CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborates the methodology employed in this study. The chapter covers the research design, site and subjects of the study, data collection, and data analysis techniques.

3.1 Research Design

The research design applied in this research is case study. The choice of case study is based on the research questions and the purposes of this study, those are to investigate the students' ability in writing recount text in terms of its schematic structure, purpose and linguistic features and students' difficulties in writing the text. This approach describes a particular learning or teaching process or research setting in great detail by concentrating on a single case (Heigham & Croker, 2009, p. 14). This gave benefit to the present research in helping the researcher gained rich information about the texts by focusing on the schematic structure, purpose and linguistic features of the text. This helped the writer to get the answer or solution of the problems as case studies provide an opportunity for the researcher to gain a deep holistic view of the research problem, and may facilitate describing, understanding and explaining a research problem or situation (Baxter & Jack, 2008; Tellis, 1997a, 1997b in Baškarada, 2013, p. 1).

3.2 Research Site and Subjects of the Study

The study was conducted in a public junior high school in Bandung, West Java. The school was chosen for several reasons. Firstly, the school was chosen for its accessibility in the aspect of distance and bureaucracy. Secondly, the study chose junior high school because the Indonesian junior high school curriculum 2006 contains the learning of recount text which is the focus of the study.

The study involved six eight-grade students. The subjects were chosen based on the three levels of achievement in writing: low, middle, and high achievers. The classification was based on their writing score of the final draft of recount texts assessed by the teacher, teacher-supervisor, and researcher guided by

the *KKM (Kriteria Ketuntasan Minimal)* of English subject in the school. In detail, low achiever students were those with the score from 76-79, middle achiever students were those with score from 80-89, and high achiever students were those with the score above 90. The range of low achievers' score was based on the minimum passing grade of English subject of the school. The research sources of the study were the recount texts produced by the students (final draft) and the results of the interview regarding the students' difficulties in writing recount text.

3.3 Data Collection

This research was conducted by using two data collection techniques; collecting students' work on recount texts and one-on-one interview to support the textual analysis. The first data collection technique was collecting students' final draft of recount texts. Teacher and students' interview was conducted after collecting the final draft of recount texts.

The resources of the data information in this study were six pieces of recount texts written by the students. Students' works were collected after getting a feedback in the drafting phase from the teacher.

The students learned about the theory regarding recount text in one class meeting. After they were familiar with the language and structural features of a recount, they wrote the text in the next meeting. The teacher guided the students to plan their own text, wrote a draft, edited their work and published a final copy. Since the teacher was a pre-service teacher, the number of class meetings was suggested by the teacher-supervisor (*guru pamong*). The students were asked to write a piece of personal recount text under the topic 'My Unforgettable Experience'. The topic was chosen because the children had directly experienced what they were being asked to write about (Corbett & Strong, 2011, p. 50).

The analysis covered the schematic structure and linguistic features of students' recount texts. The transitivity analysis of systemic functional linguistics developed by Halliday (1994), along with the linguistic features element of recount text generated by Anderson and Anderson (2003) and Gerot and Wignell

(1995), were applied to identify the linguistic features of the texts. Meanwhile, the schematic structure of recount suggested by Anderson and Anderson (2003), Corbett and Strong (2011), Gerot and Wignell (1995), Stubbs (2000), and Whitfield (2001) was used to analyze the schematic structure of the students' works.

The second data collection technique was interview. The researcher used interview technique because interview can be used to explore the views, experiences, beliefs and motivations of individual participants (Gill, Stewart, Treasure and Chadwick, 2008). Interview was particularly useful for getting the story behind a participant's experiences.

This study used a one-on-one interview to gather information from each participant. The interview contained questions related to students' knowledge on the recount text which are: (1) the process in writing the text; (2) purpose of the text; (3) knowledge on schematic structure and linguistic features; and (4) students' difficulties in writing the text.

The interview was done to six students who wrote the texts analyzed. It is also done to the teacher to gather information related to the students' writing from the teacher's perspective. The interview was conducted in Bahasa Indonesia to attain the comfort zone and avoid misunderstanding from both researcher and participants.

3.4 Data Analysis

The data analysis in this study was divided into two categories: analysis of students' texts and analysis of data from the interview. The analysis of students' texts covers the purpose, schematic structure and linguistic features of students' recount texts.

3.4.1 Analysis of Schematic Structure

In this step, the analysis focused on overall meaning constructed and schematic structure found in the students' recount writing in order to check the fulfillment of social purpose. Students' recount texts were broken down into clauses and segmented into structure of recount texts: orientation, series of events and re-

orientation. Afterwards, the texts were further analyzed in terms of schematic structure by referring to the frameworks proposed by Anderson and Anderson (2003) and Stubbs (2000) as seen in the following table:

Table 3.1 Example of Schematic Structure Analysis

Schematic Structure	Title Shirley's Day Off	Note
Orientation	1. Shirley enjoyed her day off yesterday.	This part includes the information about when, who, where, and what [pink highlight] The use of first person and specific participant [turquoise highlight] the use of circumstance of time
Sequence of events	2. She got up late, 3. went jogging in the park, 4. took a long shower, 5. and ate a big breakfast. 6. In the afternoon, she saw a movie with her sister. 7. Then, she bought groceries at the supermarket, 8. and she made a big dinner for her parents. 9. After dinner, Shirley and her parents sat in the living room and talked,	This sequence of events part gives the information about the events in the order in which they happened [pink highlight] The use of first person and specific participant [yellow highlight] The use of temporal conjunction [green highlight] The use of material process and past tense [turquoise highlight] the use of circumstance of time [gray highlight] the use of circumstance of place
Re-orientation	10. Shirley had a very nice day off yesterday.	Evaluative sentence, conclusion, or personal comment about the story

(Adopted from Contextual Teaching and Learning book for VIII grade fourth edition page 23)

3.4.2 Analysis of Linguistic Features

After the analysis of schematic structure on students' recount writing, the analysis moves to the analysis of the linguistic features by identifying the transitivity system within the text. The results of the analysis were then related to the criteria of recount linguistic features as proposed by Anderson and Anderson (2003) and Gerot and Wignell (1995).

Shirley's Day Off

Orientation

1	Shirley	Enjoyed	her day off	yesterday.
	Senser	Mental: affection	Phenomenon	Circ: loc: time

Sequence of Event(s)

2	She	got up	late,
	Actor	Material	Circ: extent: duration

3	went jogging	in the park,
	Material	Circ: loc: place

4	Took	a long	shower,
	Material	Range	Goal

5	and	Ate	a big breakfast.
		Material	Goal

6	In the afternoon,	she	Saw	a movie	with her sister.
	Circ:loc:time	Senser	Mental: perception	Phenomenon	Circ: accompaniment

7	Then,	She	bought	groceries	at the supermarket,
		Actor	Material	Goal	Circ:loc:place

8	And	She	made	a big dinner	for her parents.
		Actor	Material	Goal	beneficiary

9	After dinner,	Shirley and her parents	sat	in the living room	and talked,
	Circ:loc:time	Actor	Material	Circ:loc:place	Material

Re-orientation

10	Shirley	Had	a very nice day off	yesterday.
	Possessor	Possessive	Possession	Circ:loc:time

3.4.3 Analysis of Data from the Interview

The data from interview is gathered by transcribing the recording of the interview to get in-depth information about the students' difficulty in writing and teacher's perspective about the students' writing. Afterwards, the data was presented and integrated in the analysis of students' recount texts in chapter 4.

3.5 Concluding Remark

This chapter has presented the research methodology applied in this study including the research design, research site and subjects, data collection, and data analysis. The next section will present the findings and discussion of the study.