

CHAPTER III

RESEARCH METHODOLOGY

The previous chapter has elaborated the theories relevant to this study: Writing, Text and Context, Recount Text, Systemic Functional Linguistics (SFL), Transitivity system. This chapter focuses on the methodological aspects of the study. It covers four main aspects: research design, research site and participants, data collection, and data analysis. The research site and participants emphasize on the place where the study take place and the participant involved. The data collection section presents the data types and data collection technique. The data analysis elaborates the procedure of analyzing the data.

3.1 Research Design

In order to answer the research questions, this study employed descriptive-qualitative design embracing the characteristics of case study approach. Since this study is aimed to analyze, describe, categorize, and interpret the data in investigating the students' Recount Text using Systemic Functional Linguistics, particularly transitivity system and revealing the difficulties faced by the students in writing a Recount Text, a descriptive-qualitative study was considered appropriate (Creswell, 2012). Hatch (2002) states that a qualitative study does not start with a hypothesis, so there is no interference in the form of control or treatment to the participants (the students)

In association with qualitative design, this study can be considered into case study since this study used text analysis (Creswell, 2012). This is in line with Merriam (2002, p.8) who asserts that the purpose of a case study is to achieve as full an understanding of the phenomenon in depth.

In addition, the use of SFL, specifically in analyzing Recount text, as a text analysis, played a very important role in this study. The use of transitivity system helped the researcher to reveal how the students develop their recount text and find difficulties in writing recount text (Halliday, 1994; Halliday & Matthiessen, 2004; Emilia, 2014, see also chapter 2 in this paper).

3.2 Research Site

3.2.1 Setting

This study was conducted at one public junior high school in Bandung. There are several reasons why this school was chosen as a research site. Firstly, the purpose of the research which tried to investigate junior high school students' recount text was considered appropriate since the students had learned recount texts. Secondly, the school used to be the place for researcher to do a teaching practicum (PPL). The researcher hoped to get access easily and since the school has comfortable distance which can be reached easily from the researcher's home, it makes the researcher easier to deal with administrative matters for conducting research in that school. Thirdly, the situation and contexts were familiar to the researcher since he was one of the pre-service teachers in that school. The familiarity of the situation and contexts made the researcher more feasible to conduct the research. Fourthly, the level of junior high school students were chosen to be examined whether they reached the purpose of writing one genre of text which set by the curriculum.

3.2.2 Participants

The study involved 33 eighth-graders from one class one public junior high school in Bandung. However, there were only 6 students' texts which were analyzed in detailed. They were expected to have the same English learning experience. Those participants were chosen from one class and classified by three levels of achievement,

including low, middle, and high achievers. This categorization is based on their performance in writing indicated by their previous English writing scores. To avoid misjudgment, the English teacher was involved to choose the students who were appropriate for the research.

3.3 Data Collection

The data collection phases for the students' texts were started by choosing six participants using purposive sampling technique. The participants were classified by the researcher and also the English teacher into three different classification, namely high-achievers, middle and low-achievers based on their previous English test score. After that, the participants were asked to write a recount text without specific topic. They were free choosing the topic that they are going 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). The texts were considered as the data to be analyzed in this study.

3.4 Data Analysis

In analyzing the data, several steps were taken to fulfill the purpose of the study. First, students' texts were analyzed into clauses and segmented into the schematic structure of recount text; orientation, record of events, and re-orientation suggested by Knapp & Watkins (2005), Martin & Rose (2008), Christie & Derewianka (2008), and Emilia (2011) as can be seen on Table below.

Table 3.1 Analysis of schematic structure

Taman Mini Indonesia Indah	
Orientation	<ol style="list-style-type: none"> 1. Last year, I and my family visited Taman mini Indonesia Indah in Jakarta. 2. It was the third time for me to visit TMII.
Events	<ol style="list-style-type: none"> 3. When we arrived at the gate, 4. I felt so fresh 5. and I could enjoy the scene. 6. The air was so pure 7. and all I could saw see only green and green. 8. We visited snow bay swimming pool, 9. We enjoyed the nice water. 10. Playing with the water made me feel so happy. 11. I saw a sunset and (a) beautiful girl.
Re-reorientation	<ol style="list-style-type: none"> 12. Finally, the time was over, 13. It was time for us to go home. 14. It was (an) unforgettable moment, 15. I really enjoyed it.

Afterwards, it was followed by analysis of linguistic features of recount text by identifying transitivity system within the text. The results of the analysis were then related to the criteria of recount text linguistic features derived from Gerot & Wignell (1995), Knapp & Watkins (2005) and Emilia (2011). Below is an example of Transitivity analysis on text 1.

Orientation

1	Last year,	I and my family	visited	Taman mini Indonesia Indah	in Jakarta
	Circ: time	actr	Pro:mat	goal	Circ: place

2	it	was	the third time for me [to visit TMII]
	Carrier	Pro: Int: attr	pro: mat attr

Record of Events

3	When	we	arrived	at the gate
		actr	Pro: mat	Circ: place

4	I	felt	so fresh
	senser	Pro: ment:aff	ph

5	and	I	could enjoy	the scene
		senser	Pro: ment:aff	ph

6	The air	was	so pure
	carrier	Pro: Int: attr	attr

7	and	I	could saw (see)	only green and green
		senser	Pro: ment: perc	attr

8	we	visited	Snow Bay swimming pool
	actr	Pro:mat	goal

9	we	enjoyed	the nice water
	senser	Pro: ment:aff	ph

10	Playing with the water	made me feel	so happy
	Pro:material inducer	Senser Pro: ment	ph

11	I	saw	a sunset and (a) beautiful
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			girl.
	senser	Pro: ment: perceiving	ph

Re-orientation

12	Finally,	the time	was	over
		carrier	Pro: Int: attr	attr

13	It	was	the time for us [{{to go home}}]
	carrier	Pro: Int: attr	Pro: mat attr

14	It	was	(an) unforgettable moment
	carrier	Pro: Int: attr	attr

15	I	really enjoyed	it
	senser	Pro: ment:aff	ph

In analyzing the data, the second assessor who was a fellow undergraduate student give an assistance to avoid misinterpretation and subjectivity of the analysis. After the data have been analyzed, the data were given to the second assessor to conduct re-analysis of the data to avoid misinterpretation of the analysis.