

## CHAPTER III

### RESEARCH METHODOLOGY

This section presents the research methodology, which includes research design, data collection techniques, and data analysis.

#### 3.1 Research Design

The research is carried out by qualitative research design, since this research generates meaning and interpretation about descriptive texts within English textbook for senior high school grade X students of from the data collected in the field which has been analyzed (Creswell, 2013 p.9). Regarding this, this research employs a qualitative case study, since the focus of the study is to answer “how” and the data involved in the study cannot be manipulated (Yin, 2003, cited in Baxter and Jack, 2008, p. 545), which is in this case about the descriptive text within English texts for X grade students of senior high school. Moreover, a case study is compatible with this research in the way case study allows the researcher to explore in depth a program, event, activity, process or one or more individuals (Creswell, 2009, p.13).

Moreover, the use of SFL as a tool for analyzing the Descriptive texts played a significant role in the study. By using Transitivity system, the overall grammatical resource for construing goings on will be revealed (Martin, Matthiessen and Painter, 1997; Emilia, 2005, p.94; Eggins, 2004, p.249; Emilia, 2014, p.149). The analytical tools of SFL can also describe the specialized nature of the discourse (genre) in terms of the way texts are organized and the way grammatical and lexical pattern distinguish it from other discourse (genre) (Coffin, C, 2006, p.14). Thus, it makes possible to investigate the schematic structures, purpose and linguistic features of the Descriptive texts analyzed in the study.

### 3.2 Data Collection Technique

In collecting the data for the research, there only one data collection technique which is used, that is document studies.

#### Document Studies

Lincoln and Guba (1995 cited in Frechtling, 2002 p.57) defined a document as “any written or recorded material” not prepared for the purposes of the evaluation or at the request of the inquirer. For Marshall & Rossman (1995), the use of documents often entails a specialized analytic approach called content analysis. The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspapers, e-mail messages); other forms of communication— music, pictures, or political speeches—may also be included. However this research uses English textbook, entitled Bahasa Inggris for Grade X Senior High School, to gather the data.

However, the study focus in analyzing reading passages of descriptive text in the textbook. The four reading passages from four different chapters have been chosen because they are the representation of descriptive text of each chapter in the textbook. Text 1 entitled “My Best Friend” tells about the writer’s best friend named Dinda. Text 2 entitled “Tanjung Puting National Park” describes one of ecotourism destinations in Indonesia. Text 3 entitled “Visiting Niagara Falls” identifies six attractions in Niagara Falls. Last but not least, Text 4 entitled “The Secrets of Stonehenge” explain how Stonehenge was built and what it was used for.

### 3.3 Data Analysis

In order to answer the research questions, the data analysis is divided into several steps. Each step is presented in detail in the following sections.

## **Analysis of Texts**

The purpose of analysis of the texts is to investigate the descriptive texts written in English textbook for grade X senior high school in terms of its schematic structure and linguistic features that will help the teacher in order to develop teaching material, especially in teaching descriptive text. In order to achieve the purpose, first the data is analyzed in terms of its schematic structure. Second, the data is analyzed in terms of its linguistic features by applying the transitivity system and after that the conclusion or interpretation is drawn qualitatively from it.

The textbook has been chosen because of the accessibility, usability and the purpose of the study itself. In terms of accessibility, the textbook has been chosen because it was not difficult to find and contain data sources to be used in the study. In terms of usability, the textbook was widely used in real teaching situation by grade ten students who have learned English using curriculum 2013 in Indonesian Senior High Schools. While in terms of the study's purpose, the textbook has been chosen in order to investigate to what extent Descriptive texts provided in this textbook meets its criteria.

The analysis of the study specifically focused on selected reading passages categorized as Descriptive text. The Descriptive texts have been chosen because they are representation of factual genre text which is useful and fundamental to be used in many areas of life where people need to show, report, describe, and present information (Anderson & Anderson, 2003; Emilia & Christie, 2013, p.1). Hence, it is believed that learning the Descriptive genre through Descriptive texts is important in providing students who learn English, the basic knowledge of communication. Moreover, the needs of learning the Descriptive text is stipulated in grade ten's Core Competence or *Kompetensi Inti* (KI) and Basic Competence or *Kompetensi Dasar* (KD) of 2013 Curriculum, which states that the grade ten students should comprehend social function, schematic structure and linguistic features of simple spoken and written Descriptive text about persons, tourist attraction and famous historical building.

### 3.3.1 Analyzing the Schematic Structure of Descriptive Text

The data from the textbook is analyzed in terms of its schematic structure. In order to do so, each of the descriptive texts within Bahasa Inggris for X grade senior high school student is broken down into a number of clauses and will be analyzed into the schematic structure's elements of descriptive text as proposed by Gerot and Wignell, Knapp and Watkins, Nafisah and Kurniawan, Emilia and Christie (see Literature Review section, point 2.2.1), which compose of Identification or General Statement and Description. Below is the example of the analysis of schematic structure of a Descriptive text sample in *Bahasa Inggris* for first grade senior high school:

**Table 3.1 Example of Schematic Structure Analysis**

Aunt Dolores	
<b>Identification</b>	
1.	Of all my relatives, I like my Aunt Dolores the best.
2.	She is my father's eldest sister.
3.	She married twice.
4.	Her first husband died in a war.
5.	She married Uncle George in 1988.
6.	She had one daughter from her first husband
7.	and two daughters with her second husband.
8.	They live in a village near Brighton.
<b>Description</b>	
9.	Aunt Dolores is in her late sixties,
10.	but she looks younger than her age.
11.	She has fair complexion, [[thick blonde hair, which she wears a bun]], a pair of brown eyes.
12.	She has friendly face,
13.	and when you meet her, the first thing you notice is her lovely and cheerful smile.
14.	Her face is a little wrinkled now,
15.	but I think [[she is still rather attractive]]
16.	[[ she is still rather attractive]]
17.	She is the sort of person [[you can always go to]] if you have a problem.
18.	She likes [[cooking and knitting]],
19.	and she travels a lot, [[plays tennis twice a week]].
20.	She is a very active person.
21.	She is a very sympathetic person, too.
22.	She usually listens patiently to those [[who come to her with problems]].
23.	She is extremely generous,

24. but not very tolerant with people [[who lie to her]].
<b>Personal Comment</b>
25. I hope
26. that I am as happy and contented as she is [[when I am her age]].

### 3.3.2 Analyzing the Linguistic Features of Descriptive Text

After the schematic structure analysis, the data is investigated in terms of its linguistic features by using Transitivity System of Systemic Functional Linguistic Analysis as proposed mainly by M.A.K. Halliday and Matthiesen (2004) (see Literature Review section, point 2.7). The application of Transitivity system in analyzing the text itself is to determine whether or not the type of processes employed in descriptive texts within English textbook are in line with the linguistic features of descriptive text (see Literature Review section, point 2.2.2). The following is an example of linguistic features using Transitivity system analysis on a Descriptive text in *Bahasa Inggris* for first grade senior high school:

**Table 3.2 Example of Linguistic Features Analysis**

#### Identification:

1. Of all my relatives, I like my Aunt Dolores the best.

Of all my relatives,	I	Like	my Aunt Dolores	the best.
Circ: Location	Senser	Pro: Affection	Phenomenon	Circ: quality

2. She is my father's eldest sister.

She	Is	my father's eldest sister.
Token	Process: Intensive	Value

3. She married twice.

She	Married	twice.
Actor	Process: Material	Circ: extent

4. Her first husband died in a war.

Her first husband	Died	in a war.
Actor	Pro: Material	Circ: Loc: place

5. She married Uncle George in 1988.

She	Married	Uncle George	in 1988.
Actor	Pro: Material	Goal	Circ: Loc: time

6. She had one son from her first husband

She	Had	one son	from her first husband
Possesor	Pro: Possesive	Possesed	Circ: Loc: place

7. and [[two daughters with her second husband.]]

And	[[two daughters	with her second husband.]]
	Possessed	Circ: accompaniment

8. They live in a village near Brighton.

They	Live	in a village near Brighton.
Actor	Pro: Material	Circ: Loc: place

### Description:

9. Aunt Dolores is in her late sixties,

Aunt Dolores	is	in her late sixties,
Carrier	Pro: Circumstantial	Attribute

10. but she looks younger than her age.

But	She	Looks	younger than her age.
	Carrier	Pro: Intensive	Attribute

11. She has fair complexion, [[thick blonde hair, which she wears in a bun]]a, a pair of dark brown eyes.

She	Has	fair complexion, [[thick blonde hair, which she wears in a bun]]a, a pair of dark brown eyes.
Possesor	Pro: Possesive	Possessed

12. She has a friendly face,

She	Has	a friendly face,
Carrier	Pro: Possesive	Attribute

13. and when you meet her, the first thing you notice is her lovely and cheerful smile.

And	when you meet her	the first thing you notice	Is	her lovely and cheerful smile.
	Circ: Loc: time	Carrier	Pro: Intensive	Attribute

14. Her face is little wrinkled now,

Her face	Is	a little wrinkled	now,
Carrier	Pro: Intensive	Attribute	Circ: Loc: time

15. but I think [[she is still rather attractive]].

But	I	Think
	Senser	Pro: Cognition

16. [[she is still rather attractive]].

She	Is	still rather attractive
Carrier	Pro: Intensive	Attribute

17. She is the sort of person [[you can always go to]] if you have a problem.

She	Is	the sort of person [[you can always go to]]	if you have a problem.
		<b>Actor Pr: Material</b>	

Carrier	Pro: Int	Attribute	Circ: condition
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18. She likes [[cooking and knitting]],

She	Likes	[[cooking and knitting]] <b>Pr: Material</b>
Senser	Pro: Affection	Phenomenon

19. and she travels a lot, [[plays tennis twice a week]].

and	She	Travels	a lot	[[plays tennis twice a week]] <b>Pr: Material Circ: Loc: time</b>
	Actor	Pro: Material	Circ: Extent	

20. She is a very active person.

She	Is	a very active person
Carrier	Process: Intensive	Attributive

21. She is very sympathetic person, too.

She	Is	very sympathetic, too.
Carrier	Pro: Intensive	Attribute

22. She usually listens patiently to those [[who come to her with problems]].

She	usually listens	Patiently	to those [[who come to her with problems]]. <b>Actor Pr: Material Goal Circ: accompaniment</b>
Behaver	Pro: behavioural	Circ: Quality	

23. She is extremely generous,

She	Is	extremely generous,
Carrier	Pro: Intensive	Attribute

24. but not very tolerant with people [[who lie to her]].

But	not very tolerant	with people [[who lie to her]]. <b>Actor Pr: Material Beneficiary</b>
	Circ: Concession	Cont: Circ: accompaniment

### Personal Comment:

25. I hope

I	Hope
Senser	Process: Affection

26. that I am as happy and contented as she is [[when I am her age]].

that	I	Am	as happy and contented as she is	[[when I am her age]].
	Carrier	Pro: Int	Attribute	Circ: Loc: time

### **3.4 Concluding Remarks**

This section has presented a brief explanation regarding the research methodology, which will be employed in this research, including research design, data collection techniques, and data analysis.