Discussion texts.

Above all, this chapter has discussed a detailed methodological description in this study, including purposes of the study, research design, research site and participants, data collection and analysis technique used in this study. A brief discussion concerning research findings and discussion will be described in the following Chapter 4.