CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the method for conducting this research such as research design, research site and participants, data collection, and data analysis.

3.1 Research Design

This study investigates the Theme and Thematic Progression of senior high school students' descriptive text and students' awareness of the Theme and Thematic Progression. A descriptive-qualitative design was employed in this study, involving text analysis in a case study research. It is an ideal guiding design to discover meaningful descriptions of certain phenomena through text analysis and interpretation (Creswell, 2004). The focus of all qualitative research is understanding the phenomenon being investigated. In this case, theme and thematic progression in descriptive texts and students' awareness are the phenomena that are going to be explored (Cresswell, 2007). Besides, the case study explores a real-life and in-depth data collection involving multiple sources of information (Creswell, 2004).

Additionally, this study employs the theories of Theme and Thematic Progression of Systemic Functional Linguistics proposed by Halliday and Matthiessen (2014) and Eggins (2004) in analyzing students' descriptive texts. The SFL framework was adopted because it offers an understanding of how language constructs meaning in context using three metafunctions (Eggins, 2004): ideational, interpersonal, and textual. By investigating these metafunctions, especially textual metafunctions, the writers gain a deeper understanding of how language structures information within a given text.

3.2 Research Site and Participants

This research was conducted at a senior high school in Malang, East Java. The school is selected due to two reasons. Firstly, the school is one of the most preferred schools. Based on the teachers' information, the school has a good reputation. It often gets achievements in language competitions. Thus, it is expected that students are able to write in English. Second, the researcher has access to do research in the school which is expected to give more feasibility to do the research.

The participants of the study are nine students of class X taking an English subject and learning descriptive text. It is expected that students have the ability to write descriptive texts in English. Nine students were chosen purposively to develop an in-depth understanding related to the topic. Moreover, they are divided into three groups based on students' achievement: high achievers, middle achievers, and low achievers. The participants based on their achievements were involved in this study to represent all students' different competencies. Creswell (2014) argued that researchers can ensure that participants within each group share similar performance levels. It allows for more focused analysis and interpretation, reducing the confounding effects of individual differences.

3.3 Data Collection

The study was conducted to investigate the Theme and Thematic Progression in senior high school students' descriptive text and their awareness of the Theme and Thematic Progression. To address these research questions, there are two techniques used in collecting the data: documentation and interview. The researcher used documents and interviews for the instruments. Further details of data collection are elaborated below.

3.3.1 Documentation

Nine descriptive texts are collected from senior high school students to be analyzed using Theme and Thematic Progression. There are seven steps in collecting the data. First, the researcher requests the consent from students to conduct the study. All students are willing to be participants of this study by filling in their identities such as name, class, and cellphone number on the students' assignment sheet. All identities will be maintained confidential. Second, the teachers review the lesson of descriptive text to students. The teacher then gave an example of good descriptive text. Third, 34 students from the class determined by the teacher (class X) are given instruction to write a descriptive text in the class. The data was collected in the class to ensure that the findings are more generalizable and relevant to the actual educational setting (Cohen et al., 2018). Fourth, students are asked to write a descriptive text based on the topic they are interested in. The writing instruction can be seen in Appendix 2. Fifth, students submit the final draft of descriptive texts to the teacher. An example of a student's text can be seen in Figure 3.1. The data of nine students' texts can be seen in Appendix 3. Sixth, the teacher gives scores to all students' descriptive texts. The scoring rubric of descriptive text can be seen in Table 3.1. Lastly, from 34

students' texts, nine texts are purposively chosen as the data of the study based on the level of achievement: three low achievers, three middle achievers, and three high achievers. First, students who gain a score less than 83 in writing are classified as low achievement students. Second, students who gain a score of 83-90 in writing are classified as middle achievement students. Third, students who gain a score of 91-100 in writing are classified as high achievement students. Moreover, the criteria for students' level of achievement used in the study are adopted from the scoring rubric of the school. In this study, there were three low achievers, three middle achievers, and three high achievers as the participants. See the students' score of writing descriptive text in Appendix 4. The scores and grades of students' writing can be seen in Table 3.2.

WRITING A DESCRIPTIVE TEXT

Name:.
Class: X - G
Phone Number:

Read the following instructions below.
1. Write a description of the topic you are interested in.
2. Write minimum two paragraphs. One paragraph consists of minimum four sentences.
3. You have 60 minutes to write the text.

My bias, Park Ji-Sung

Park Ji-Sung or often called Ji-Sung is a member of the sub-unit group K-Pop called NCT DREAM. He is the youngest in his group. He debuted with other members at the age of 14. This year he is 22 years old.

He has oval face with beautiful brown eyes and sharp nose. His hair is black and short, also he has 183cm talls. Besides being the youngest or maknae in his group, Jisung is also the main dancer and sub-vocalist in his group.

Figure 3.1 The Example of a Student's Text

Table 3.1 Scoring Rubric of the Text (Rose, 2007)

Genre	PURPOSE	Is the text appropriate with the purpose of descriptive text?	SCORE
Register	STAGING	Is the text written in appropriate stages?	0-3
	FIELD	Does the text explain the topic clearly?	0-3
	TENOR	Does the text show clear relationship between the writer and the reader?	0-3
	MODE	Does the text show the characteristics of written language or still close to the spoken language?	0-3
Discourse	PHASES	Does the phases of text are related to each other to make one meaning?	0-3
	LEXIS	Does the word choice indicate the relationship between one word with other words or group of words?	0-3
	CONJUNCTION	Is the logical relationship clear between each phase, clause, or sentence by using appropriate conjunctions?	0-3
	REFERENCE	Is it clear who and what is being aimed at?	0-3
	APPRAISAL	Is there an expression of attitude, including feeling of happiness, sadness, appraisal of people, and appreciation of things?	0-3
Grammar	Are the grammatical terms used correctly?		0-3
Graphic Features	SPELLING	Is the spelling correct?	0-3
	PUNCTUATION	Is the punctuation used correctly?	0-3
	PRESENTATION	Is the text presented in an interesting way? Is the margin, heading, or subheading, and space between paragraphs, used correctly?	0-3

$$\text{Score} = \frac{Total\ score}{42} \times 100$$

Table 3.2 The Score and Grade of Students' Writing

Score	Grade
91-100	A
83-90	B
0-82	C

3.3.2 Interviews

After classifying nine students based on their level of achievement, the researcher conducted the interview to them. It was employed to get information about students' awareness of the Theme and Thematic Progression in the text. Merriam & Tisdell (2016) argued that the main purpose of an interview is to obtain a special kind of information. Open-ended questions are applied in this study to elicit views and opinions from the participants (Creswell, 2018). Besides, a semi-structured interview was used in this study. The reason for choosing a semi-structured interview is that the researcher can reorder the questions, adjust the language, answer the questions, and add or delete probes in the interview (Berg, 2004). The words used in the questions were flexible and less structured (Merriam & Tisdell, 2016). Moreover, the researcher conducted one-on-one interviews via video meeting.

There are some procedures for conducting the interview. Firstly, nine students who had low, middle, and high achievements of writing were involved in the interview. Since students were non-native speaker, the interview was conducted in Bahasa Indonesia in order to avoid misunderstanding. Before conducting the interview, students were informed the purpose and the procedure of the interview. List of questions for guided interviews were prepared to help the researcher feel more confident in conducting the interview (see Appendix 5). The interview session was conducted through video meeting and each interview lasted at least 10 minutes. Besides, the data were recorded by using a Zoom meeting recorder. After the interview session, the data were translated into English, transcribed, and analyzed to describe the finding of the study.

3.4 Data Analysis

After collecting the data, the data analysis was divided into two steps: analyzing the descriptive texts and analyzing the result of the interview. Firstly, the Theme and Thematic Progression theories in Systemic Functional Linguistics proposed by Halliday and Matthiessen (2014) and Eggins (2004) are utilized in analyzing the descriptive texts. Additionally, the texts were analyzed in several stages which were adapted from the

Thematic Progression theory proposed by Fries (2002, as cited in Paltridge, 2006). Here are some stages of analyzing the data:

1. Close-reading the chosen descriptive texts

   Before analyzing the texts, the researcher reads the texts critically to examine the content, organization, grammar, vocabulary, and mechanics of the texts.

2. Breaking down the texts into clauses

   This step aims at investigating how students organize the ideas in the text. A clause is a group of words containing at least a subject and a verb. Breaking down the texts into clauses helps the researcher determine the Theme and Rheme.

3. Placing the clauses into table format

   The researcher places the clauses into table format to make the process of the analysis easier and clearer. The table format of text analysis can be seen in Table 3.3.

Table 3.3 Table Format of Text Analysis

No.	Clause	Topical Theme	Interpersonal Theme	Textual Theme	Thematic Progression

4. Determining the theme and rheme

   After breaking down the text into clauses, the researcher determines the Theme and Rheme. The Theme clauses were classified as topical, interpersonal, and textual themes.

5. Classifying the thematic progression pattern

   The thematic progression pattern can be investigated after determining the Theme and Rheme in the text. The thematic progression pattern has three categories: reiteration, zig-zag, and multiple theme patterns.

6. Calculating each type of theme and thematic progression patterns

   After determining the Theme and Thematic Progression in all clauses, the researcher calculates the occurrence of each type of Theme and Thematic Progression patterns found in descriptive text.

7. Interpreting the findings

This step aims to draw a conclusion about what Theme and Thematic progression patterns are employed in the texts and how the thematic development contributes to the textual cohesion of the descriptive texts. The example of the analyzed text can be seen in Figure 3.2. The data of all analyzed texts can be seen in Appendix 6.

Note

Bold: Topical Theme   *Italic*: Interpersonal Theme   <u>Underline</u>: Textual Theme

R: Reiteration pattern   ZZ: Zig-Zag pattern   MR: Multiple-Rheme pattern

UM: Unmarked Theme   M: Marked Theme

No.	Clause	Topical Theme	Interpersonal Theme	Textual Theme	Thematic Progression
1.	**Park Ji-Sung or often called Ji-Sung** is a member of the subunit group K-Pop called NCT Dream.	+ UM	-	-	-
2.	**He** is the youngest in his group.	+ UM	-	-	R
3.	**He** debuted with other members at the age of 14.	+ UM	-	-	R
4.	**This year**, he is 22 years old.	+ M	-	-	-
5.	**He** has oval face with beautiful brown eyes and sharp nose.	+ UM	-	-	ZZ
6.	**His hair** is black and short.	+ UM	-	-	-
7.	**He** also has 13 cm tall.	+ UM	-	-	-
8.	<u>Besides (of) being the youngest or maknae in his group.</u> **Jisung** is also the main dancer and sub-vocalist in his group.	+ UM	-	+	R
	Total	8 M= 1 UM= 7	0	1	R= 3 ZZ= 1

Figure 3.2 The Example of the Students' Text Analysis

Second, the data of the interview were analyzed in four steps (Creswell, 2014): (1) organizing and preparing the data analysis, (2) coding the data, (3) describing the data, and (4) interpreting the data. First of all, the records of the interview were translated and transcribed to organize and prepare the data. The transcribed data were read several times to have understanding and familiarize the data. Second, the researcher made initial codes. It is the process of organizing the data by bracketing text and writing a word representing a category in the margins. Next, describing the data was conducted by identifying themes that emerge from the data. Lastly, the data were interpreted by advancing personal views,

comparing the findings and literature, and making limitations and suggestions for further research. The result of the interview can be seen in Appendix 7.