CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the process of conducting this study. As presented in Chapter 1, the objectives of this study are to investigate the Theme and Theme progression patterns that are realized in the students’ Recount text, and to explore the importance of Theme management in order to raise the teacher’s awareness in the teaching and learning process. These objectives are to be achieved through an adequate research design (Section 3.1), a relevant choice of research site and participants (Section 3.2), appropriate data collection procedures (Section 3.3), and effective data analysis procedures (Section 3.4).

3.1 Research Design

This study employs a descriptive-qualitative design, embracing the characteristics of a case study approach. This approach is considered appropriate for this study. First, it focuses on certain case or phenomenon that happens in certain context (see Merriam, 2013a s cited in Punch, 2014) in which the researcher has no control over it (Yin, 1994). In this study, the case or phenomenon investigated is students’ texts which are written without any researcher’s involvement. Second, since the primary purpose of this study is to analyze, describe, categorize, and interpret data to recognize how the schematic structure and textual organization of vocational students’ Recount text in a small scale/case, a descriptive qualitative study is considered appropriate (see Creswell, 2009). The researcher in this study makes inferences, develops insights, attaches significance, and draws conclusion (see Hatch, 2002) towards the Theme choice and thematic progressions found in students’ Recount texts along with its importance to the learning processess.
3.2 Research Site and Participants

The data of the study are taken from students’ texts of the eleventh grade of a vocational school in Bandung. The participants of this research consists of six students’ texts and one teacher. The students’ texts have been chosen purposively in order to develop an in-depth understanding of the topic under focus (see Maxwell, 1996). The students’ texts as the first participants of the study represent three levels of achievements: 2 texts were written by high achiever students, 2 texts were written by middle achiever students, and 2 texts were written by low achiever students. The classifications of the students into three categories are derived from their writing scores as provided by the English teacher (see Duff, 2008).

In addition, the teacher as the second participant of the study is a female. She graduated from one of outstanding university in Bandung, Indonesia University of Education. She took English education program for both her undergraduate and postgraduate studies. During her study, she has joined in some organizations and involved in some workshops, conferences as organizing committee, or seminars such as English as an International Language Seminar, International Conference on Applied Linguistics, and Seminar of Genre-Based Literacy Program. Additionally, she also studied about the principle of SFL which include Theme and Thematic Progression for one semester at S2. She had learned the material of Theme and Thematic progression such as Types of Themes, Types of Thematic Progression, Theme in different Clause Types, and Higher Level Themes. During her study in S2, she has been teaching for five years. In addition to studying the theory of Theme and Thematic Progression, she also has implemented these principles in the learning process. This is one of a reasons for the interview about the importance of Theme management in order to raise the teacher’s awareness in the teaching and learning process.
3.3 Data Collection

Two data collections techniques used in this study include collection of students’ Recount texts and the use of interview which was conducted at the end of the research. Each technique of data collection is elaborated below.

3.3.1 Collecting Students’ Texts

In collecting the text does not do a particular treatment. The texts is collected as a part of the teaching and learning activities as a learning assignment. The texts is collected and then selected six based on the level of achievement. As described in the section 3.2 i.e. 2 texts were written by high achiever students, 2 texts were written by middle achiever students, and 2 texts were written by low achiever students.

Students’s Recount texts were collected in several steps. Firstly, the eleventh grade students of a vocational school were purposively chosen as the participants of the study because they have learnt the Recount text. Secondly, the six students were categorized into three groups: high achievers, middle achievers, and low achievers as suggested by the teacher. The classification of the students into three categories were derived from their writing scores as provided by the English teacher. Finally, six student texts were identified and classified using Theme and Thematic progression.

3.3.2 Interviews

The second data collection technique is interview with the teacher, which has been chosen to find the importance of Theme management in order to raise the teacher’s awareness in the teaching and learning process. An interview has been defined as “an interaction between two people, i.e. the interviewer and the subject acting in relation to each other and reciprocally each other” (Kvale, 1996: 35). This technique has been used to collect the shared understanding and views from specific people (Creswell, 2009) in relation to the importance of Theme
management in order to raise the teacher’s awareness in students’ Recount texts. Moreover, this interview is important to verify what the researcher has gained from the analysis of students’ written texts (see Fraenkel & Wallen, 2012; Maxwell, 1996).

In addition, the interview is semi-structured by using some guiding questions “to follow the leads of informants and probe into the areas that arise during interview” (Hatch, 2002: 94). The interview topics include the importance of idea progression through the use of types of Theme raise the teacher’s awareness, the importance of Thematic progression raise the teacher’s awareness, and the importance of Modeling of the text raise the teacher’s awareness (see Appendix 2)

### 3.4 Data Analysis

The data in this study are analyzed inductively, involving the processes of identification, classification, and interpreting (see Silverman, 2005). The analysis focuses on the students’ text (section 3.4.1) and the responses to the interview (section 3.4.2).

#### 3.4.1 Analyzing the Students’ Texts

Analysis of students’ texts concerns three areas, i.e. identification of theme choice, the identification of the theme progression pattern, and deciding the thematic progression trends.

##### 3.4.1.1 Identification of Theme Choice

The identification of Theme choice aims to investigate how the students organized the idea textually in those texts. The identification of Theme started with parsing the texts into clauses because themes occur in clauses. After a clause is identified,
the themes in the clause are categorized into topical, interpersonal, and textual themes. Topical Themes are further analyzed whether it is marked or unmarked.

3.4.1.2 Identification of Thematic Progression Pattern

The thematic progression analysis aims to find out how the students maintain the logical relation of the texts (Schleppegrell, 2004; Knapp & Watkins, 2005). The analysis of Thematic progression is based on the works of Fries (1994; 1995b), and Eggins (2004). This analysis was conducted after the identification of theme choice because thematic progression concerns the topical theme across clauses. Thematic progression is classified into three patterns: the zig-zag pattern, the reiteration pattern, and the multiple pattern. The analysis of thematic progression is also applied to every stage of the Recount text.

3.4.1.3 Deciding the Thematic Progression Trends

In this step, the distribution of Theme choices and Thematic progressions in the students’ texts were summed up to see the trends that occur in the texts. The interpretation of the result of this step is necessary to see whether the Theme and thematic progression trends suits the Theme and thematic progression generally used in common Recount texts. The result of this step is to provide further explanation on the first research question regarding the Themes and thematic progression patterns in students’ Recount texts.

3.4.2 Analyzing the Interview Data

The interview was conducted to identify the importance of Theme management in order to raise the teacher’s awareness in the teaching and learning process and the claims of the teacher for what she does related to Theme management in writing a text. Prior to analysis, the interview was transcribed. The analysis was conducted to identify and categorize the key concerns raised in the interview based on the six key questions in the interview guide. Furthermore, Then the teacher’s awareness
or claims compared with the text of the students, as a result of the learning processes that she had managed.

3.5 Concluding Remarks

This chapter has presented the methodological aspects applied in this study covering the research design, research site and participants, data collection, and data analysis. The results of data analysis are to be presented and discussed in Chapter 4.