

CHAPTER III

METHODOLOGY

The previous chapter has elaborated theories relevant to the study. This chapter focuses on an elaboration of methodology applied in this study. It covers *Research Design, Detail of Textbooks, Data Collection, and Data Analysis*. Firstly, research design discusses the method employed in this study. It includes the method's principles and method's characteristics. Secondly, details of textbooks elaborate the textbooks which were used in the research. Thirdly, data Collection emphasizes on the technique used in collecting the data. Lastly, data analysis explains the procedure of analyzing the data.

3.1 Research Design

The method employed in this study is the descriptive qualitative research, using document analysis technique in particular. Descriptive qualitative research method was used to collect, analyze, describe and categorize textual data using interpretative analysis in order to recognize the aspects of Biographical Recount texts in the English textbook for Indonesia Senior High School Grade X (Cresswell, 2009; Fraenkell, Wallen & Hyun, 2012, p. 426; Wray & Bloomer, 2006).

Meanwhile, for the use of document analysis technique, it is because this study is intended to analyze the written documents, namely textbooks. it is correlated with the definition of document analysis technique, which is an interpretation from a researcher in giving an opinion around the topic (Alwasillah, 2003; Fraenkel, Wallen & Hyun, 2012, p. 426; Ary, Jacobs & Sorensen, 2010, p. 442).

Besides, this study also used the Transitivity system of Systemic Functional Linguistics as a tool for analyzing the Recount texts, based on their schematic structures, purposes and linguistic features (Emilia, 2005, p. 94; Eggins, 2004, p. 249; Emilia, 2014, p. 149).

3.2 Detail of Textbooks

Two textbooks were used as full point at analysis. Two texts were taken from each book to be analyzed. Those textbooks titled are *Pathway to English for Senior High School Grade X General Program* and *Bahasa Inggris Untuk SMA-MA/SMK Kelas X*. The descriptions of those books have been presented in the table 3.1. The texts taken were Biographical Recount texts and they are presented in Appendix II.

Table 3. 1
Descriptions of textbooks

No	Year	Title	Place of Publication	Publisher
1.	2013	<i>Pathway to English for Senior High School Grade X General Programme</i>	Jakarta	Penerbit Erlangga
2.	2014	<i>Bahasa Inggris: Untuk SMA-MA/SMK Kelas X</i>	Bandung	Penerbit Yrama Widya

The textbooks were selected because of their practicality and the purpose of the study itself. In terms of practicality, the textbooks were selected because they can be easily found in bookstores and they are used as sources in many schools. In relation to the study, the two textbooks were selected in order to investigate to what extent are textbooks relevant to be used in learning and teaching Recount genre by comparing their Biographical Recount texts.

3.3 Data Collections

As stated before, this research used document analysis technique in collecting data. The document referred to printed and other materials relevant to the case

which are used in any communication, and provide valuable information in helping the researchers understand central phenomena in qualitative studies (Merriam, 1988), while collecting is defined as compiling or accumulating of objects related to study topic (Yin, 2011).

Therefore, this study used to collect samples of Biographical Recount texts in the textbooks. The samples of texts were selected using the purposive sample method. Mc Millan (2001) stated that purposeful sampling is done to increase the utility of information obtained from small samples.

In this case, there were four text samples taken from the textbook entitled *Bahasa Inggris untuk SMA-MA/SMK Kelas X*, namely William Shakespeare and W.S. Rendra (texts in page 129); and from the textbook entitled *Pathway to English for Senior High School Grade X General Program*, namely Steve Jobs (page 202) and Mohammad Hatta (page 199). Those texts were selected because they were related to topic criteria of the texts that should be learnt by grade ten students as proposed by the KI and KD, which was *Teks Recount (KD 3.9*, see Appendix I).

To support the data from document analysis, this study also used interview data. The interview is described as ‘the gold standard of qualitative research’ (Silverman, 2004, p. 51). As stated by Stake (2010, p. 95) the interview is used for a number of purposes, particularly for a qualitative researcher, such as : Obtaining unique information or interpretation held by the person interviewed; Collecting a numerical aggregation of information from many persons; Finding out about “a thing” that the researchers were unable to observe themselves. In this study, the interview was also conducted in order to find out teachers` opinions toward the Biographical Recount texts in the English textbooks, particularly on their schematic structure, social purpose and linguistic features.

Two teachers who are teaching grade ten students in Senior High Schools were involved in interview to validate the data. The teachers were interviewed about the Biographical Recount texts based on the texts` schematic structure,

social purpose and linguistic features. In order to get deeper information, the interviews were conducted individually and using Bahasa Indonesia as mode of communication (see Appendix for the interview questions).

3.4 Data Analysis

The data analysis in this study was divided into four steps, they are analysis of schematic structure and social purpose of the texts, analysis of linguistic features of Biographical Recount texts to do with experiential metafunction, and comparison of the samples of Biographical Recount texts in two textbooks in order to choose to what extent are textbooks relevant to be used as source for learning English, particularly Recount genre. In order to emphasize opinion toward the comparison of Biographical Recount texts in English textbooks, this study also involved an interview with two English Teachers who teach English in Senior High School Grade X. The details of analysis procedure is provided below

3.4.1 Analysis of schematic structure and social purpose

This section presents an analysis of schematic structure and social purposes, by dividing the samples of Recount texts in two textbooks into clauses and segmented into elements of Recount texts; Orientation, Record of Events and Conclusion, as proposed by some experts such as Butt et al. (2003), Gerot & Wignell (1995), Emilia (2011).

Orientation

William Shakespeare, [the greatest literary genius of english language], was born in Stratford-Avon in 1564.

Record Of Events

Over the next two decade, he wrote a succession of widely acclaimed plays [which may be categorized roughly into three groups : histories, comedies, and tragedies].

His first attained success as a playwright after the production of Henry IV, Part 1, in 1599.

Among the history plays, Richard III in 1592-1593, Richard II in 1594-1595, and

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Henry IV in 1599 were especially well received

and have continued to be produced even until the present day.

Of the comedies, a midsummer nights dream (1595), the merchant of venice (1595-1596), and much a do about nothing (1598), were and are enduring favorite with actors and audience alike.

Although Shakespeare is principally remembered today as the premier English dramatist,

he early attained widespread popularity in the 1590`s as a lyric and narrative poet with the publication of Venus and Adonis (1593) and the rape of lucrete (1594).

But undoubtedly, Shakespeares world wide reputation as a dramatist rests on the profound exploration of the human condition [portrayed in his great tragedies, romeo and juliet (1594-1595), othelo (1602), king lear (1606), and anthony and cleopatra (1607).]

After having dominated the london theatrical scene for some twenty yearsm,Shakespeare retired to stratfor,

where he lived in relative ease

and comfort until his death in 1616.

3.4.2 Analysis of Linguistic Features

In this section, the linguistic features of texts were identified by utilizing transitivity analysis. The analysis is used to investigate the interpretation of meaning from texts` processes, participants and circumstances.

Orientation

Mohammad Hatta	Is	My hero	Because he is an important person
Career	Attributive	Attribute	Cir : cause

Record of events

He	comes from	an aristocratic family
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Career	Relational : Attributive	Attribute
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3.4.3 Analysis of Interview Data

This sections elaborates the analysis of interview data. The analysis includes several steps such as transcribing the recorded interview into written form; and after it was converted, the data was then categorized into several themes according to the criteria of a good textbook posed in the interview question. After that, the researchers interpreted the data, and draw a shared perspective related to the most relevant textbook to be used in the teaching of English.

3.4.4 Comparison of Recount texts in textbooks

This section is the last step of data analysis, which is comparing the result of Biographical Recount texts` analysis in terms of schematic structure, social purpose and linguistic features. This analysis was used to reveal to what extent are textbooks relevant to be used in teaching and learning Recount genre, particularly Biography types.

3.5 Concluding Remark

This chapter has presented and discussed the methodology used in conducting the study, including research design, detail of textbooks, data collection, and data analysis. The next chapter is going to present an analysis of data.