CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology used in this study. It covers formulation of problems, research design, research site, participants, data collection, data analysis, the reliability and validity of the research. The research design discusses the method that will be employed in this study, the principles and characteristics. The site and participants describe the place where the study conducted and participant involved in this study. The data collection presents the instrument and the procedures of data collection. The data analysis elaborates the procedure in analyzing the data. The validity and reliability discuss the methods used to make the research valid and reliable.

3.1 Formulation of Problems

As stated in the first chapter, this study addresses the following questions as below.

a. What is the eleventh graders' level of ability in writing Hortatory Exposition text?

b. What are the difficulties encountered by eleventh graders in writing Hortatory Exposition text?

3.2 Research Design

This research is a case study because the research collected in-depth data about a specific individual, contexts or situations in order to shed light on particular question or phenomenon (Murray, 2012). In this research, the writing product of an eleventh graders' class were analyzed by using SFL framework. This in-depth analysis was conducted to figure out the quality of students' writing

and the difficulties they have in writing hortatory exposition text. Therefore, this study meets the criteria of a case study.

In general, this research belongs to qualitative study for the reason that the data were collected and interpreted in the form of descriptive data (Fraenkel et al, 2012). Instead of that, the data were collected through documents which indicated that the study used qualitative approach. It is in line with Murray (2012) who stated that a research is considered using the qualitative approach when the data were collected through one or more of the following: documents, questionnaire, interview or focus group transcripts, observations of a person or situation and the field notes they may generate, and audio and video recordings.

However, quantitative approach was applied to determine students' level of ability. In order to take precise samples of each level of ability, statistical calculation was operated in this study. Then, the result of the calculation was supported qualitatively by describing each criteria of the rubric used to examine students' texts.

3.3 Research Site

The research was conducted in one of senior high school in Bandung. There are several reasons why this school was chosen as the research site.

Firstly, it is related to the accessibility of the researcher. This school was the place where the researcher did teaching practicum (PPL) in 2013/2014 academic year. Since the researcher did the teaching practicum in this school, it was possible for the researcher to manage the administrative matters related to the research.

Secondly, it is related to the background of the school. This school is known to be a school with good academic reputation in Bandung. This research related with students' ability and difficulties in writing Hortatory Exposition, and thus the researcher has desire to investigate students' text in this high achievable school.

Based on the agreement between the teachers and the researcher, the name of the school will not be revealed in this research paper.

3.4   Participants

The participants of the research were eleventh graders of a senior high school in Bandung. This class consists of thirty six students, sixteen and twenty females. From thirty six students, six students were chosen as the main participants of this study. Since this study is a qualitative study, the participants chosen are purposive participants to meet several criteria (Russell & Gregory, 2003). The six students were selected based on their performance in writing Hortatory Exposition text. Their writings were assessed by using the rubric suggested by Rose (2007). Then, the texts of these students were used as the main data in this research.

3.5   Data Collection

3.5.1 Instrumentation

The purpose of the study is to figure out students' ability and difficulties in writing Hortatory Exposition text. Therefore, the data collection involved document analysis as the instrument in this study. The document analysis was used for several reasons: (Guba & Lincoln, 1981 as cited in Alwasilah, 2002; Appletown & Cowley, 1997 as cited in Ahmed, 2010):

1. it is a sustainable source of information;
2. it is the evidence that can be used to defend the researcher against chargers or error of interpretation;
3. it is the natural source of data;
4. it is an inexpensive and economical form of data;
5. it saves time;
6. It is "non-reactivity", the records are unbiased by data collection process.

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The documents used in this study are the text written by the students. The students were asked to write Hortatory Exposition text as a part of their academic task in learning Hortatory Exposition. From thirty six texts, six texts from six students which represented high, middle and low achievers' texts were chosen. These writing products are used as the data to analyze the students' ability and difficulties in writing Hortatory Exposition text.

3.5.2 Procedures of data collection

Several steps were taken in data collection. Firstly, the students were asked to write a Hortatory Exposition text as their academic task in the form of test. Direct testing was carried out because it gives straightforward assessment and interpretation of students' performance (Hudges, 2003). Secondly, students' texts were categorized by using the rubric proposed by Rose (2007) into low, middle and high achievers. This categorization was done to determine the sample in this study. Thirdly, six texts which represent low, middle and high achievers were analyzed by using SFL frameworks. Lastly, the findings were described and interpreted.

3.6 Data Analysis

The data analysis aimed to figure out the students' ability and difficulties in writing Hortatory Exposition particularly in the schematic structure, language features and the thematic progression of text. In line with the data collection, the data analysis discusses the analysis of students' Hortatory Exposition text. There were some steps employed in analyzing students' text. Those are categorizing the text by using the writing rubric, analyzing the schematic structure, assessing the linguistic features and analyzing the theme system. The steps in analyzing the data are described in detail as below.

3.6.1 Categorizing the Texts

The first step was categorizing the text written by the students into low, middle and high achiever by using the rubric proposed by Rose in 2007 (Emilia, 2011, p.151). Then, six texts which represent low, middle and high achievers were chosen as the main data for this study. The rubric is described by the table below:

Table 3.1 Writing Rubric proposed by Rose

(*Adapted from Emilia, 2011, p.151*)

Categories	Sub-categories	Description	Score (0-3)
Genre	Purpose	the genre written is in accordance with the writer's purpose for example the Hortatory Exposition is written to persuade the readers	
	Staging	The text consists of appropriate stages (thesis-arguments-recommendation)	
Register	Field	The topic is explained clearly	
	Tenor	The text shows a clear relationship between the writer and the reader(s)	
	Mode	The text shows the characteristics of written language	
Discourse	Phases	Phases in the text are related to form a unity of meaning	
	Lexis	The diction indicates a link between words or groups of words	
	Conjunction	Logical relationship between each phase in the text and in between clauses or sentences using appropriate conjunctions.	

	Reference	The identity of the participants is introduced and it can be tracked clearly through the text	
	Appraisal	There are expressions of attitudes, including the feeling towards a situation, the evaluation towards a person and the appreciation of a thing.	
Grammar	The text is written using appropriate grammar.		
Graphic features	Spelling	The text is written using appropriate spelling.	
	Punctuation	The text is written using appropriate punctuation.	
	Presentation	The text presented is interesting. There are illustration and neatness.	

3.6.2   Analyzing the Schematic Structure of the Texts

The second step was analyzing the schematic structure of students' Hortatory Exposition texts. It was conducted to figure out whether the students have the ability to write a successful Hortatory Exposition text because each text has "a particular structure or overall organization" (Emilia, 2014, p. 86) that differentiate it from other texts. The six samples of Hortatory Exposition texts written by the students were broken down into clauses, corrected and segmented into the elements of Hortatory Exposition text: Thesis, Arguments and Recommendation, as proposed by Gerot & Wignell (1994), Emilia (2011), Veel (1997), Feez & Joyce (1998), Macken-Horarik (2002) as cited in Emilia (2014). The example of the analysis of the schematic structure of the Hortatory Exposition text written by the students is showed by the excerpt below:

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<div style="border:1px solid">

<u>Smoking Should be Banned</u>

Thesis

1. Smoking is becoming a hobby for people around the world especially Indonesians.

2. We can find people [[who do that kind of thing]] easily from place to place.

3. If this kind of behaviour keeps continuing,

4. it surely leads to problems and problems.

Arguments:

5. First, as we all know, cigarettes are composed from dangerous medical substances, such as: ~~nycotine~~(nicotine), ammonia, carbon ~~monoxyde~~ (monoxide) and others.

6. One of the deadliest substance(s) called TAR [[which cause(s) lung cancer]].

Recommendation

7. I definitely oppose smoking,

8. that is [[why we should banned it]].

9. For smokers and chain-smokers I suggest you [[to stop this nasty behaviour ~~thing~~]] for the better of the world, the ones you love and yourself.

</div>

3.6.3 Analyzing the Linguistic Features of the Texts

The third step was assessing the linguistic features of students' Hortatory Exposition text as proposed by Gerot & Wignell (1994), Martin & Rose (2008), Lirora& Cuevas (2009), Setiadi & Piyakun (2012). Transitivity analysis was applied to analyze the types of processes in the text written by the students. Therefore, the theory of SFL and transitivity system proposed by Gerot & Wignell (1994), Eggins (2004), Halliday (2004), Emilia (2005, 2010, 2014), Imtihani

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(2010), and O'Donnel (2011) were used in this study. The following is the example of transitivity analysis:

Thesis

1.	The following arguments	Are	the reasons
	Token	Pr: relational	Value

2.	why	We	should ~~banned~~(ban)	smoking:
		Actor	Pr: material	goal

Arguments:

3.	My third argument	is going to be focused	on the social impact.
	Token	Pr: relational	Value

4.	Research	~~Proofed~~ (proved)
	Sayer	Pr: verbal

5.	that	passive smokers	will gain	more negative effect compared to the active smokers.
		Actor	Pr: material	goal

Recommendation

6.	You	can start by replacing	the cigarettes into something sweet, for instance: sweets, cookie, etc.
	Actor	Pr: material	Goal

3.6.4 Analyzing Theme System of the Texts

The fourth step was analyzing the theme system of the text as proposed by Gerot & Wignell (1994), Eggins (2004), Halliday (2004), Caffin et al (2009), and Emilia (2010, 2011, 2014). The following is the example of theme system analysis in which the word or the group of words printed in **bold** is the topical
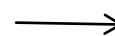
$\longrightarrow$

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theme, the word <u>underlined</u> is the textual theme and the arrow (   ) is used to show the thematic progression:

> 1. **Earth** is the only place [[where human being can live]].
> 2. **Earth** is full of sources
> 3. <u>that</u>**we** can use for our daily needs.
> 4. **We** ~~musn't~~(must not) cause more pollution or trouble for global warming
> 5. **Which** ~~becoming~~ (becomes) one of the world's largest problem now

3.7 Reliability and Validity

The term validity and reliability are used to examine the quality of the research. Reliability is defined as the tendency of the research to have a consistent result over time and an accurate representation of the total population under sample (Joppe, 2000 as cited in Golafshani, 2003). So, reliability refers to consistency of the research result whereby if another research is conducted using the same research methodology, the result will be the same. Validity refers to the authenticity of the data (Setiadi, 2006) so the data collected must be real or true.

To make the result of this study valid and reliable, triangulation and interrater were used in this study. The triangulation employed in this study was *triangulasi teori* (theory triangulation) in which the same data were analyzed by using different theories (Cohen and Manion, 1980 as cited in Setiadi, 2006). In this study, two main frameworks were used to analyze students' texts: writing rubric proposed by Rose to categorize students' level of ability in writing hortatory exposition text and SFL framework to identify difficulties encountered by the students in writing the text. Instead of triangulation, interraters also gave contribution for the validity and reliability in categorizing students' texts. There were three raters involved in this study: the researcher, a professional teacher who has been teaching in the school where the data collected and a colleague of the researcher who has undergone teaching practicum.

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By using triangulation and involving interraters, it is expected that the validity and reliability of the research can be achieved.

3.8   Concluding Remarks

This chapter has elaborated the methodology of the study which includes research questions, research design, research site, participants, data collection, data analysis, validity and reliability. This study attempts to find out the students' ability and difficulties in writing Hortatory Exposition text in terms of text structure, linguistic features, transitivity and theme system of the text. The research used case-study. The Hortatory Exposition texts used as the data in this study were the text written by the eleventh graders of a public senior high school in Bandung. The texts were analyzed by using SFL framework. The further result and discussion from this chapter will be elaborated in chapter VI.