CHAPTER III
RESEARCH METHODS

This section explains the method of the research to answer statements of problems proposed in Chapter I. It covers research design, participants of the study, data collection, data analysis, and reliability and validity of the study.

3.1 Research Questions

The problems to be investigated are formulated in the following questions:

1. To what extend do students apply the generic structure of recount text in their writing?
2. How do students apply simple past tense in their writing?

3.2 Research Design

The study used qualitative method in order to meet the objectives of the study as the data was examined "by collecting primarily textual data and examining it using interpretative analysis" (Heigham & Croker, 2009, p. 5). Fraenkel et al. (2012, p. 426) add that this qualitative method is preferable since it is more concerned of the quality of relationship, activities, situations, or materials being analyzed. The findings of qualitative research cannot be generalized in particular contexts. Although in certain circumstances, the researcher might let his study be generalized, and usually very limited in scope, by the readers as long as he provides rich description to his research (Heigham & Croker, 2009, p. 9; Fraenkel et al., 2012, p.11).

3.3 Research Cite

There was one legitimate reason on choosing SMA Negeri 5 Bandung as the research cite of this study. Since the researcher conducted an internship (PPL) at that school and she had thought tenth and eleventh grade students of SMA Negeri 5 Bandung, she got the general picture of its students' English fluency. The students' English fluency was relatively good and in general they could write in English somewhat well. They also could follow proper generic structures of a particular text type when asked to write, for example on writing a recount text, they would include orientation, sequence of events, and re-orientation. The interesting finding was that the researcher found that students still had difficulties in tenses, prepositions, articles, and choice of words when writing or speaking in English. Therefore, the researcher would like to research the students' recount texts further. The researcher chose SMA Negeri 5 Bandung as her research cite since simple past tense posed as one of the problems faced by the students in learning English.

3.4 Participants of the Study

   3.4.1 Sample

Population is a group of potential participants to whom the result of the study is to be generalized (Fraenkel et al., 2012, p. 91; Salkind, 2012, p. 95). Hence, the population of this study was all tenth grade students of SMA Negeri 5 Bandung of the academic year 2014-2015. As there were ten classes of tenth grade, one class was chosen randomly for the sample of the study. A sample is "the group on which information is obtained" (Fraenkel et al., ibid.). There were 37 students in that class and only 35 students participated in the study since the other two students were absent on the first meeting of data collection. Therefore, only six students were chosen as the sample for this study. They were chosen randomly from 37 students.

The students were asked to write a piece of recount text under the topic "The Best Day Ever in My Life." This study was conducted to find out whether the students had difficulties in writing English text types, in this case writing a recount text. The result of this study was also expected that it would provide the best remedies for teachers that in the future time, they would notice the difficulties and could arrange the best remedies to avoid this phenomenon to happen again later.

3.4.2 Sampling Technique

The sample was chosen randomly from ten classes of tenth grade at SMA Negeri 5 Bandung. There was no particular condition that classes were determined by the students' total number of errors. It meant that there were the same total number of higher achievers, middle achievers, and low achievers in each class. The selection of the class for the sample of the study did not under any circumstances meet certain requirements since the academic year had just begun. Therefore, random assignment was applied for the study since "each individual who is participating in an experiment has an equal chance of being assigned" (Fraenkel et al., 2012, p. 267).

The students were asked to write their own real life experience in the form of recount text. After the data was analyzed and classified into three categories based on the number of errors the students made ('low', 'middle', and 'high'), six students fulfilled each category would be treated as the sample of this study.

3.5 Data Collection

To achieve the prior purpose of the study, the data was collected from 35 tenth grade students of SMA Negeri 5 Bandung. The main data was six pieces of recount texts written by the students. The writings were analyzed briefly and six writings were purposively chosen as the sample.

The primary data for this study was six pieces of students' recount text under the theme of "The Best Day Ever in My Life". They had to write their own personal experience toward the theme and had to include where and when they had the best day ever in their life and with whom they experienced it (if necessary). They had to explain what they did and how they felt about the experiences in about 200 words in 30 minutes.

3.6 Data Analysis

To analyze the data, the study applied two steps to fulfill the aims of the study. First, the texts were analyzed using based on the generic structure of recount text as suggested by Anderson & Anderson (2003) and Emilia (2010), as follows:

1. Orientation

   This stage describes who involved in the story, where it happened, what happened, and when it happened.

2. Sequence of Events

   In this part, the writer retells the events he experienced in his story. Events were described in series by using temporal and additive conjunction to connect them.

3. Re-orientation

   The writer gives his comment for his overall story. He also may add a conclusion about the story.

The second step is identifying the linguistic features that were found in students' recount texts by applying Transitivity of Functional Grammar as suggested by Gerot & Wignell (1995). It includes, specific participants, circumstance of time and place, the use of first person, additive conjunction, material processes, and past tense.