

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methodology used in this research. It covers research design, the participant, the research site, data collection and data analysis.

3.1. Research Design

The research design of this research is case study. This research is categorized as case study because of several reasons. First, case study is done in a small scale for a single case (Stake, 1985 quoted in Emilia, 2008), and it is similar with this research which focuses in a small scale of a class of tenth grader students in a senior high school in Bandung, Indonesia and examines a single case of students' News Item Texts. Second, case study investigates phenomenon within its real context (Yin, 1994 quoted in Wahyuni, 2012) and this research also investigates a particular phenomenon in its real context; this research investigates students' News Item Texts which is learned in English subject at school. The investigation is done to identify students' ability and difficulties in writing News Item Texts. Based on those reasons which have been mentioned before, this research is categorized as case study.

3.2. Research Site

The place where this research was conducted is one senior high school in Bandung, Indonesia. The school is a public school where the researcher had done PPL (*Program Pengalaman Lapangan/Teaching Practice Program*). The school has been chosen as the site of the research because the school provides the necessary data that the researcher needs.

3.3. Participants

The participants of this research were a class of tenth graders of academic year 2011/2012 and their teacher. The students have been chosen as the participant because they have learned News Item Text, the genre which was analyzed in this research. The class consists of 40 students, 20 males and 20 females. From the participants, fifteen students' texts have been selected by the teacher and further only six texts have been taken by the researcher as the samples. The six texts represent the three categories of low, middle, and high achiever.

3.4. Data Collection

The data collection used in this study is document analysis, especially students' texts. The data were collected by asking students to write News Item text in a meeting of English subject at their school under their teacher guidance.

3.5. Data Analysis

The collected data were then analyzed using the framework of Systemic Functional Grammar developed by Halliday (1994) and further developed by Gerot & Wignell (1995). The procedure of analysis is as follows.

1. First, the students' News Item texts were divided into clauses as suggested by Butt, et al. (2000) and Emilia (2010). The clause division was done thoroughly based on the examples from Bloor and Bloor (2004). The texts were divided by its main clause, embedded clause and/or enclosed clause. The clauses then were being numbered in order to avoid confusion when doing the analysis for the next step and the grammatical errors are identified and corrected. The correction is shown in brackets.
2. Second, the students' texts were categorized according to News Item text's structural elements: Newsworthy Event, Background Event and Source (Gerot & Wignell, 1995; Butt, et al, 2000; Emilia, 2010).
3. Third, the students' texts were analyzed based on the first implementation of language features of the text, the short and telegraphic information. Each clause in the text should have fewer words (lexical) but maximum information is conveyed in the clause. The information in a text is brought out by content carried lexical: noun, verb, adjective and adverb (Egins, 2004). It means that the more content carried lexical is used in the text, the more information is delivered through the text.

4. Fourth, each clause was analyzed using the Transitivity Theory (Halliday, 1994; Butt, et al, 2000; Emilia, 2010) in order to check the implementation of language features of News Item text: the Material Process, Verbal Process and Circumstances as suggested by Gerot & Wignell (1995).
5. Fifth, the cohesion of the text was analyzed. A text could not be defined only as several sentences which are written together, but a text is sentences which are written together and helped each other in building one particular meaning (Halliday & Hasan, 1976). The cohesion of the text is indicated by the reference, the lexical cohesion and the proper use of the conjunction.

3.6. Sample of Data Analysis

The analysis of students' texts was done by:

1. Presenting student's original text:

Anang Ashanty wedding party

Anang and Ashanty wedding celebration is on mei 20th 2012. The place is in one of five stars hotel. Wedding cake is very big and tall. Anang Ashanty throw five bucket flower to the guest. Host in the wedding his Aurel and Azriel. In the end wedding party implemented dance together. The party is crowded.

(Sources: Infotainment show and RCTI)

2. Dividing the text into clauses and correcting the spelling, punctuation and grammatical errors as follows.

Anang Ashanty wedding party

1. Anang and Ashanty wedding celebration is(was) on mei(May) 20th (,) 2012
2. The place is(was) in one of five stars hotel (hotels)
3. Wedding cake is(was) very big and tall
4. Anang Ashanty throw(threw) five bucket (bouquets) (of) flower to the guest
5. Host(s) in the wedding (were) his Aurel and Azriel
6. In the end (of) wedding party (,) (they) ~~implemented~~ dance (danced) together
7. The party is(was) crowded

The words in brackets are the correction of the grammatical, spelling and punctuation errors.

3. Identifying the structural elements of the text:

Anang Ashanty wedding party

Newsworthy Event:

1. Anang and Ashanty wedding celebration is(was) on mei(May) 20th (,) 2012

Background Event:

2. The place is(was) in one of five stars hotel (hotels)
3. Wedding cake is(was) very big and tall
4. Anang Ashanty throw(threw) five bucket (bouquets) (of) flower to the guest
5. Host(s) in the wedding (were) his Aurel and Azriel
6. In the end (of) wedding party (,) (they) ~~implemented~~ dance (danced) together
7. The party is(was) crowded

4. Identifying and counting the content-carrying lexical used in the clause to determine short and telegraphic information which is conveyed in the text. The amount of the content-carrying lexical is then being compared to the total lexical to get the percentage.

Sample clause:

Anang	and	Ashanty	wedding celebration	is(was)	on	mei(May) 20 th 2012
noun	conj	noun	noun	verb	prep	adverb

5. Analyzing the clauses using the Transitivity Theory. The analysis of Transitivity Theory was done to identify the use of News Item text language features: the material process, the verbal process and the focus of circumstance. The analysis was done as the example below.

Material and verbal processes and circumstances identification was done as the following.

Anang Ashanty	throw(threw)	five bucket flower	to the guest
Actor	Process: Material	Goal	Circ. Matter

6. Identifying all cohesion devices as follows.

The first device is the reference. The identification is as follows.

1. **Anang and Ashanty wedding celebration** is(was) on mei(May) 20th 2012
2. **The place** is(was) in one of five stars hotel
3. **(The) Wedding cake** is(was) very big and tall
4. **Anang (and) Ashanty** throw(threw) five bucket flower to the guest
5. **Host(s) in the wedding** (were) ~~his~~ Aurel and Azriel
6. In the end(,) **(the) wedding party** implemented dance together
7. **The party** is(was) crowded

The **bold** words show that the writer kept the track of the reference, *Anang and Ashanty wedding party*, through the text keeping the text focus on a participant and make it to become a cohesive text. The chain is:

**Anang and Ashanty wedding celebration - The place -
(The) Wedding cake - Anang (and) - Host(s) in the
wedding -(the) wedding party - The party**

The second device is the lexical cohesion. It is done as the following.

1. Anang and Ashanty *wedding celebration* is(was) on mei(May) 20th 2012
2. The place is(was) in one of five stars *hotel*
3. (The) *Wedding cake* is(was) very big and tall
4. Anang (and) Ashanty throw(threw) five bucket *flower* to the *guest*
5. *Host(s)* in the *wedding* (were) ~~his~~ Aurel and Azriel
6. In the end(,) (the) *wedding party* implemented *dance* together
7. The *party* is(was) crowded

The *italics* words show that the writer only chose the lexical related to *wedding*. The lexical used by the writer proves that the text focus in telling the wedding, so it uses the lexical which relates to it. The appropriate choice of lexical gives the text a limitation of what is told in it.

The third device is the conjunctive cohesion. The analysis is below.

1. Anang and Ashanty wedding celebration is(was) on mei(May) 20th 2012
2. The place is(was) in one of five stars hotel
3. (The) Wedding cake is(was) very big and tall
4. Anang (and) Ashanty throw(threw) five bucket flower to the guest
5. Host(s) in the wedding (were) ~~his~~ Aurel and Azriel
6. In the end(,) (the) wedding party implemented dance together
7. The party is(was) crowded

The underlined words show that the writer used conjunctions. The appropriate use of conjunction is determined by the connection between the clauses which are combined. If the conjunction used is in line with the relation between the clauses, then the cohesion of the text has successfully built and the text won't bring out any confusion to the readers while getting the meaning delivered from the writer through the text.

The sample above was done to all students' texts involved in this research. The detail analysis could be seen in the Appendix.

Concluding Remarks

This chapter has presented the methodology of this research, the participant, the research site, and steps of data collection and analysis in detail. The discussion of the results of data will be discussed in Chapter 4.