# CHAPTER III
# RESEARCH METHODOLOGY

This chapter elaborates the method of this study. It covers four main aspects; those are Research Design, Research Site and Participant, Data Collection, and Data Analysis. First, research design discusses the method employed in this study. Second, research site and participant explain the place where the study was conducted and the participants involved in the study. Third, data collection underlines on the technique used in collecting the data. Last, data analysis enlightens the procedure of analyzing the data.

## 3.1. Research Design

In order to answer the research questions, a qualitative design was employed. Based on the classification of research designs from Nunan (1992), this research can be characterized as a qualitative study because in this study the researcher created and investigated one of the outcomes of teaching learning activities. The outcome is students' recount text. In line with this, Auerbach and Silverstein (2003, p. 3) further argued this study included into a qualitative design as it analyzed and interpreted data in order to reveal how the students organize their ideas in regard to thematic progressions in students' recount texts and to discover the contribution of thematic progressions on the cohesion and coherence of the text.

In addition, this research also has similar characteristics to a case study. Like a case study, a researcher is permitted to study in small and single case through case study (Stake, 1994, p. 278, as cited in Emilia, 2005, p. 74). Duff (2008, p. 22) also stated that this study also could be considered into a case study since it emphasized the "bounded" singular nature of the case, the importance of

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context, the availability of multiple sources of information or perspectives on observations, and the in-depth nature of analysis. In this study the researcher

conducted the study in one of junior high school in Indramayu, West Java, Indonesia. Students in one class of the junior high school were chosen to be participants of this study.

Furthermore, this study used text analysis, which is another method of qualitative case study (Travern, 2001; Freebody, 2003, as cited in Emilia, 2005, p. 74-75), using SFG, which provides a powerful analytical tool, and constitutes "one of a variety of linguistic approaches that have been well developed in the area of education" (Freebody, 2003, p. 185, as cited in Emilia, 2005, p. 74-75). It was to present the development of the ideas of students' recount text. The thematic progressions, in which the texts develop the ideas they present (Fries, 1995, p. 320-323; Eggins, 1994; as cited in Emilia, 2014, p. 241).

## 3.2 Research Site and Participants

The focal point of this study was a class of eight grade students of one public junior high school in Indramayu, West Java, Indonesia. It was chosen since recount text material existed in eight grade English syllabus. In line with this, Standard Competence (*Standar Kompetensi*) and Basic Competence (*Kompetensi Dasar*) stated that eight grade students should comprehend social purpose, schematic structure, and linguistic features of recount text in their daily context (*K.D. 6.2*).

The participants of this study were 32 eight grade students on the second semester. All students were classified into low-, middle-, and high achievers. However, only six texts were analyzed that represented each level of achievements. It is based on De Paulo's statement (2000), the sample quality was more important rather than the sample number.

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**3.3 Data Collection**

The data collection technique used in this study was collecting students' recount texts.

**3.3.1 Collecting Students' Recount Text**

Students' recount texts were collected at one stage: one shot. Those six students were categorized into three achievement categories which were determined by score of the student's writing. The score of the students' writing products were determined by the English teacher. Therefore, there were three categories; low-, middle-, and high achievers. Students who got 40-59 in writing were categorized into low achievers, students who got 60-79 in writing were categorized into middle achievers, and students who got 80-90 in writing were categorized into high achievers. In terms of thematic progressions, categorizing students into three achievements categories in analyzing recount text, it was expected to give several advantages: it was easier for the researcher to attain more informative data and it was expected to give greater comprehension of the context based on prior knowledge (Duff, 2008, p. 116).

**3.4 Data Analysis**

In this study, the data analyses were divided into three phases: identify the thematic progression patterns, determine the thematic progressions trends, and examine the coherence and the cohesion of students' recount texts.

**3.4.1   Identification of Thematic Progressions Patterns**

The researcher identified the thematic progressions patterns of those texts. Thematic progressions are the way to know how the texts develop the ideas they present (Fries, 1995, p. 320-323; Eggins, 1994, p.303-305, see also Emilia, 2014,

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p. 241). Besides, thematic progressions made to the cohesion and coherence of a text (Eggins, 2004, p.324). In addition, through thematic progressions the researcher can exploit word ordering option to highlight information structure (Schleppegrell, 2004). In relation to them, there are three kinds of thematic progressions: the zigzag pattern, the reiteration pattern, and the multiple theme pattern (Emilia, 2014, p. 241).

### 3.4.2 Determining the Thematic Progressions Trends

In this section, the researcher summarized all thematic progressions trends that frequently used by students in their recount text. To make it clearer, the researcher evaluated the result of the analysis to the previous studies. It is to discover whether there is a difference or not of the result of the thematic progressions in this study.

Based on Theme choices in a text, thematic progressions (Fries, 1995, p. 320-323; Eggins, 1994, p. 303-305, as cited in Emilia, 2014, p. 241) can be classified into three: the zigzag pattern, the reiteration pattern, and the multiple theme pattern.

Below is an example of the zigzag pattern or a linear thematic progression of Text 3 written by a student.
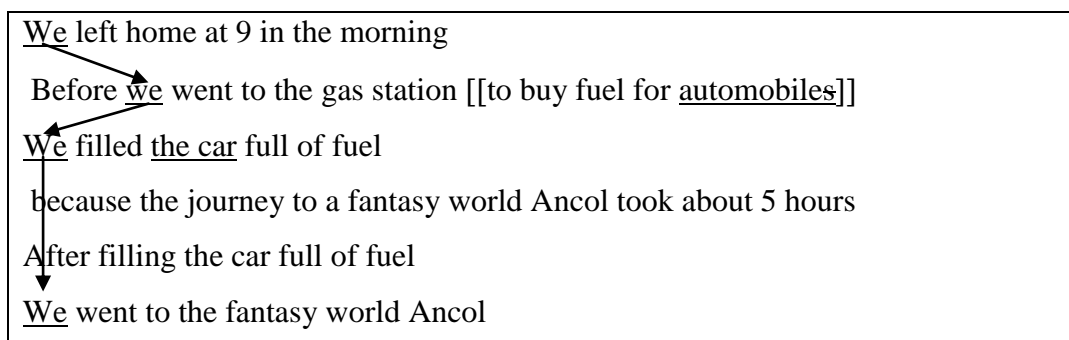
| |
|---|
| And (we) went to ~~on~~ "the Scenic Railway" |
| ~~It was scary~~ railway |
| ~~It~~ was scary |

Below is an example of the reiteration thematic progression of Text 2 written by a student.

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We left home at 9 in the morning

 Before we went to the gas station [[to buy fuel for automobiles]]

We filled the car full of fuel

 because the journey to a fantasy world Ancol took about 5 hours

After filling the car full of fuel

We went to the fantasy world Ancol

### 3.4.3   Examining the Cohesion and Coherence

In this part, the researcher analyzed the cohesion and coherence of those texts. Cohesion deals with devices that give a text texture. While it appear that linguists have appropriated texture from the field of textiles along with terms like ties, close knit, and weaving, in fact, text, texture, and textile all come from the same Latin root meaning that is woven. So it is entirely appropriate for linguists to talk about meanings being woven together and about lexical and grammatical ties between clauses as cohesive devices. Thematic progressions from Theme to Rheme are a structural expression of cohesion (Butt, et.al, p. 143).

Meanwhile, coherence refers to the elements internal to the text, consisting of cohesion and register: "a text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive" (Halliday & Hasan, 1976, p. 23, as cited in Chen, p. 94). Coherence, on the whole, is regarded as the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers (Castro, 2004, as cited in Chen, p. 94). In other words, coherence accounts for the meaningful relationship among elements of a text, stemming from "thematic development,

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organization of information, or communicative purpose of the particular discourse" (Kuo, 1995, p. 48, as cited in Chen, p. 94).

## 3.5 Concluding Remark

This chapter has presented the methodological facets of this study dealing with research design, research site and participants, data collection and data analysis.

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