

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter elaborates the method employed in this study. The chapter comprises 1) Research Direction, 2) Research Design, 3) Data Collection Method, and 4) Data Analysis Techniques. The research direction explains specifically what this study attempts to learn or understand. The research design discusses the design and approach used in this study. The data collection presents the data type and the data collection technique. The data analysis techniques elaborate the procedure of analyzing the data.

#### **3.1 Research Direction**

This study was conducted to analyze the types of processes commonly used in the Exposition texts as included in the Senior High School National Examinations from 2006 to 2014. Generally, it reveals the dominant processes used in the texts being studied. Specifically, it discusses the analysis of each processes. Moreover, this study also explores how the understanding of process types in Expositions has some pedagogical implications.

#### **3.2 Research Design**

The descriptive design is utilized in the study since this study is intended to describe the transitivity system in the data being analyzed. According to Heigham and Crocker (2009) and Creswell (2012), the descriptive design is intended to collect, examine, analyze, describe and categorize textual data using interpretative analysis. Moreover, the study uses a case-study design since the analysis provides detailed description of a defined entity, i.e. the National Examination's texts. As has been stated by Mackey and Gass (2005), that case study tends to provide detailed description of a defined individual or entity.

In terms of analysis, SFG textual analysis method is used in this study. SFG textual analysis is used to examine a small scale and single case phenomenon, generate a qualitative data, and provide an interpretive analysis of that data (Emilia, 2008).

### **3.3 Data Collection**

The Senior High School's National Examination scripts from 2006 to 2014 are the documents used in this study. All of the exposition texts included in the scripts are taken as the data. There are eleven exposition texts, three of them are analytical exposition texts and eight of them are hortatory exposition texts. These two type of texts learned by students in the eleventh grade. The analytical exposition is taught in the odd semester, while the hortatory exposition is taught in the even semester.

The reason why the scripts used as the data started from the 2006 National Examination is because the genre-based approach in Indonesia is started that year. According to Budairi (2015, p. 33), the use of genre-based approach has been placed in Indonesia's curriculum since 2004, nonetheless, the National Examination at that time comes in a different format that it does not fully test what has been learnt through the genre-based approach. Not until the implementation of the 2006 School Level Curriculum that this adoption of the genre-based approach has fully integrated including in the National Examination.

### **3.4 Data Analysis**

As mentioned earlier, the data are the documents of the Senior High School National Examinations from 2006 to 2014. The processes of data analysis are:

#### **3.4.1 Validating the Data**

All the texts available in the scripts are validated before they are analyzed using transitivity system. The texts are analyzed in terms of their schematic structure and lexicogrammatical features. After all the exposition texts on the scripts are

collected, the texts are categorized based on their exposition types. The texts that fit the characteristics of analytical exposition are separated with the texts that fit the characteristics of hortatory exposition since the schematic structure and lexicogrammatical features of these two Expositions are slightly different.

This data validation analysis is exemplified in Chapter 4. The analysis of this identification follows Gerot and Wignell (1995), Knapp and Watkins (2005), and Emilia (2005; 2011; 2014).

### 3.4.2 Analyzing the Transitivity System

The data are analyzed using Halliday's Transitivity system. The aim of the analysis is to find out the dominant processes used in the texts. The data are analyzed by following the procedures below.

1. Breaking up each text into clauses.
2. Breaking up each clause into phrases or words which have one type of experience: participants, processes, and circumstances. The categorization is shown in Table 3.1 below.

**Table 3.1 Types of Experience**

Process types	Participant types	Circumstance types
Material	Actor, Goal, beneficiary, Range,	Extent
Mental	Senser, Phenomenon,	Location
Relational	Carrier, Attribute (not exactly a participant), Identified, Identifier,	Manner
Verbal	Sayer, Receiver, Quoted/Reported (one or the other), Verbiage, Target	Cause
Existential	Existent,	Accompaniment
Behavioural	Behaver.	Matter
		Role

(Adapted from Melrose, 1995; Bloor & Bloor, 1995)

The categorization of the processes is exemplified as follows.

[3.1]	The manners and social skills		will help	them
	Actor		Pr:material	Goal
[3.2]	Firstly,	the accused	needed	money.
		Senser	Pr:mental:affection	Phenomenon

3. Naming the clause based on its experiential process. The process in the clause is the main element that determines the type of clause in terms of its Transitivity. For instance, the process in clause [3.1] is material process. Thus, the clause is called the material clause.
4. Stating the findings of the analysis by showing the numbers of the processes found in the data including the percentages.
5. Discussing the findings generally and specifically.
  - a. In general, the discussion relates the findings of the processes with the processes which include in the texts' features.
  - b. In detail, each process is discussed separately.

### 3.4.3 Analyzing the Pedagogical Implications of the Analysis

The knowledge of this transitivity analysis has many benefits. The benefits or the values of the use of each aspect of experiential grammar has been discussed by the experts such as Butt et al. (2000), Droga and Humphrey (2003), Derewianka (2011), Fang and Scleppegrell (2008) and Emilia (2014).

In this study, the values of the use of the analysis are discussed based on the viewpoints of the scholars mentioned above by considering their view on the importance of experiential grammar to lead students to be aware of the writers' purpose, to be able to use and answer the probing questions, and to be able to think critically.