

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method to answer the statements of problems proposed in the first chapter. This chapter comprises research design, research site, data collection and data analysis.

3.1 Research Design

This study employed a form of qualitative research method called descriptive qualitative method. This study was to analyze the data in the purpose, schematic structure and linguistic features of recount text, particularly to the tenth graders. It was qualitative because it tends to work with a relatively small number of cases (Silverman, 2005, p. 9). Fraenkel et al. (2012, p. 426) adds that this qualitative method is preferable since it is more concerned of the quality of relationship, activities, situations, or materials being analyzed.

Denzin and Lincoln (as cited in Silverman, 2005, p. 10) state that the qualitative researchers seek answers to questions that stress how social experience is created and given meaning. Qualitative researchers are prepared to sacrifice scope for detail (Silverman, 2005, p. 9). Moreover, even what counts as detail in certain aspects of correlations between variables. By contrast, for qualitative researchers, detail is found in the precise particulars of such matters as people's understandings and interactions. This is because a qualitative researchers tend to use a non-positivist model of reality (Silverman, 2005, p. 9).

There are several approaches of descriptive qualitative design that have been termed. This study used characteristics of a case study approach. This approach had been taken into account since it focuses on describing, understanding, predicting, and/or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture or nationality (Woodside, 2010, p. 1). According to Merriam (2009, p. 40), qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher has the primary

instrument of data collection analysis, an inductive investigative strategy and the end product being richly descriptive.

In case study, a researcher focuses on only one specific instance of the phenomenon to be studied or on only a handful of instances in order to study a phenomenon in depth (Swanborn, 2010, p. 2). Since this study aimed to see the phenomenon about how the students write recount texts in terms of purpose, schematic structure and linguistic features in a small case, a case study research was considered appropriate.

3.2 Research Site

3.2.1 Setting

This research was conducted in one of Private Senior High Schools in Bandung, Jawa Barat, Indonesia. The researcher conducted this research from 2nd to 9th of May 2016 (two meetings). It was two meetings because each topic of the syllabus only can be conducted in two meetings. This school had been chosen by the researcher for several reasons. First, the school had been chosen because of its ease of accessibility from the aspect of distance. Second, the researcher had chosen Senior High School because the curriculum of tenth grade contains recount text which is the focus of the research. Third, because the researcher conducted an internship (PPL) in that School in the academic year of 2015/2016.

3.2.2 Participants

The research involved six tenth-graders from one class in the academic year of 2015/2016. The researcher had chosen tenth grade because the curriculum of tenth grade contains recount text which is the focus of the research. The selection of the class was based on how the teacher from the school allows the the researcher to do the research. So, the class was chosen randomly, there was no particular condition on how the class was chosen.

3.3 Data Collection

The data collections were conducted in two steps. First, the data collection of the students' recount texts. Second, the data collection in form of interview to validate the data. The two data collections are described below.

3.3.1 Collecting Students' Writings

In this research, the researcher used the data of recount texts written by tenth grader students. Before the students writing the text, the teacher gave a clear idea about the classroom conditions. The teacher explained about recount text which covers the purpose, schematic structure, linguistic features and example of the recount text. The teacher also explained the instructions about the assignments clearly because well-run classrooms that are free from disruptions, in which students behave in an orderly manner and highly involved in learning are not accidental, they exist if teachers have a clear idea of the type of the classroom conditions (arrangement, materials), students behaviors (rules, procedures) and instructional activities (assignments, tasks) they wish to produce (Ornstein & Scarpaci, 2012, p. 328). Ornstein & Scarpaci (2012, p. 229) add that the teacher must establish work assignments, features of the work, standards to be met and procedures to be followed and must clearly explain them to students.

After the teacher explaining the recount text, the students were assigned to write their own personal experience and the students were free to choose any topic they want to. Everyone loves to make his or her own choices because getting chance to choose what we want increases the chances that we are actually interested in what we are doing or learning (Conklin, 2010, p. 150). Similarly, Cohen & Nath (2011, p. 222) say that Children need freedom to make some choices regarding their learning and their behavior. Moreover, allowing children the freedom to choose some of their learning activities increases motivation and enthusiasm and encourages active learning (Cohen & Nath, 2011, p. 222).

The students were given a week to write the text. In writing the text, the students were assigned to write three drafts with two times feedback from the teacher. The researcher thinks that writing drafts is important in writing skills. During the drafting stage, the students are able to craft their own writing (Donohue, 2009, p. 12). In their recount texts, they were asked to write about their own life experiences including what they did and what they

felt. The teacher used indirect feedback for the students' drafts. The focus of target structures of the feedback was the three most frequently made grammatical errors by ESL/EFL student writers, they are preposition, articles and past tense verbs (Bitchener et al., Ellis et al., and Sheen in Purnawarman, 2011, p. 3).

Furthermore, the final of students' writings (the third draft) were collected as the main data of the research. However, the primary data were only six pieces of recount texts written by the students. By choosing the texts that would be analyzed, the researcher checked all of the students' writings in term of plagiarism. The texts which were free from plagiarism were chosen by the researcher to be the main data of the research.

3.3.2 Interview

This research used interview as one of data collections. The students were interviewed in order to validate the data. Moreover, there are many advantages to the interview as a method of data collection. First, people are more easily engaged in an interview than completing questionnaire. Second, the interviewer can clarify questions and probe the answers of the respondent, providing complete information than would be available in writing form. Third, interviewing enables the interviewer to pick up non-verbal cues including facial expressions, toner of voice and in the case of interviews conducted on the respondent's turf, cues from the surroundings and context (Anderson & Arsenault, 1998, p. 190).

The research required the information regarding the students' problems in writing recount text which could be interviewed after they wrote the text.

The interview was conducted to six students whose texts were analyzed. The interview was conducted in Bahasa Indonesia in order to avoid misunderstanding between the interviewer and the interviewee. Moreover, the researcher interviewed the students in an informal way in order to make the students feel comfortable, so that the interviewer could find out deeper information of students' writings.

The interview was recorded so it could be transcribed to get the detail information. The table 3.1 is the list of the question of the interview:

Table 3.1 List of Questions of the Interview

No.	Questions
1.	<i>Apakah teks ini anda yang menulis?</i>
2.	<i>Apakah teks ini asli hasil tulisan anda? Atau mencari di internet?</i>
3.	<i>Teks yang anda tulis ini menceritakan mengenai apa?</i>
4.	<i>Menurut anda, termasuk kedalam jenis teks apa teks ini?</i>
5.	<i>Menurut anda, apa definisi Recount Text?</i>
6.	<i>Apakah fungsi Recount Text?</i>
7.	<i>Apakah anda tahu bagaimana struktur dari teks tersebut?</i>
8.	<i>Apakah anda tahu fitur bahasa dari teks tersebut?</i>
9.	<i>Menurut anda, apakah anda sudah menulis sesuai struktur dan fitur bahasa Recount Text?</i>
10.	<i>Apakah anda menemukan kesulitan dalam menulis Recount Text? Apa saja?</i>

3.4 Data Analysis

To analyze the data, the researcher applied two steps to fulfill the aims of the study. First, the analysis of the students' recount texts which included the purpose, schematic structure and linguistic features of recount text. Second, the analysis data of interview. The detail steps of the analysis will be elaborated as follow:

3.4.1 Analysis of Purpose

The first step was the analysis of the purpose of recount text. The texts were analyzed based on the purpose of the recount text generated by Barwick (1999, p. 4) and Palmer (2011, p. 38) that is to retell the events that happened in the time order in which they occurred.

3.4.2 Analysis of the Schematic Structure

The next step was the analysis of schematic structure. The texts were analyzed based on the schematic structure in students' recount texts as suggested by Anderson & Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011) and Stubbs (2000) as follows:

1. Orientation

This part provides the necessary of background information to enable audience to make sense of the text includes what happened, who or what was involved, when and where the events occurred and why.

2. Sequence of events

This part provides the events of the story. The writer should select only those events that are relevant and that can be expanded through the inclusion of specific details.

3. Re-orientation

This final section concludes the recount by summarizing outcomes and results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

The students' recount texts were analyzed based on the structure of recount text and already divided into clauses. The example of the analysis is shown in the table below, which is taken from one of the students' texts.

Table 3.2 Example of Schematic Structure Analysis
(Adopted from student 2's text)

Schematic Structure	Text	Notes
	My Favorite Holiday	
Orientation	1. I have many stories of my holiday. 2. However this is one of my favorite (-s). 3. On January 7th 2011, I went to Singapore. 4. It was my first time 5. to spend my holiday without my parents. 6. I felt afraid 7. to go there 8. because I could not speak english well 9. But, I continued the trip.	This part presents the information of what, who, when and where. -Pink Highlight: The use of first person and specific participant. -Yellow highlight: The use of circumstance of time. -Green Highlight: The use of past tense. -Torquise Highlight: The use of circumstance of place.

Sequence of Events	<p>10. when I arrived at changi Airport</p> <p>11. I went to the Hotel by taxi</p> <p>12. After resting, I went to Merlion Park</p> <p>13. and then I had Singapore River Cruise”</p> <p>14. took the (some) pictures</p> <p>15. bought ice cream.</p> <p>16. 2nd day, I spent my Holiday in Universal Studio Singapore</p> <p>17. It (There) was (were) so many rides in there</p> <p>18. and my favorite ride is (was) “Jurassic Park”</p> <p>19. I felt so happy in there.</p> <p>20. Because I (had) never come to this place before.</p> <p>21. 3rd day, I drove around Singapore City</p> <p>22. and I bought the (some) souvenirs.</p> <p>23. After that, I went back to the Hotel</p> <p>24. for (to) take a rest and prepare for (to) return to Indonesia tomorrow</p> <p>25. because I must already start school</p>	<p>This sequence of events part gives the information about the series of the story. This answers the question of how.</p> <p>-Grey Highlight: The use of temporal conjunction</p> <p>-Red Highlight: The use of additive conjunction</p> <p>-Yellow highlight: The use of circumstance of time.</p> <p>-Pink Highlight: The use of first person and specific participant.</p> <p>-Torquise Highlight: The use of circumsance of place.</p> <p>-Green Highlight: The use of past tense.</p>
Re-orientation	<p>26. It was a wonderful holiday</p> <p>27. and I really enjoyed my holiday.</p>	<p>This part closes the story.</p>

3.4.3 Analysis of Linguistic Features

Next, was the analysis of linguistic features in students’ recount texts. In analyzing this part, the researcher analyzed the texts by identifying the linguistic features of recount text, incorrect grammatical structures and the Transitivity system within the text. In analyzing the linguistic features of recount text, the texts were analyzed based on the linguistic features generated by Gerot and Wignel (1995). Then, the researcher analyzed the students’ grammatical mistakes and those were edited to the correct grammatical structure by the researcher for the sake of transitivity analysis. Last, was the Transitivity structure in a clause, the analysis concerned with describing three aspects of the clause: the selection of a process, the selection of the participants and the selection of the circumstances in students’ recount

texts (Eggins, 2004, p. 214). The result analysis of transitivity sistem related to the criteria of recount text by Gerot and Wignel (1995), which are: specific participant, material process, past tense, temporal sequence and circumstance place and time.

The example analysis of linguistic features below is taken from one of the students' texts.

Linguistic Features of Student 2's Text

1. Title: *My Favorite Holiday*
2. Specific participants: *I*
3. The use of simple past tense: *went, was, felt, could, continued, arrived, had, took, bought, drove, enjoyed.*
4. The use of circumstance of time and place: *January 7th 2011, 2nd day, 3rd day, Singapore, Changi Airport, Hotel, Merlion Park, Singapore City.*
5. The use of first person pronoun: *I*
6. The use of temporal and additive conjunction: *then, after, and, etc.*
7. The use of material processes: *went, could, continued, arrived, took, bought, drove,*

My Favorite Holiday

Orientation

1. I have many stories of my holiday.
2. However this is one of my favorite (-s).
3. On January 7th 2011, I went to Singapore.
4. It was my first time
5. to spend my holiday without my parents.
6. I felt afraid
7. to go there
8. because I could not speak english well
9. But, I continued the trip.

Sequence of Events

10. when I arrived at changi Airport
11. I went to the Hotel by taxi

12. After resting, I went to Merlion Park
13. and then I had “Singapore River Cruise”
14. took ~~the~~ (some) pictures
15. bought ice cream.
16. 2nd day, I spent my Holiday in Universal Studio Singapore
17. ~~It~~ (There) ~~was~~ (were) so many rides in there
18. and my favorite ride ~~is~~ (was) “Jurassic Park”
19. I felt so happy in there.
20. Because I (had) never come to this place before.
21. 3rd day, I drove around Singapore City
22. and I bought ~~the~~ (some) souvenirs.
23. After that, I went back to the Hotel
24. ~~for~~ (to) take a rest and prepare ~~for~~ (to) return to Indonesia tomorrow
25. because I must already start school

Re-orientation

26. It was a wonderful holiday
27. and I really enjoyed my holiday

My Favorite Holiday

Orientation

1.	I	Have	many stories of my holiday.	
	Posser	Process: Possession	Possed	

2.	However	this	Is	one of my favorite (-s).
		Idr/Tk	Pr: Int	Idd/V

3.	On January 7th 2011,	I	went	to Singapore.
	Circ: Loc: Time	Actor	Pr: Mat	Circ: Loc: Place

4.	It	Was	my first time
	Carrier	Pr: Attr	Attribute

5.	to spend	my holiday	without my parents.
	Pr: Mat	Goal	Range

6.	I	Felt	afraid
	Senser	Pr: Emotive	Ph

7.	to go	There
	Pr: Mat	Goal

8.	Because	I	could not speak	english (English) well
	Cic: Cause	Sayer	Pr: Vb	Target

9.	But,	I	continued	the trip.
		Actor	Pr: Mat	Goal

Sequence of Events

10.	When	I	arrived	at changi Airport
		Actor	Pr: Mat	Circ: Loc: Place

11.	I	went	to the Hotel	by taxi
	Actor	Pr: Mat	Circ: Loc: Place	Circ: Manner

12.	After resting,	I	went	to Merlion Park
-----	----------------	---	------	-----------------

		Actor	Pr: Mat	Circ: Loc: Place
--	--	--------------	----------------	-------------------------

13.	and then	I	had	“Singapore River Cruise”	
		Actor	Pr: Mat	Circ: Loc: Place	

14.	took				the (some) pictures
		Pr: Mat			Goal

15.	bought				ice cream.
		Pr: Mat			Goal

16.	2nd day,	I	spent	my Holiday	in Universal Studio Singapore
		Circ: Loc: Time	Actor	Pr: Mat	Goal
				Goal	Circ: Loc: Place

17.	It (There)	was (were)	so many rides	in there	
		Pr: Exist	Existent	Circ: Loc: Place	

18.	and	my favorite ride	is (was)	“Jurassic Park”	
		Idd/V	Pr: Int	Idr/Tk	

19.	I	felt	so happy	in there.	
	Senser	Pr: Emotive	Ph	Circ: Loc: Place	

20.	Because	I	(had) never come	to this place	before.
	Circ: Cause	Actor	Pr: Mat	Circ: Loc: Place	Circ: Loc:Time

21.	3rd day,	I	drove	around Singapore City
	Circ: Loc: Time	Actor	Pr: Mat	Circ: Loc: Place

22.	And	I	bought	(some) souvenirs.
		Actor	Pr: Mat	Goal

23.	After that,	I	went back	to the Hotel
		Actor	Pr: Mat	Circ: Loc: Place

24.	for (to) take	a rest	and	prepare	for (to) return	to Indonesia	Tomorrow
	Pr: Mat	Goal		Pr: Mat	Goal	Circ: Loc: Place	Circ: Loc: Time

25.	Because	I	must already start	School
	Circ: cause	Actor	Pr: Mat	Goal

Re-orientation

26.	It	was	a wonderful holiday
	Carrier	Pr: Int	Attribute

27.	And	I	really enjoyed	my holiday.
		Senser	Pr: Emotive	Ph

Table 3.3 Example of Process Types in Student's Text

No.	Process Types	Schematic Structure			Total
		Orientation	Sequence of Events	Re-orientation	
1.	Material	Clause 3, 5, 7, 9	Clause 10, 11, 12, 13, 14, 15, 16, 20, 21, 22, 23, 24, 25	-	17
2.	Mental	Clause 6	Clause 19	Clause 27	3
3.	Relational: -Intensive -Circumstantial -Cause -Possessive	Clause 2, 4 Clause 1	Clause 18	Clause 26	5
4.	Verbal	Clause 8	-	-	1
5.	Behavioural	-	-	-	-
6.	Existential	-	Clause 17	-	1
Total		9	16	2	27

3.4.4 Analysis of Students' Problem from the Findings and Interview

The analysis of the problems faced by students were divided into two parts. First, the problems based on the findings by the researcher which found in the recount text's criteria. Second, the problems based on the interview.

3.5 Concluding Remark

This chapter has discussed the research method which covers the research questions, research design, research site, data collection and data analysis.