

CHAPTER III

RESEARCH METHODOLOGY

Chapter II has presented theoretical frameworks relevant to the study. This chapter focuses on the elaboration of the method employed in the study. It covers *Research Questions, Research Design, Research Site and Participants, Data Collection, and Data Analysis*. First, *Research Design* discusses the method employed in the study including its principles and characteristics. Second, *Research Site and Participants* elaborate the place where the study is conducted and the participants involved in the study. Third, the *Data Collection* presents the techniques used to collect the data. Last, the *Data Analysis* explains the procedure to analyze the data.

3.1 Research Questions

This study aims to address the following research questions:

- 3.1.1 How are the Discussion texts developed by the pre-service teachers in terms of their schematic structure and linguistic features?
- 3.1.2 What are the difficulties encountered by the pre-service teachers in writing Discussion texts?

3.2 Research Design

Relevant to the purposes and research questions presented previously, this study employed a descriptive qualitative method since the data were examined by primarily collecting textual data and examining it using interpretative analysis (Heigham & Croker, 2009, p. 5). This study also has similar characteristics to a case study design based on several reasons. First, this study tried to analyze and interpret pre-service teachers' capacity in writing. In accordance with that, it is said that a case study is an ideal design to understand and interpret observation of educational phenomena (Merriam, 1998). Second, this study included six

participants as suggested by Emilia (2005) that a case study allows the researcher to do research in small number of participants. Third, this study used text analysis, which also belongs to another method of qualitative case study (Freebody, 2003). By employing this research design, this study tried to find out the pre-service teachers' ability and difficulties in writing Discussion text by using Systemic Functional Linguistic analysis.

3.3 Research Site and Participants

This study was conducted at English Department of one state university in Bandung, Indonesia. The research site was chosen due to some reasons. First, it is a place whose graduates are prepared to become English teachers. Second, it was easily accessed since the researcher is also one of the English Department students in the university. Third, the researcher's familiarity with the situation in the research site increased the feasibility of the study.

Furthermore, six pre-service teachers of year 2011 were chosen as participants based on their GPA, so that personal judgement may be avoided. The participants were then classified into three levels of achievement; low, middle, and high achievers, in which two students were regarded as representatives of each category. The data of each participant is presented in Table 3.1.

Table 3.1 Participants of the Study

Levels of Achievement	Pre-Service Teachers	GPA	Sex
Low Achievers	PST 1	2.70	Male
	PST 2	2.88	Female
Middle Achievers	PST 3	3.15	Female
	PST 4	3.34	Female
High Achievers	PST 5	3.56	Male
	PST 6	3.65	Male

In addition, they were chosen because they had taken all of writing courses during their study in the university. One of the courses' learning materials was

text types, including Discussion text. Therefore, it was assumed that their English and writing capacity were in line with the materials or tasks that had ever been given.

3.4 Data Collection

The data were obtained through a document collection and interviews. In this study, the documents were Discussion texts written by six pre-service teachers, who had been categorized into low, middle, and high achievers. In the process of collecting the texts, each pre-service teacher was asked to write a Discussion text without any specific topic. They were free to decide any topic they intended to write because if they are not interested in the topics given, they are unlikely to invest their language production with the same amount of effort as they would if they were excited by the subject matter (Harmer, 2011, p. 252). Table 3.2 shows the titles of Discussion texts written by all of the participants from each level of achievement (see Appendix A).

Table 3.2 Titles of Discussion Texts

Levels of Achievement	Titles	
Low Achievers	Text 1	My Best Friend
	Text 2	Pros and Cons of Having Facebook Account
Middle Achievers	Text 3	Indonesia's Law on Death Penalty for Drug Trafficking
	Text 4	The Homework Debate: Pros and Cons About Homework
High Achievers	Text 5	The Magic of Gadgets
	Text 6	Kosovo: A Challenge for Indonesia – Serbia Relationship

The interviews were conducted to obtain further information especially regarding the pre-service teachers' difficulties in writing Discussion texts for a deeper elaboration. The type of the interviews was semi-structured interview which was conducted face to face. Semi-structured interview is a type of interview, which consists of a list of open-ended questions based on the topic areas the researcher intends to study (Fontana & Frey, as cited in Creswell, 2012, p. 46). The use of open-ended nature of questions provides opportunities for both the interviewer and interviewee to discuss certain topics in more detail. Each

interview ranged in length from 5 to 10 minutes and it was recorded by a tape recorder. In addition, *bahasa Indonesia* was chosen as the language used during the interview based on the agreement with the interviewees before in order to avoid misunderstanding from both researcher and respondents. The results of the interviews were then transcribed to facilitate subsequent data analysis.

3.5 Data Analysis

The data analysis of this study was divided into several steps. It consists of analysis of texts and analysis of interview data. Each of these steps will be presented in detail as follows.

3.5.1 Analysis of Texts

The analysis of the texts aimed to figure out the pre-service teachers' ability and difficulties in writing Discussion texts particularly in terms of their schematic structure and linguistic features by using Theme and Transitivity systems of SFL analysis proposed by Halliday (1994). To meet the purposes of the study, several steps were employed.

First, the six Discussion texts written by the pre-service teachers were segmented into clauses. While segmenting the texts, mistakes found on *spelling*, *punctuation*, and *grammar* were also corrected to ease the researcher's further analysis. The following is an example of the clause segmentation in a Discussion text written by a university student prior to a study conducted by Emilia (2005, pp. 118-120) in her PhD studies.

School Uniform

Preview of issue

1. The students from kindergarten until senior high school and several colleges have the obligation [[to wear uniform]].
2. Actually this policy has been the pros and cons all this time (It should be: This policy has many pros and cons).
3. Many people agree

4. and many people don't.

Arguments for and against

5. [[Wearing school uniform]] has many benefits, for instance/ /to make the students more disciplined, / /to minimize the fashion show among the students // that they are equal in school.

6. But there are also the drawbacks of [[wearing uniform]]

7. For example, it kills the creativity of the students,

8. the teachers waste time in [[checking them]],

9. it's not comfortable to wear

10. and many others

Recommendation or Evaluation

11. Let's put aside those benefits and drawbacks

12. and let's see it in an objective way.

13. The students themselves might think

14. that it's boring [[to wear school uniform]]

15. and it's not fashionable enough.

16. But in my opinion, I agree with school uniform,

17. though it is not comfortable

18. but it makes the students neat

19. and teach(es) them

20. how to be disciplined,

21. it also saves the parents' money.

22. If the school policy changes it,

23. then it (there) will appear [[what we call "Fashion show"]] among the students

24. and it will create another problem among the students.

25. That's [[why between the pros and cons of school uniform, I am with the pros]]



26. because I've seen

27. that school uniform has more benefits for the students.

Second, as exemplified by several genre-based approach theorists (Halliday, 1994; Eggins, 2004; Christie, 2005; Feez & Joyce, 1998; 2000), the Discussion texts were then analyzed in terms of their schematic structure and linguistic features. The analysis of those elements of the texts aimed to figure out

whether the pre-service teachers possess the ability to write a successful Discussion text since each type of texts has a particular structure and features or overall organization that differentiates it from other texts (Emilia, 2014, p. 86).

In the analysis of each element of the texts, Theme system was applied. It aimed to investigate whether each element of the text has performed its function and whether the texts have been in a good coherence as well as well-planned and well-delivered. Below is the example of the Theme system analysis of a text adapted from a study conducted by Emilia (2005, pp. 118-120) in her PhD studies. The topical Theme is presented in **bold**, the textual Theme is presented in *italic*, the interpersonal Theme is presented in CAPITAL, the thematic progression is shown by the arrow (—→), and the rest is Rheme.

1. **The students from kindergarten until senior high school and several colleges** have the obligation [[to wear uniform]]a.

2. ACTUALLY **this policy** has been the pros and cons all this time.
3. **Many people** agree

4. and **many people** don't.

Besides that, Transitivity system was also applied in order to analyze the types of processes and experiential meaning in the text and reveal some linguistic features of the text. The Transitivity system analysis can be seen in the following example, which is also taken from the study of Emilia (2005):

1	The students from kindergarten until senior high school and several colleges	have	the obligation [[to wear uniform]]a.		
	Possessor	Pr:Poss	Possessed		
2	Actually	this policy	has been	the pros and cons	all this time.
		Cr	Pr:Int:Attr	Attr	Circ:Loc:Time
3	Many people	agree			
	Sayer	Pr:Verb			
4	and	many people	don't.		

		Sayer	Pr:Verb (Ellipsed)
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3.5.2 Analysis of Interview Data

As stated earlier, interviews were conducted to obtain more detail information especially regarding the pre-service teachers' difficulties in writing Discussion texts. Before analyzing the interview results, first, the transcriptions of the interviews were summarized into briefer statements without changing the main meaning of what was said. Second, every response from each respondent was categorized and then analyzed using thematic analysis. Thematic analysis is an analysis in which the data were analyzed based on the topic relevant to the research questions proposed in the study (Kvale, 1996). After that, the difficulties found will be compared to those found in some previous researches conducted by Fontaine & Kodratoff (2003), Lee & Tajino (2008), Farooq, et al. (2012), Ebrahim & Khaedri (2012), Fadda (2012), and Fauziah (2014) (see Chapter II). The difficulties were related to a) lack of vocabulary, b) poor spelling, c) inappropriateness of punctuation, d) L1 interference, e) poor understanding of grammatical structure, f) text organization, and g) generating ideas. Finally, the data were presented qualitatively (Creswell, 2012).

At last, since this study involves two sources of data collection, i.e. text analysis and interviews, triangulation data analysis was then conducted to enhance the validity of the conclusion of the study (Stake, 1995, p. 112). It is the process of corroborating evidence from different individuals, types of data, or methods of data collection (Cresswell, 2012) in order to make a contrast and comparison of all the data obtained from different sources (Freebody, 2003).

3.6 Concluding Remarks

This chapter has presented a brief discussion of the methodology used in conducting the study, including *Research Questions*, *Research Design*, *Research*

Site and Participants, Data Collection, and Data Analysis. This study attempts to find out the pre-service teachers' ability and difficulties in writing Discussion texts in terms of their schematic structure and linguistic features. This study used a qualitative case-study design. Additionally, the data in this study were obtained from the Discussion texts written by six pre-service teachers of year 2011 in one state university in Bandung and from the interviews. The data were then analyzed by using Theme and Transitivity system of SFL framework. The further results and discussion from this study will be elaborated in Chapter IV.