CHAPTER III

RESEARCH METHODOLOGY

The previous chapter has elaborated the theories relevant to this study. This chapter focuses on the methodological aspects of this study. It covers four main aspects: Research Design, Research Site, Data Collection, and Data Analysis.

3.1 Research Design

Regarding the research question, the method employed in this study was a descriptive-qualitative method. A descriptive-qualitative method had been taken into account due to several reasons. Firstly, this method attempted to provide the holistic description of complex phenomena (Fraenkel, Wallen and Hyune, 2012) as this study was intended to analyze, describe, and interpret the data including the *Theme* choices and *Thematic Progressions* patterns of Narrative texts in English summative testsused by the teacher. Secondly, in the qualitative research, the researcher is the key instrument of the study (Creswell, 2012). The researcher collected data themselves through examining documents that was texts in English summative tests used by the teacher. Thus, descriptive-qualitative method was considered as the ideal method.

Moreover, since this study applied text analysis in particular tests, thus it can be considered as a case study approach. A case study is an in-depth exploration of a bounded system (Creswell, 2012). The texts analyzed in this study were Narrative texts taken from English summative test for ninth graders used by the teacher at one of Junior High Schools in Bandung.

3.2 Object of the Study

The main data of this research were three Narrative texts taken from English summative tests for ninth graders used by the teacher at one of Junior High Schools in Bandung. The tests were given by the teacher for two different semesters. The two tests had been chosen because each test represented a test given in different semesters. Besides, this study had narrowed the focus of study on Narrative text since it is one of primary texts should be learned by ninth graders (School-Based Curriculum, 2006).

3.3 Data Collection

The main data were obtained from English tests used by one of Junior High Schools in Bandung. The tests were considered as summative test since it is given by the teacher at the end of semester to measure what has been achieved by students (Hughes, 2011). There were two tests used for two different semesters collected to be analyzed. The first test was given in the first semester consisting of 40 multiple choices questions and five essays. Meanwhile the second test was used for the second semester containing 50 multiple choices questions. As stated previously that study is concerned on Narrative text, firstly the texts were classified based on their genre.

The selection of the texts was based on the genre theories proposed by Gerot and Wignell (1994), Knapp and Watkins (2005), Martin and Rose (2008), Christie and Derewianka (2008). Based on the analysis, a total of three texts considered as Narrative text were chosen for this study. The selection of the Narrative texts can be seen in the following pages.

Table 3.1
The Selection of Narrative Texts in the Summative Tests Given For Students

Schematic Structure	Text 1 (The Two Frogs)	Text 2 (The Princess and The Pea)	Text 3 (The Smartest Parrot)
Orientation	**Two frogs had lived in a village all their lives**. They thought. **They would like to go and (they would like to) see the big city that was about ten miles away.** They talked about it for a long time and at last they set off to see the city	**Once upon a time, there was a prince** He wanted to get himself a princess but she had to be real princess	**Once upon a time, a man had a wonderful parrot**. There was no other parrot like it. **The parrot could say every word, except one word**. The parrot would not say the name of the place where it was born. The name of the place was Castano.
Complication	**It was a hot day, and they soon began to feel tired**. They had only gone a little way when one said to the other, "We must be nearly there. **Can you see the city?" "No,"** said the other frog "but if I climb on your back I might be able to see it. So he climbed up on the back of the other frog to see the city. Now when the frog put up his head, his eyes could only see what was behind, and not what was in front. So he saw the village they had just left "Can you see the city?", (It is)asked the frog who was below. "Yes," (it is) answered the frog who had climbed up I can see it. It looks just like our village."	So he traveled all over the world to find one, but in every case something was the matter. **There were lots of princess but he could never quite make out whether they were real or not.** So he came home feeling very unhappy, For really wanted to find a true princess. One evening a terrible storm came; lightening flashed, thunder rolled and the rain poured down in torrents. **It was simply awful** suddenly there was a knock at the city gate and the old king went out to answer it. There was a princess standing outside. But what a sight the rain and the bad weather had made her. The water streamed down her	The man felt excited having the smartest parrot, **but he could not understand why the parrot would not say Castano. The man tired to teach the bird to say Castano**. However the bird kept [[no saying the word. At the first, the man was very nice to the bird but then, he got very angry "you stupid bird" Pointed the man to the parrot. "why can't you say the word?" say Castano! or I will kill you " the man said angrily although he tried to teach. the parrot would not say it. Then the man got so angry and shouted to the bird over and over "Say Castano or I'll kill you". The

		hair and her clothes and yet she said She was a real princess. It won't take long to find that out thought the old Queen. **Without saying anything, She went into bed chamber, took off all the bedclothes, and she places one pea on the bottom boards of the bed**. Then she took twenty mattresses and put them on the top of the pea and after that, she put twenty feather-pillows on the top of the mattress that was where the princess was to spend the night.	bird kept not to say the word of Castano.
Evaluation	Then **the frogs thought that it was not worthwhile** going any farther.	In the morning they asked her how she had slept "**oh dreadfully said the princess**. I hardly slept a wink all night. Whatever could have been in the bed? I was lying on something so hard that I'm black and blue all over	One day, after he had been trying so many times to make the bird say Castano. **The man really got very angry. He could not bear it**
Resolution	**They went back and (they) told the frogs round the village** that they had seen the city, and it was just like theirs.	So of course **they could see that she was a real princess.** Since she had felt the pea through twenty mattress and feather-pillows. It is no one but a real princess could have such a tender skin as that.	**He picked the parrot and threw it into the chicken house**. There were four old chickens for next dinner. You are as stupid as the chickens. Just stay with them said the man angrily. Then he continued to humble "you know I will cut the chicken

			for my meal next it will be your turn. I will eat you too stupid parrot". After that he left the chickens house. The next day, the man came back to the chicken house. He opened the door and was very surprised he could not believe what he saw at the chicken house.
Coda	-	So the prince took her for his wife and **they lived happily ever after**	There were three death chickens on the floor at the moment, **the parrot was standing proudly and (the parrot was) screaming at the last old chicken "Say Castano or I'll kill you"**

Regarding the present analysis, some clauses in bold have function to recognize the elements of Narrative and support its purpose. It is found that two texts consisted of five stages of Narrative text including *Orientation, Complication, Evaluation, Resolution and Coda,* whereas one of the texts didn't has *Coda* in the story. Since *Coda* is the optional elements, the text was still acceptable to be Narrative.

3.4 Data Analysis

The data analysis in this study was divided into two steps: identification of *Theme* choice, and identification of *Thematic progression* patterns. This study considered SFL theory as the great tool for the text's analysis in order to find out the textual organization of the texts. In order to analyze the *Theme* choice and *Thematic progression* patterns frequently occur in the texts, this study employed the relevant theories from Halliday and Matthiessen (2004), Eggins (2004), Bloor and Bloor (2005).

3.4.1 Identification of Theme Choices

The texts collected from the English test were identified in terms of *Theme* choices by following Bloor and Bloor (2004), Halliday and Matthiessen (2004) and Eggins (2004) theories including *textual Theme, interpersonal Theme* and *topical Theme*. Furthermore, in terms of *topical Theme*, the clause was categorized whether it was marked and unmarked. The marked *Theme* subcategorized into three types: circumstantial adjunct, subordinating clause and attributive clause. While unmarked *Theme* are grammatical sentence subjects in declarative clauses, and can be realized as simple and complex nominal group.

3.4.2 Identification of Thematic Progression Patterns

After identifying the clauses in terms of *Theme* choice, the concern was shifted to the identification of *Thematic progression* patterns in the texts. The identification of *Thematic progression* patterns is aimed at finding out how the ideas are developed in the texts (Fries, 1995; Eggins 2004; as cited in Emilia, 2014).

Moreover, Danes (1974 as cited in Bloor and Bloor, 2004) and Eggins (2004) have classified three patterns of thematic progression; Danes (1974; as cited in Rakhman, 2012) categorized *Thematic progression* into: Constant Thematic Progression (CTP), Simple Linear *Thematic Progression* (SLP), Derived Theme Progression (DTP) and Split Rheme Progression (SRP). However, the three first patterns of *Thematic progression* patterns proposed by Danes (1974) is the same as what Fries (1995) and Eggins (2004) mentioned: *Reiteration pattern* or CTP, *Zig-zag pattern* or SLP and *Multiple Theme pattern* or DTP. After that, this information also became a basic parameter to determine the teachers' text consistency in terms of coherence.

3.5 Concluding Remark

This chapter has presented a brief discussion of the methodology used in conducting the research, including Research Question, Research Design, Research Site, Data Collection and Data Analysis. This study attempts to find out the textual organization of the texts. This study used a qualitative research design. Additionally, the data in this study were obtained from Narrative texts in English summative test for ninth graders given by the teacher for two semesters. The data were then analyzed by using *Theme* and *Thematic progression* from SFL framework. The further findings and discussion from this study will be elaborated in Chapter IV.