

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this research. It includes purpose of the research and research question, site and participants, research design, data collection techniques, and data analysis.

3.1 Purposes of the Research and Research Questions

The purpose of this research is to observe the teachers' professional competence by investigating the report texts written by English teachers in a junior high school in terms of their schematic structures and linguistic features. Thus, this research was conducted to answer this question, "to what extent do the report texts written by English teachers in a junior high school fulfill the criteria of a report text in terms of their schematic structures and linguistic features?"

3.2 Site and Participants

This research was conducted in a junior high school in Ciamis. This site has been chosen because of several considerations. First, since the researcher knows well some of the staff and the teachers in this junior high school, the researcher expects that it might enable the researcher to get access easily to conduct this research in this junior high school. Secondly as the researcher is also familiar with the situation and context of this site, the researcher expects that it may increase the feasibility of this research.

Furthermore, regarding research participants, the participants involved in this research were focused on three English teachers in a junior high school. The three English teachers have been chosen as they were considered to have an adequate experience in teaching English, thus, they were expected to be able to write report texts which became the primary data in this study.

3.3 Research Design

This research was conducted by employing qualitative research method since this research aims at generating meaning or making an interpretation about report texts written by English teachers in a junior high school, from the data collected in the field which has been analyzed (Creswell, 2003, p. 9). Moreover, related to the qualitative method, a qualitative case study was employed in this research as a case study enables the researcher to explore in depth a phenomenon (Alwasilah, 2015; Stake, as cited in Creswell, 2003; Gall et al., as cited in Duff, 2008; Shields, 2009), which is in this case about the report texts written by English teachers in a junior high school. Furthermore, a case study is also appropriate for this research since it is concerned with a rich and clear description of phenomena relevant to the case, focuses on individual participants or group of participants, blends a description of phenomena with the analysis of them, and highlights specific phenomenon relevant to the case (Hitchcock & Hughes, as cited in Cohen, Manion & Morison, 2007, p. 253).

In addition, this research also used Systemic Functional Linguistics as a tool to analyze English teachers' report text. The use of Transitivity, Mood and Theme systems helped the researcher to investigate how English teachers composed the information embodied in the report texts through a set of linguistic features and schematic structure, which disclosed their ability in writing and understanding about report text.

3.4 Data Collection Techniques

In collecting the data for this research, there were two data collection techniques which were employed, documents analysis and interview.

3.4.1 Documents Analysis

The researcher obtained the data from three English teachers in a junior high school who were asked to write two report texts. The following table shows the report texts that were written by the three English teachers in a junior high school:

Table 3.1.

Titles of Report Texts

Participants		Titles
Teacher 1	Text 1	Coconut
	Text 2	School
Teacher 2	Text 3	Hibiscus Rosa Sinensis
	Text 4	Ecuador Earthquake
Teacher 3	Text 5	Cat
	Text 6	Hypothermia

These report texts written by three English teachers in a junior high school were considered as the primary data which were analyzed in this research.

3.4.2 Interview

In this research, the interview was conducted with three English teachers in a junior high school who have been chosen to become the participants in this research. In this interview, the researcher used a semi-structured interview, in which the researcher had a list of topics and areas to be covered and there were some standardized questions, but the researcher might omit or add to some of these questions or areas, depending on the situation and the flow of conversation (Heigham & Croker, 2009; Neville, 2007).

Moreover, this interview aims to find out more detailed information regarding the processes that the three English teachers experience when they compose the report texts. Thus, the results of the interview are expected to confirm the teachers' experiences in composing such texts as well as to check the originality of the texts that they have written.

Furthermore, the interview was recorded through a recorder. Then, the data obtained from the interview was transcribed on the researcher's field notes.

3.5 Data Analysis

In order to answer the research questions, the data analysis was divided into several steps. Each step will be presented in detail in the following sections.

3.5.1 Analysis of Texts

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The analysis of the texts is aimed to investigate the report texts written by English teachers in a junior high school in terms of their schematic structures and linguistic features that disclosed the teachers' ability in writing and understanding about report text. In order to achieve this aim, first the data was analyzed in terms of its schematic structures, second the data was analyzed in terms of its linguistic features by applying the Transitivity system, Mood system and Theme system, and after that the conclusion or interpretation was drawn qualitatively from it.

3.5.1.1 Analyzing the Schematic Structure of Report Texts Written by English Teachers

The texts obtained were analyzed in terms of their schematic structures. In order to do so, each of the report texts written by the three English teachers was broken down into a number of clauses and was analyzed into the schematic structure's elements of report text as proposed by Butt et al. (2006), Emilia (2011) and Gerot and Wignell (1994), which consist of General Classification and Description. The example of schematic structure analysis of report text can be seen in the following table:

Table 3.2.

The Example of Schematic Structure Analysis of Report Text

<p>General Classification</p> <ol style="list-style-type: none"> 1. snakes are reptiles 2. they belong to the same group as lizards 3. but form a sub groups of their own <p>Description</p> <ol style="list-style-type: none"> 4. snakes have no legs 5. but a long time ago they had claws [[to help them slither along]] 6. snakes are not slimy 7. they are covered in scales [[which are bumps on the skin]] 8. their skin is hard and glassy 9. to reduce friction 10. as the snake slithers along the ground 11. snakes often sunbake on rocks in the warm weather 12. this is 13. because snakes are cold blooded 14. and they need the sun's warmth 15. to heat their body up 16. some types of snake live in trees 17. some live in water
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18. but most live on the ground, in deserted rabbit burrows, in thick grass, and in old logs
19. a snake's diet usually consist of frogs, lizard, mice and other snakes
20. the anaconda can eat small crocodiles and even wild boars
21. many snakes protect themselves with their fangs
22. boa constrictors can give you a bear hug [[which is so powerful]]
23. it can crush every single bone in your body
24. some snakes are protected by [[scaring their enemies away like the cobra]]
25. the fling snake glides away from danger
26. their ribs spread apart
27. and the skin stretches
28. its technique is just like the sugar glider's

(adapted from Emilia, 2011, p. 89)

3.5.1.2 Analyzing the Linguistic Features of Report Texts Written by English Teachers Using Transitivity System

The second step in analyzing report texts written by the three English teachers was the investigation of the linguistic features employed in the text by using Transitivity system of Systemic Functional Linguistic Analysis as proposed by Gerot & Wignell (1994), Halliday & Matthiessen (2004), Eggins (2004). The use of Transitivity system in analyzing the text itself was to determine whether or not the type of processes employed in each teachers' report text are in line with the linguistic features of report text as proposed by Derewianka (as cited in Emilia, 2011) and Gerot and Wignell (1994). The example of Transitivity system analysis of the text can be seen in the following tables (adapted from Emilia, 2011, p. 89):

General Classification

1	Snakes	are	reptiles
	Carrier	Pr: Intensive	Attribute

Description

6	Snakes	are not	slimy
	Carrier	Pr: Intensive	Attribute

8	Their skin	is	hard and glossy
	Carrier	Pr: Intensive	Attribute

11	Snakes	sunbake	on rocks	in the warm weather
	Actor	Pr: Material	Circ: Loc: Place	Circ: Loc: Time

3.5.1.3 Analyzing the Linguistic Features of Report Texts Written by English Teachers Using Mood System

The following step in analyzing report texts written by the three English teachers was the investigation of the text by using Mood system as proposed by Halliday and Matthiessen (2004) and Eggins (2004). The use of Mood system in analyzing the text itself was to determine the patterns of clause type (e.g. interrogative, declarative, etc.) employed in teachers' report text (Emilia, 2014, p. 112). The example of Mood system analysis of the text can be seen in the following tables (adapted from Emilia, 2014):

General Classification

1	Snakes	are	reptiles
	Subject	Finite	Complement
	MOOD		RESIDUE

Description

6	Snakes	are not	slimy
	Subject	Finite	Complement
	MOOD		RESIDUE

8	Their skin	is	hard and glossy
	Subject	Finite	Complement
	MOOD		RESIDUE

3.5.1.4 Analyzing the Theme System of Report Texts Written by English Teachers

The following step was analyzing the Theme system of report texts written by English teachers by using the Theme System analysis as proposed by Halliday & Matthiessen (2004), Eggins (2004). As stated by Martin (1992) the use of Theme system in analyzing the text aims to reveal how the information is organized within individual clauses or a larger text. The example of Theme

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system analysis of the text can be seen below (Topical themes are in italic, Interpersonal Themes are underlined, Textual Themes are in bold, and the arrows indicate the Thematic Progressions):

4. *snakes* have no legs
5. **but** *a long time ago* they had claws [[to help them slither along]]
6. *snakes* are not slimy
7. they are covered in scales [[which are bumps on the skin]]
8. their skin is hard and glassy

3.5.1.5 Interpreting the Results of Texts Analysis

Finally, after all the data has been analyzed, they were interpreted qualitatively based on the theory explained in Chapter II. Thus, this interpretation of the analyzed data was expected to reveal the teachers' ability in writing and understanding about report text that may reflect their professional competence.

3.5.2 Analysis of Interview Data

The data from interview was analyzed in order to obtain more detailed information regarding the processes that the three English teachers experienced when they composed the report texts. Thus, the results of the interview were expected to confirm the teachers' experiences in composing report texts and to check the originality of the texts that they have written.

Moreover, the process of analyzing data from interview was conducted by using the following stages. First, to follow Creswell (2003, p. 21), to organize and prepare the data for analysis, the interview data which was recorded by the tape recorder was transcribed into written text. Second, the transcribed data from the interview was categorized in the form of interview log (Alwasilah, 2015, p. 120). Then the data was analyzed based on the theory about the process of writing proposed by Badger and White (2000) and was triangulated with the result of texts analysis. Finally, the analyzed data was interpreted qualitatively in order to fulfill the aim of the interview.

3.6 Validating the Accuracy of the Findings

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Validating the accuracy of the findings was the last step in analyzing and interpreting the qualitative data (Creswell, 2012, p. 262). In relation to this research, since this research employed a qualitative case study, the process of validating of the findings was necessary to be done in order to enhance the accuracy and the credibility of the findings (Creswell, 2012, p. 259). Regarding this, this research used triangulation as the strategy to check the validity of the findings. This triangulation strategy involved the process of corroborating evidence from different methods of data collection (Creswell, 2012, p. 259), which was in this case from the text analysis and interview.

3.7 Concluding Remarks

This chapter has presented a brief explanation regarding the research methodology which was employed in this research, including purpose of the research and research question, site and participants, research design, data collection techniques, and data analysis. In the following chapter, the findings and discussions of this research will be elaborated. It includes the findings and discussions from the analysis of English teachers' report texts and the interview of the three English teachers.