CHAPTER III
RESEARCH METHODOLOGY

In Chapter I, the research questions have been displayed. In order to answer the research questions, there are several steps in the research that need to be elaborated. This Chapter consists of design of the research, site and participants of the research, data collection and data analysis which will be elaborated in the following sections.

3.1. Research Questions

In order to discover students' ability in writing Descriptive text, it is asked the following research questions:

1. How is the students' ability in writing Descriptive texts in terms of the schematic structure and linguistic features?
2. What difficulties are faced by the students in writing Descriptive texts?

3.2. Research Design

In order to answer the research questions on how students' ability in writing Descriptive text in terms of schematic structure and linguistic features, the current research employed qualitative method. It was chosen since qualitative method was used to comprehend social phenomenon from participant point of view (Alwasilah, 2011).

The qualitative research was used due to the study's main purpose which aimed at collecting, examining, analyzing, describing and categorizing textual data using interpretative analysis in order to recognize whether the schematic structure, and linguistic features of Descriptive text were sufficient or not (Crocker & Heigham, 2009, p.4; Creswell, 2009).

In association with qualitative method, a qualitative case study was used to discover meaning, investigate the processes, and to gain in depth understanding of and individual, group or situation (Lodico, Spaulding, and Voegtle, 2006). According to Cohen and Manion (1985, cited in Nunan, (1992), a case study observed the characteristics of an individual unit to probe deeply and to analyze the intensity of the multifarious phenomena that constitute the life cycle of the unit with a few to establishing the unit belongs. Thus, The current research can be regarded as a case study since it was carried out in a small case and focused on one

particular instance of educational experience or practice and cannot be generalized (Cresswell, 1994; Freebody, 2003 in Alwasilah, 2009).

Moreover, the use of Systemic Functional Linguistics (SFL), particularly Transitivity system as a tool for analyzing the students' Descriptive texts played a significant role in the current research. By using Transitivity system, the overall grammatical resource for construing goings on will be revealed (Martin, Mathiessen and Painter, 1997; Emilia, 2005, p.94; Eggins, 2004, p.249; Emilia, 2014, p.149). Thus, it was possible to investigate the schematic structures, purpose and linguistic features of the Descriptive texts analyzed in the study.

3.3. Site and Participants

The research was conducted in one state of junior high school in West Java, Indonesia. The reason why it was chosen as the object or the site of the research because the school was accessible since the teaching practicum was conducted. Besides, the characteristics of the school, the teacher's and the student's had already known.

Since the observation focused on the students' writing text, then one class of eight graders consisted 26 students was chosen as the participants of the research, but only 9 texts were chosen to be analyzed.

3.4. Data Collection

There were two data collection techniques used in the current research; collecting students' writing products and interviewing the students regarding their perspectives toward Descriptive text and the difficulties during the writing process.

3.4.1. Collecting students' descriptive text

As stated before, the data used in the current research were the students' writing products. The students had to complete writing task which had been determined by English teacher during their class time. Then, the researcher collected the students' writing products. Once, the texts had been obtained, and then they were classified based on students' levels of achievement. There were three categories of students' levels; high, middle and low achieving

students. Nine samples of Descriptive texts represented each category were chosen to be analyzed.

3.4.2. Interviewing the students

According to Alwasilah (2011), in-depth information and data can be obtained by a researcher by doing an interview. An interview, as was stated by Mackey and Gass (2005) made phenomena which were not observable (such as perceptions and attitude) possible to be examined. Most of qualitative researchers used an in-depth interview to the result in enlightenment from the respondents' experiences and perspectives through their words (Hesse-Biber and Leavy, 2010). Hatch (2002) stated that an in-depth interview was designed with a purpose of going deeper to the understanding of informants.

Some questions were made in order to dig the students' responses, it was hoped that the interviews enabled them to talk further about their perspectives toward writing Descriptive text and also the difficulties during the writing process. In terms of the level of control interviewer, the interview was semi-structured. Semi-structured is the types of oral interview which the interviewer has a general idea of where he or she wants to go, but does not enter the interview with a list of predetermined questions (Nunan, 1992, p.149). This type of interview gave the interviewee a degree of power and control over the course of the interview. In addition, it gave the interviewer a great deal of flexibility. Besides, according to Hesse-Biber and Leavy (2010), semi-structured interview were indicated by a more loose conversation even though a certain set of questions are still used as guidelines. The guideline questions are presented as follows:

1. Do you like writing?
2. What do you think of writing Descriptive text?
3. Did you find some difficulties during your writing process?

Nine students were chosen to do the interview. The interviews were conducted individually in which the students were called one by one to have an informal talk with the researcher. An informal setting was considered necessary in order to provide an ease for the

interviewee, so that real and authentic answers could be derived. It was also carried out in Indonesian to provide comfort for the interviewee during the conversation.

3.5. Data Analysis

Data analysis of students' Descriptive text was divided into two steps. The first step, the analysis started with analysis of schematic structure of Descriptive texts. The second step was analyzing those linguistic features by using Systemic Functional Linguistics (SFL) particularly Transitivity system. The researcher used this kind of text analysis as proposed by Christie (2005), Emilia (2005), Hermawan & Tati (2008).

3.5.1. Students' descriptive texts analysis

Document analysis in the students' Descriptive text was conducted to find out the students' ability in writing Descriptive texts in terms of its schematic structure and linguistic features.

The research focused on analyzing the text, especially Descriptive texts. According to Huckin (2004), the units of analysis or text features to be identified for analysis must be those that emerge logically from the research question. So the text features analyzed in this research are:

1. The general organization patterns or schematic structure of Descriptive texts.
2. The linguistic features which were found in Descriptive text.

Moreover, the use of Transitivity system of Systemic Functional Linguistics (SFL) as a text analysis played a significant role in the research. Transitivity system will be a tool for analyzing the schematic structure and linguistic features of the texts. By using Transitivity system, the overall grammatical resource for construing goings on will be revealed (Emilia, 2005, p.94; Eggins, 2004, p.249; Emilia, 2014, p.149). By using Transitivity system, it was possible to investigate the schematic structures and linguistic features of the Descriptive texts.

3.5.1.1. Analysis of schematic structure

In this step, the overall meaning construed and schematic structure found in the samples of Descriptive texts was analyzed in order to find out the social purpose of text (Emilia, 2014, p.86). The sample of Descriptive texts in English was broken into clauses and segmented into elements of Descriptive texts; Identification and Description, as proposed by some experts

such as Derewianka (1990), Gerot & Wignell (1995), Knapp & Watkins (2005), Nafisah & Kurniawan (2007) and Emilia & Christie (2013). Below is an example of schematic structure analysis of a Descriptive text which has been written by the students:

Table 3.1 Example of Schematic Structure Analysis

Schematic structure	Descriptive Text
	Rabbit
Identification	I have one Rabbit in my house. Her name is Bitty.
Description	She has a long ears, dense fur, short of tail, her fur is gray. My rabbit like eat a carrot and lettuce. She is very funny and I love my rabbit.

3.51.2. Analysis of linguistic features

After identifying the schematic structure and social purpose of the texts, the next step was identifying the linguistic features of the texts using experiential metafunction which is Transitivity system. The clauses in texts were analyzed using Transitivity system analysis to investigate the interpretation of meaning from texts' Processes, as suggested by genre theorist, Christie (2005). The results of analysis were then related to the criteria of Descriptive text's linguistic features which were derived from Derewianka (1990), Gerot &

Wignell (1994), Knapp & Watkins (2005), Nafisah & Kurniawan (2007) and Emilia & Christie (2013).

The following is an example of linguistic features using Transitivity system analysis on a Descriptive text which had been written by the students.

Identification

I   have   one Rabbit   in my house.

I	Have	One rabbit	In my house
Possessor	Attributive: Possessive	Possessed	Circ: Loc: Place

Her name is Bitty.

Her name	is	Bitty
Token	Intensive	Value

Description

She has a long ears, dense fur, short of tail, her fur is gray.

She	has	a long ears, dense fur, short of tail
Possessor	Attributive: Possessive	Possessed

her fur is gray.

Her fur	is	grey
Carrier	Attributive: Intensive	Attribute

My rabbit like (likes) eat a carrot and lettuce.

My Rabbit	Like	(to) eat a carrot and lettuce
Senser	Pro: Mental	Phenomenon

(to) eat a carrot and lettuce

eat	A carrot and lettuce
Material	Range

She is very funny

She	is	Very funny
Carrier	Attributive: Intensive	Attribute

and I love my rabbit.

and	I	love	My rabbit
Conj.	Senser	Pro: Mental	Phenomenon

3.5.2. Analysis of Interview Data

The next analysis of the current research was analyzing the interview data. Analysis of the interview data was done in several steps. First, the recorded interviews were transcribed. Second, the interview questions and the students' perspectives were categorized based on the focus of the study; the students' interest in English skill (writing), the students' argument towards their writing Descriptive text and the students' perspectives towards their difficulties during the writing process. Third, to follow Emilia (2005, p.86) the categorized interview data were presented in a condensed body of information.

3.6. Concluding Remark

This Chapter has presented research method of the study which consists of research question, research design, site and participants, data collection, and data analysis. From this application of this method, a set of data was acquired, and the findings and discussions will be presented in the next Chapter.