

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the research methodology applied in this research. The discussion of this chapter involves research design, site and participants, data collection technique, and data analysis. Firstly, research design discusses the method employed in this study. Secondly, site and participants discusses the place and person who contribute in this research. Thirdly, data collection emphasizes on the technique used in collecting data. Lastly, data analysis explains the procedure of analyzing the data.

3.1 Research Design

This research was conducted by employing descriptive qualitative as this method. As stated by Monsen & Horn (2008), “Descriptive qualitative is an effective way to gain information used in planning hypotheses and suggesting association” (p.5). This method was in line with this research because in this research, the data were collected, categorized, and analyzed. Then, in the last of process, the data were made to an interpretation of several exposition texts that was used by teachers in the class.

Furthermore, in relation to qualitative method, a qualitative case study was employed in this research. According to Punch (as cited in Maliek & Hamied, 2014), it has a similarity with that design. First, this study will be conducted to several pre-service teachers which were students in English Department in one university in Bandung. It is has a similarity as suggested by Punch that a case study is a bounded system which means it has boundaries. Second, this study analyzed and interpreted the capacity of pre-service teachers in selecting and developing teaching materials to be used in the class. In accordance with that, Punch (2009) also says that a case is something which may appear obvious but needs clear focus and logic to research. Last, this research, as suggested by Punch (2009), collected multiple data such as several exposition texts from pre-service teachers and interview.

3.2 Research Site and Participants

This research was conducted at English Department of one state university in Bandung, Indonesia. It was chosen because of two reasons. First, the researcher is one of the students at

this department. Second, the students who graduate from this department will be an English teacher and it is appropriate with this research.

Furthermore, the participants were selected from undergraduate students from batch 2012 currently doing the pre-service teaching. They were 3 pre-service teachers in senior high school. The participants were chosen because they had experiences in developing material while doing pre-service teaching.

3.3 Data Collection

The data were obtained through a document collection and interview. According to Corbin&Strauss (as cited in Bowen, 2009), “document analysis requires data be examined and interpreted in order to elicit meaning, gain understanding, and develop knowledge.” (p.27). This research has a similarity with the technique because the researcher collects several exposition texts from pre-service teachers then the texts were examined and interpreted. In accordance with that, Bowen explains the analytic procedure will through some phases of: finding, selecting, appraising, and synthesizing data contained in documents. Thus, this research followed the procedures.

The documents were collected from the teaching materials developed by the pre-service teachers in the class. There were six texts of exposition text from three pre-service teachers. Each pre-service teacher collected two texts of exposition text.

The second data were collected through interviews. Each participant was interviewed to answer the difficulties faced by pre-service teacher in developing and selecting exposition text to be used in the class. Each interview was conducted in length from ten to fifteen minutes and it was recorded by a tape recorder. *Bahasa Indonesia* was chosen as the language used during the interview in order to avoid misunderstanding. The results of the interviews were transcribed to be analyzed in data analysis.

3.4 Data Analysis

The data were divided into two steps in order to analyze them. First, the researcher analyzed the schematic structure and social purposes of the texts. Second, the researcher analyzed the linguistic features of the texts using theme system of systemic functional linguistics as proposed by Halliday (2004) and Eggins (2004).

3.4.1 Analysis of schematic structure

The schematic structure of analytical exposition texts was analyzed by dividing the text into clauses and segmenting it into elements of analytical exposition: thesis statement, arguments and re-iteration. As stated in the literature review, thesis statement consist of introduction of the topic and indication of the writer's position, arguments consists of explanation of the arguments to support the writer's position and reiteration consists of conclusion. The example of schematic structure of analytical exposition text analysis can be seen in table 3.1.

Table 3.1

The Example of Schematic Structure Analysis of Analytical Exposition Text

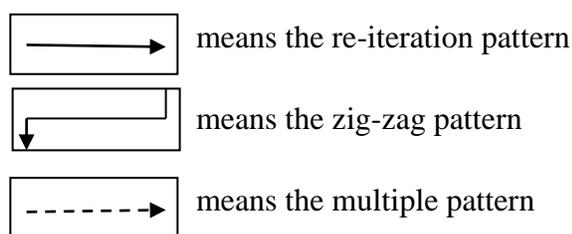
Cars Should be Banned in the City (edited)	
Thesis	<p>As we all know, cars create pollution, and cause a lot of road deaths and other accidents.</p>
	<p>Firstly, <i>cars</i>, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas [[that causes illnesses such as bronchitis, lung cancer, and ‘triggers’ off asthma.]] Some of these illnesses are so bad [[that people can die from them.]] According to dailymail.uk (2014), the air pollution is killing 40,000 people a year in UK. In a similar vein, Environment and Human Health, Inc.(2015) states that air pollution kills more Americans than breast and prostate cancers combined.</p> <p>Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, [[which causes them to die.]] The number of crashes between cars and other vehicle is also high. According to Association for Safe International Road Travel (2016) Nearly 1.3 million people die in road crashes each year, on average 3,287 deaths a day.</p> <p>Thirdly, cars are very noisy.</p> <p>If you live in the city, you may find it hard to sleep at night, // or concentrate on your homework, // and especially talk to someone.</p> <p>According to the World Health Organisation (1990), noise is second only to air pollution in the impact it has on health.</p> <p>It is a major cause, not only of hearing loss, but also of heart disease, // learning problems in children // and sleep disturbance.</p>
	Arguments

Reiteration

In conclusion, cars should be banned from the city for the reasons listed.

3.4.2. Analysis of theme and thematic progression

The linguistic features of analytical exposition texts were analyzed by using Theme System as proposed by Halliday (2004), Eggins (2004). The text was divided into several clauses. Each clause of the texts will be divided into theme and rheme. After the theme and rheme are analyzed, the next process is analyzing the theme progression in order to know what kinds of patterns that are used by the clauses. The example of linguistic features analysis can be seen in table 3.2 until 3.8. Meanwhile, the example of thematic progression can be seen in table 3.9 which indicates by arrow as listed below:



1. Analyzing types of theme

Below are the examples of types of themes.

Table 3.2

The Example of Theme System Analysis

Firstly	Cars	as we all know	contribute to most of the pollution in the world.
Text Th	Unmarked topical theme	Interpersonal Theme: Mood Adjunct	Rheme

Table 3.3

The Example of Theme System Analysis

Some of these illnesses are so bad that people can die from them

Unmarked topical theme Rheme

Table 3.4

The Example of Theme System Analysis

According to dailymail.uk the air pollution is killing 40,000 people a year in (2014) UK.

Marked Top Th Rheme

Table 3.5

The Example of Theme System Analysis

and cars commonly hit pedestrians in the city, [[which causes them to die.]]

Text Theme Unmarked topical theme Interpersonal theme:Comment Adjunct Rheme

Table 3.6

The Example of Theme System Analysis

The number of crashes between cars and other vehicle	is also high.
Unmarked topical theme	Rheme

Table 3.7

The Example of Theme System Analysis

It	is a major cause not only of hearing loss, but also of heart disease, learning problems in children and sleep disturbance.
Unmarked topical theme	Rheme

Table 3.8

The Example of Theme System Analysis

In conclusion	cars should be banned from the city for the reasons listed
Theme	Rheme

2. Analyzing thematic progression

Below is the example of thematic progression analysis.

Table 3.9

The Example of Thematic Progression Analysis

Cars Should be Banned in the City

Thesis

As we all know, **cars create pollution, // cause a lot of road deaths // and other accidents.**

Firstly, **cars**, as we all know, contribute to most of the pollution in the world.

Cars emit a deadly gas

[[that causes **illnesses** such as bronchitis, lung cancer, and 'triggers' off asthma.]]

Some of these illnesses are so **bad** [[that people can die from them.]]

According to dailymail.uk (2014), the air pollution is killing 40,000 people a year in UK.

In a similar vein, Environment and Human Health, Inc.(2015) states that air pollution kills more Americans than breast and prostate cancers combined.

Secondly, the city is very busy.

Pedestrians wander everywhere

and cars commonly hit pedestrians in the city, [[which causes them to die.]]

The number of crashes between cars and other vehicle is also high.

According to Association for Safe International Road Travel (2016) Nearly 1.3 million people die in road crashes each year, on average 3,287 deaths a day.

Thirdly, cars are very **noisy**.

If **you** live in the city,

you may find it hard to sleep at night, // or concentrate on your homework, // and especially talk to someone.

According to the World Health Organisation (1990), noise is second only to air pollution in the impact it has on health.

Arguments

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A Systemic Functional Linguistics (Sfl) Analysis Of Exposition Text As Teaching Material Written By Pre-Service Teacher

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It is a major cause, not only of hearing loss, but also of heart disease, // learning problems in children // and sleep disturbance.

Reiteration In conclusion, cars should be banned from the city for the reasons listed.

1.4.3 Analysis of Interview Data

The interview was conducted to gather more information about the challenges faced by pre-service teachers in selecting and developing material. Before analyzing the data, the researcher transcribed the data from interview into the written text. Then, the researcher categorized the data of the interview based on the topic relevant to the research question. The problems were related to the challenges faced by the pre-service teacher in differentiating between censorship and professional in selecting and developing materials according to National Council of Teacher of English (NCTE).

3.5 Concluding Remark

This chapter has presented a brief discussion of the methodology used in conducting the study, including Research Design, Research Site and Participants, Data Collection and Data Analysis.