

CHAPTER III

METHODOLOGY

This chapter explains the detail discussion of methodology of this study. The discussion contains of research design, data collection, and data analysis. The research design section provides a comprehensive examination of the design and approach adopted for this study, shedding light on the strategic framework used to address the research questions. It outlines the methodologies employed to achieve the study's objectives, ensuring a clear understanding of the study's overall structure. Subsequently, the data collection includes a detailed description of the sources of data, the process of data gathering, and the rationale behind the selection of specific data sources. Further, the data analysis techniques section offers a detailed procedure for data analysis, illustrating how the data was transformed into meaningful insights and findings.

3.1. Research Design

This study was conducted within the framework of descriptive qualitative research, aiming to achieve a rich and comprehensive description of a specific activity (in this case, text analysis), as well as the situations, attitudes, and behaviors of individuals, as noted by Fraenkel, Wallen, and Hyun (2012, p. 426). The specific aim of this research is to examine the aspects of exposition texts materials provided in the international English textbook including the schematic structures, purposes, linguistic features, and the process types using transitivity analysis and identify the pedagogical implications resulting from the transitivity analysis conducted in this study for English teaching and learning. Therefore, descriptive qualitative is the best technique to be applied in this research.

The study employed both quantitative and qualitative techniques. The quantitative approach was used to determine the frequency of occurrences of different types of processes in the exposition texts, while the qualitative approach

involved describing and interpreting each type of process in detail. Transitivity theory will be employed in the process of collection and analysis of the data.

Since this study utilized a qualitative research approach, the researcher plays a variety of roles, including those of the researcher's own design, data collection, analysis, and interpretation, and eventually, reporter of the study findings (Moleong, 2001). As described by Ary et al. (2010: 424), the concept of the “human instrument” emphasizes the distinctive role of the qualitative researcher in conducting research. As a result, the researcher's knowledge of transitivity theory served as the study's significant instrument, and Halliday's theory of transitivity served as the principal framework for data analysis.

During the research analysis, data sheets were utilized as tools for classification and analysis. Data sheets were used as guides in the process of categorizing and analyzing the data. The data were transferred onto the data sheets and analyzed immediately after classification. Two types of data sheets were used. Lists of data were presented on the first page, and the distribution of transitivity for different process types, participants, and circumstances was shown on the second sheet.

3.2. Data Collection

As previously mentioned, this research employed descriptive qualitative method by incorporating the document analysis technique for data collection, aligning with established methodologies for qualitative research. Document analysis involves the systematic examination of printed and relevant materials, making it a valuable approach for gaining insights into the research. These materials, ranging from textbooks to written communication, provide a rich source of data that can inform qualitative studies.

The selection of pertinent data for this research was a deliberate process, guided by the purposive sampling method advocated by McMillan (2001). Purposeful sampling is a strategic approach aimed at optimizing the utility of information derived from relatively small sample sizes. In this case, eight carefully

chosen text samples were extracted from the national and international textbooks “Aim High”, “Solutions”, “Bahasa Inggris UMUM”, “Pathway to English”, and “Bahasa Inggris Kurikulum Merdeka”

The “Aim High” textbook contributed two texts for the analysis and the “Solutions” textbook provided two texts for scrutiny. Additionally, the nationally-published textbooks contributed four other texts to be compared as presented in the table 3.1 below. The selection of sample texts was guided by two criteria: authenticity and variation of topics. The selected articles were then paired, with each pair consisting of one article from the International Textbook (IT) and one from the National Textbook (NT). The pairing was based on the similarity of their topics, facilitating a comparative analysis. The detailed texts are also provided in the Appendix 1.

Table 3.1 Texts and Textbooks Description

TYPE OF BOOK	BOOK	TITLE	CODE	Publisher
INTERNATIONAL TEXTBOOKS	AIM HIGH 4	Making the Internet work for you	IT.1	Oxford University Press
		Exams do not Test People’s Intelligence and are Unfair	IT.2	
	AIM HIGH 5	Overweight USA	IT.3	
	SOLUTIONS ORANGE			
	SOLUTIONS BLUE			
NATIONAL TEXTBOOK	BAHASA INGGRIS 11	A World-changing Effect of the Internet	NT.1	Penerbit Yrama Widya
		iPad in the classroom.	NT.2	
		The Government Should Provide Rehabilitation Program for Drug Users	NT.4	
	PATHWAY TO ENGLISH	The Problem of being too Fat	NT.3	
	BAHASA INGGRIS KURIKULUM MERDEKA			

These specific texts were also chosen to align with the topic criteria specified for grade eleven students, as proposed in the CP or *Capaian Pembelajaran* in Merdeka Curriculum by *Badan Standar, Kurikulum, dan Assesmen Pendidikan* (2022), which emphasize the study of Exposition Texts (see Appendix 2) as one of the focused genres.

The reading passages drawn from these national and international senior high school textbooks serve as the primary data sources for this study. These texts were selected based on curriculum guidelines provided by Merdeka Kurikulum, highlighting the significance of exposition texts in the context of senior high school reading. The systematic analysis of these texts will provide valuable insights into the use of transitivity processes within exposition texts and contribute to a deeper understanding of this genre.

3.3. Data Analysis Technique

According to Patton, as cited in Moleong (2000: 103), data analysis technique involves arranging and categorizing the collected data. Once the data has been collected and selected, it is then analyzed. In this research, several stages of data analysis were employed to address the process of data analysis. They included analyzing the text organization as well as the schematic structure and social purposes of the texts, analyzing the linguistic features, analyzing the process types using transitivity system by dividing the exposition texts into clauses and their segmentation, calculating the occurrences of each data that had been collected, analyzing the results, and interpreting them to elucidate the presence of transitivity systems within the exposition texts. The overall data were firstly collected in the table below. Subsequently, the detailed information and discussion were elaborated upon.

Table 3.2. The Overall Comparison of the Exposition Texts' Elements

Pair	Text Code	Text Title	Generic Structure	Language Feature	Transitivity System
		Elements			
1	IT.1	Making the Internet Work for You			
	NT.1	A World-changing Effect of the Internet			
2	IT.2	Exams do not Test People's Intelligence and are Unfair			
	NT.2	iPad in the classroom.			
3	IT.3	Overweight USA			
	NT.3	The Problem of being too Fat			
4	IT.4	Should Freedom of Speech always be Defended?			
	NT.4	The Government Should Provide Rehabilitation Program for Drug Users			

3.3.1. Schematic Structure and Social Purpose Analysis

In this section, the analysis of schematic structure and social purposes involved the comparison and division of exposition texts from two kind of textbooks into clauses and their segmentation into exposition text elements, specifically the Thesis Statement, Arguments, and Reiteration. Then, the compared data from each text were collected in the table as shown in the table 3.3 for further analysis. This method aligns with the methodologies recommended by renowned experts, including Butt et al. (2003), Emilia (2005, 2011, 2014), Gerot & Wignell (1995), and Knapp and Watkins (2005). Additionally, the collected thesis statements, arguments, and reiterations from each text in each pair were used to analyze and define the social function of each exposition text from both national textbooks and international textbooks. This was done to identify whether the texts from both textbooks have fulfilled the criteria of being exposition text.

Table 3.3 Example of Generic Structure Comparison

IT.1 (Making the Internet Work for You)	
Thesis	<u>Although the internet has only been in existence for about 25 years, it is now an essential part of many people's lives.</u>
Argument 1	<u>The internet is sometimes referred to as the 'information superhighway'. It rapidly transports users to sites around the globe that can help them carry out a task or research. ...</u>
Argument 2	<u>The internet has also created new opportunities for businesses, especially in the fields of advertising and sales. It is also very practical for the customer. A shopping trip in the past often meant a time-consuming visit to lots of shops, searching for what you wanted and at a reasonable price. ...</u>
Argument 3	<u>Despite its short history, the internet has been evolving constantly. With the latest internet technology, users can visit social networking sites and access and share material with high quality sound and images. ...</u>
Reiteration	<u>.... In this way we can learn to establish our own criteria for deciding what makes a website good or bad and hopefully the internet will continue to be an excellent source of useful information and entertainment.</u>
NT.1 (A World-changing Effect of the Internet)	
Thesis	<u>The spread of the internet has had a positive world-changing effect, not least on the world of education. ...</u>
Argument 1	<u>This concern, while understandable, is misguided. The negatives of internet use are outweighed by its critical benefits for students and educators as a uniquely comprehensive use are <u>oute, internatits</u> source; a means of exposure to and engagement with different perspectives; and a highly flexible learning environment.</u>
Argument 2	<u>.... Indeed, for many students, Wikipedia is their first encounter with the concepts of citation and referencing. The use of Wikipedia therefore has a positive side that merits deeper consideration than it often receives.</u>
Reiteration	<u>The internet has had a major positive impact on the world of education; occasional pitfalls aside, its value is evident in numerous applications. ...</u>

3.3.2.Linguistics Feature of the Texts

In this section, the analysis involved the collection of linguistics and language features of each text. Exposition texts were characterized by specific linguistic features. These include the use of emotive language, general and abstract noun, technical words, modal verbs, and cohesive devices (Garot and Wignel, 1994:197). Such language elements enhance the text's effectiveness and coherence, enabling the writer to communicate their message in a persuasive and compelling manner. The data were collected in the table as shown in table 3.4 below and then analyzed based on each function in each text.

Table 3.4 Linguistics Features Comparison

No	Types of Language Feature	Text Code							
		Pair 1		Pair 2		Pair 3		Pair 4	
		IT.1	NT.1	IT.2	NT.2	IT.4	NT.4	IT.5	NT.5
1.	General Noun								
2.	Abstract Noun								
3.	Technical Words								
4.	Emotive Words								
5.	Cohesive Devices								
6.	Modal Verbs								

3.3.3.Process Types Analysis

Within this section, the linguistic attributes of the texts were identified through the application of transitivity analysis. The analysis of the data is carried out employing Halliday's Transitivity system, with the primary objective of discerning the prevalent processes employed in the texts. Before being analyzed using transitivity, the data are firstly being gathered in the Process Types Distribution Tables, as shown below.

Table 3.5 Distribution of the Process Types in the Texts Found in the National Textbooks

Pair	Text	Text Stage	Process Type								Total
			Material (%)	Relational (%)	Mental (%)	Verbal (%)	Existential (%)	Behavioral (%)			
1	NT. 1	Thesis									
		Arguments									
		Reiteration									
2	NT. 2	Thesis									
		Arguments									
		Reiteration									
3	NT. 3	Thesis									
		Arguments									
		Reiteration									
4	NT. 4	Thesis									
		Arguments									
		Reiteration									
Total											

Table 3.6 Distribution of the Process Types in the Texts Found in the International Textbooks

Pair	Text	Text Stage	Process Type											Total	
			Material (%)		Relational (%)		Mental (%)		Verbal (%)		Existential (%)		Behavioral (%)		
1	IT.1	Thesis													
		Arguments													
		Reiteration													
2	IT.2	Thesis													
		Arguments													
		Reiteration													
3	IT.3	Thesis													
		Arguments													
		Reiteration													
4	IT.4	Thesis													
		Arguments													
		Reiteration													
Total															

The collected data then underwent analysis according to the following procedure:

1. Making the segmentation of each text into individual clauses.
2. Making the subdivision of each clause into phrases or words characterized by one of three experiential types: participants, processes, and circumstances. This categorization is depicted in the table 3.3 below:

Table 3.7 Experiential Types

(Adapted from Bloor & Bloor, 1995; Halliday, 1994; Melrose, 1995)

Process Types	Participant Types	Circumstance Types
Material Process	Actor, Beneficiary, Goal, Range	Extent Location Manner Cause Accompaniment Matter Role
Mental Process	Senser, Phenomenon	
Relational	Attribute, Carrier, Identifier, Identified	
Verbal	Quoted/Reported, Receiver, Sayer, Target, Verbiage	
Existential	Existent	
Behavioral	Behaver	

To illustrate the categorization of the processes, consider the following examples:

Table 3.8 Transitivity Analysis Example

The internet has quickly become part of people's everyday lives

The internet	has quickly become	part of people's everyday lives
Carrier	Pr: Intensive-Relational	Attribute

It has changed [the way millions of people work and look for information]

It	has change	the way millions of people	work	and	look for	information
Actor	Pr: Material	Actor	Pr: Material		Pr: Material	Goal

3. Identifying the label of a clause is contingent on the primary experiential process within it, which, in Transitivity terms, determines the clause type. For instance, if a clause features a material process, it is referred to as a “material clause.”
4. Presenting the results of the analysis by showcasing the frequency of identified processes in the dataset, complete with their corresponding percentages. Subsequently, the discussion entails two aspects:
 - a. In a broader context, the discussion links the findings of the processes with their presence in the textual features.
 - b. In a more detailed analysis, each process is dissected individually.

3.4. Concluding Remarks

This section has provided a succinct overview of the research methodology that will be applied in this study, encompassing the research design, methodologies for data collection, and the subsequent data analysis procedures. The subsequent chapter will delve into the research findings, offering a comprehensive analysis of the collected data and their implications within the study's context.