CHAPTER 3

METHODOLOGY

This chapter focuses on how the study is conducted. It comprises research design, how the data was collected by describing samples, instrumentations and its procedure, as well as how the data was analysed. In this section, the research design, data collection, and data analysis are intended to answer the problems of the present study, i.e. (1) how male and female students represent their experiences in recount texts, as identified from the transitivity system and (2) the implications of the representation analysis in this study for English Language Teaching (ELT).

1.1 Research Design

To answer the research questions posed in this research, a qualitative descriptive research design is employed. The design is considered appropriate for this study because the present study aims to describe how male and female students represent their experiences in recount texts. In addition, it also focuses on phenomenon that happens in natural settings (Creswell, 2008; Polit & Beck, 2014) in which the researcher has no control over it (Yin, 1994). In this study, the phenomenon investigated is male and female student texts which are written without any researcher's involvement. This study also employs content analysis using transitivity framework as a method (Polit & Beck, 2014). To be specific, the content analysis used is categorised as summative content analysis which investigates "word usage or discover the range of meanings that a word can have in normal use" and "provides basic insight into how words are actually used" (Hsieh & Shannon, 2005, p. 1285). Finally, the very study enables the researcher to create meaning or interpretation about the text (Creswell, 2008). Here, the interpretation

will be about how the students represent experiences in their texts including possible gender issues and the pedagogical implications.

1.2 Site and Participants

The data of this study were collected in one state vocational school in Bandung. This site was chosen since based on a preliminary observation it has more female students than male students. This condition generates the greater needs of gender-responsive teaching, which includes unbiased treatment and unbiased books for both genders, also the awareness of gender issues rather than in other schools. Thus, the school is appropriate for the focus of this study. Additionally, this research involves a population of eleventh grade students of pharmacy major, aged around 16 year-old. This choice is considered suitable because in this grade the students have learnt recount texts, which are the main data of this study.

Meanwhile, the samples of this study encompass six male and six female students of selected population. This number is regarded sufficient for the investigation since the sample of descriptive qualitative study is relatively small yet intensively examined and produces a considerable amount of information (Polit & Beck, 2014). Since the participants are selected purposefully based on the demand of research question, the students involved here are those who have learned and produced recount texts.

1.3 Data Collection

There are two types of data collected in this study: students' texts and interview transcripts. First, the students' texts demanded in this study were in forms of personal recount texts, which are used to retell students' personal experiences (see Chapter 2). From this type of data, it is expected that how male and female students represent their experiences as well as the underlying reasons could be revealed.

Second, interview transcripts are also needed to support the first type of data. To be more specific, the interview transcripts cover the information about their gender construction and view on gender and confirmations of unclear information on their texts.

To get each of those data, there are two different types of data collection techniques employed. More detailed information is explained as follows:

3.1.1 Students' Recount Texts

In this research, students' recount texts, which are produced exclusively for the purposes of study, were acquired through several steps. First, a class of eleventh grade students in pharmacy major were requested to write a piece of recount text. The recount texts here were free-topic texts, in which the topic is not decided by the researcher. Thus, the students can write any experience they have. In this process, the students were allowed to open dictionary to ease students' difficulties in writing. Moreover, the process was under supervision of two people, the researcher and a volunteer. The purpose of this supervision is to ensure validity of the data and to prevent students' plagiarism, especially from the internet.

After the students' texts were finally produced, the second step was choosing 12 pieces of students' texts as samples of this study. These 12 pieces of writings consist of six male students' and six female students' texts. These texts, either male or female students', are from three levels of achievement: high achievers, middle achievers, and low achievers. The level of achievements is decided based on students' grade in writing skill taken from the English teacher's document. The distribution of the data can be seen as follows:

Table 3.1 Distribution of data

Gender Level of Achievement	Male	Female
High achiever	2	2
Middle achiever	2	2
Low achiever	2	2

The last step was validating data. The data validation was undertaken by analysing texts according to their schematic structures and linguistic features. This step is taken in order to make sure that the texts are recount texts. Since recount texts are the concern of this study, then the texts are divided into orientation, series of events, and re-orientation (optional). For example:

Yesterday Year 5/6 went on an excursion to the Power House Museum.	**Orientation**
When everyone arrived at school we walked to Marrickville station. Our class caught the 9.30 train to Central station. When we got off at Central we walked through the Devonshire St tunnel to Harris St. We walked in the museum and we saw some slides and a movie. The movie was about communication and it was called Get The Message. We then looked at some games and equipment. After lunch we walked up to the Sydney Morning Herald and saw how they make papers. After that we caught the train back to Marrickville.	**Series of events**

(taken from Knapp & Watkins, 2005, p. 224)

3.1.2 Interview

Different from the previous data, the second type of data was obtained through in-depth interviews. In-depth interviews are performed to see and explore thoroughly participants' point of view and situation, as well as to elicit in-depth information about interesting area for deeper exploration (Berry, 1999; Alwasilah, 2002). Particularly for this study, the in-depth interviews are undertaken for two major reasons, i.e. to get information about students' gender construction by parents, peers and teachers, and their views about gender, and to confirm as well as get more information about their writings.

To conduct the interview, a piece of interview guide containing questions for the students was used as an instrument. The questions of the interview were about students' gender constructions and about students' texts (see Appendix). Because this is an in-depth interview, the questions in the interview guide are only the main questions posed

to the students. When more information were needed from the students, some deeper questions which are not covered in the interview guide could be asked.

The in-depth interviews were undertaken to the participants, whose texts are selected, by using Bahasa Indonesia. Since the students are the interviewees, Bahasa Indonesia used in the interviews was informal/casual style of Bahasa Indonesia. It is expected that by using this kind of language it can make the participants more relaxed and open answering the interview questions. It also helps both the participant (interviewee) and the interviewer avoid misunderstanding.

Additionally, the in-depth interviews were undertaken on the different day of recount texts' production. Since a part of interview questions is about confirmation of students' texts, so preparation time is needed to explore and understand those texts first before posing the questions. It is critical to know that before carrying out the interview to 12 selected students a pilot in-depth interview is conducted. In this pilot interview, there are three students, from the same population as the samples, involved to be asked all questions from the interview schedule. This process was done (1) to see whether or not there should be some questions to be added or reduced, (2) to ensure that the questions obtain the data that this research seeks and (3) to prepare the interviewer to face various responses of the interviewees to the interview questions (Fassinger, 2005 as cited in Knox & Burkard, 2009). In addition, all of the interviews, including the pilot interview, were recorded using audio recorder and files from this audio recorder then transcribed resulting in interview transcripts.

3.2 Data Analysis

The aforementioned data, i.e. students' recount texts and interview transcript, were then analysed. These two types of data were then analysed differently. To see the elaboration of their analysis process, two sub-sections of data analyses are presented.

3.2.1 Students' Recount Texts

To analyse the first type of data, there were several steps taken. The first step was grouping data. The data, which is in form of student recount texts, were grouped based on students' gender. As a result, there would be texts produced by male students and by female students. Moreover, to maintain confidentiality of the participants, each text was coded using codes adapted from Sari (2014), as described below:

Table 3.2 Code of students' recount texts

Gender / Level of Achievement	Male	Female
High achiever	MH#1, MH#2	FH#1, FH#2
Middle achiever	MM#1, MM#2	FM#1, FM#2
Low achiever	ML#1, ML#2	FL#1, FL#2

After being grouped and coded based on gender, the texts were analysed using transitivity system proposed by Halliday (1994). Transitivity analysis was chosen because of its holistic analysis of all grammatical aspects in each clause. To do so, the texts need to be broken down into clauses. These clauses were then analysed in terms of its process types, participants and circumstances (Halliday, 1994; Eggins, 2004, see Chapter 2) as exemplified below:

"I don't like Robert because he always takes my stuffs without my permission."

[3.1]	I		don't like		Robert	
	Senser		Pr: Mental: Affection		Phenomenon	

[3.2]	because	he	always	takes	my stuffs	without my permission
		Actor		Pr: Material	Goal	Circ: Accompaniment

Later, the results of the transitivity analysis are presented in a table of frequency. This table contains a number of processes and participants used in the texts. The table is

then useful for comparing the transitivity features in male students' texts and in those of female students.

Furthermore, this comparison is discussed critically in association with representation theory and its genre (e.g. Gerot & Wignell, 1994; Hall, 1997; 2013; Emilia, 2014) also with gender issues (e.g. Tannen, 1990). Besides, it is also discussed in relation to some previous related studies, especially those which investigated students' texts, such as Kamler (1994), Kanaris (1994) and Úriz et al., (2008).

3.2.2 Interview Transcripts

As being mentioned in the previous sections, the recording files of interview were transcribed to produce interview transcripts. As all participants were interviewed, there were 12 interview transcripts, in which the participants are also coded similar to the codes in the students' recount texts. For instance, FH#1 for the first female-high achiever student, MH#2 for the second male-high achiever student, and FL#1 for the first female-low achiever student. On the other hand, the interviewer is coded by using "I".

Furthermore, to supports the findings from the students' recount texts as well as to answer the second research question, the interview transcripts were read through to obtain its general sense (Creswell, 2008 as cited in Aini, 2013). Next, every bit of information found in the transcript, which has possibilities to answer of the research questions, was coded until the major themes were discovered. Then, the themes were connected to each other and discussed with some literature. The literature is about the implication of analysing experiential meaning and gender in teaching learning context (e.g. Butt et al., 2000; Emilia, 2014).

3.3 Concluding Remarks

This section has described how the research was conducted. This involves research design of the research, data collection, and data analysis. A qualitative descriptive is the

design of this research. Besides, the data were collected using text analysis, and analysed using particular procedures.