CHAPTER III

RESEARCH METHODOLOGY

This section provides aspects related to the research methodology that is used in the study. This chapter covers the research design and method, site and participants, data collection techniques, data analysis techniques, an overview of Systemic Functional Linguistic as the tool for analyzing students' texts, sample of text analysis procedure and concluding remark of the chapter are exposed.

3.1 Research Design

This study used a case study design since the aim of the study is to investigate the benefits of the genre-based approach to teaching writing Discussion text. The case study design was chosen for several reasons. First, this study was conducted in a small scale (see Merriam, 1998:27-28, cited in Lodico, et al., 2010:156) which was one class of senior high school. Second, a case study design aims to explore in depth a program, event, process, or one or more individuals (Cresswell, 2009) which was in line with the purpose of the study as well as to investigate students' responses towards the use of the genre-based approach to their writing of Discussion text in the classroom. Furthermore, a case study design was employed in the present study since it used multiple types of data collected, including observations, interviews, and documents (Lodico, et al., 2010:162).

In the present study, the researcher acted as both observer and teacher (complete participant) who implemented the genre-based approach towards the students' writing process in order to get better product of writing Discussion text. Stainback (1988, cited in Sugiyono, 2012:227) states that complete participant means the researcher observes what people do, listen to what they say, and

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participates in their activities. In other words, the researcher implemented the genre-based approach in the teaching process and observed the students' behaviour during the implementation of the genre-based approach conducted in the classroom.

3.2 Site and Participant

The study was conducted in one senior high school in Sumedang. This school was chosen since the researcher is familiar with the school such as the English teacher there. Also, the researcher was one of the students there. The advantage of choosing the school was in relation to the feasibility of the data (Sugiyono, 2012). Besides, the school officially allowed the researcher to conduct the research there.

Based on the competence standard and basic competence (*SKKD*), Discussion text is learned in grade XII, thus, the research was conducted to grade XII. Moreover, the participants in the research were one class of XII Science consisting of 33 students.

3.3 Data Collection Techniques

The research instruments in this study are elaborated in the following:

3.3.1 Preliminary Observation

Preliminary observation was conducted for two meetings: Thursday and Saturday (August, 7th 2014 and August, 9th 2014) for two-learning hour (90 minutes) where the students learned English focusing only on writing skill. The preliminary observation was conducted to see how students' activities in the classroom with their 'real' teacher (the English teacher who works at the school), also how the students' behavior during the lesson, especially in writing.

In the preliminary observation, the researcher made observation notes (See appendix B) when teaching-learning process was conducted by the teacher in order to gain natural interaction of the teacher and students during the lesson, therefore, the researcher acted as the observer since the researcher learns about behaviours and the meaning attached to those behaviours by doing observation (Marshall, 1995, cited in Sugiyono, 2012:226).

In addition, the result of preliminary observation was used as guidance for the researcher in designing lesson plan for the next teaching process using the implementation of the genre-based approach. Furthermore, the result of preliminary observation will be discussed in chapter IV.

3.3.2 The Implementation of the genre-based approach

The implementation of the genre-based approach was conducted for eight meetings from August, 11th 2014 until September, 8th 2014, every Monday and Thursday. The researcher took part as a teacher who implemented the genre-based approach to the students since the researcher did observation and also got involved in the activities done by students-participants when the genre-based approach was being implemented.

Furthermore, the four teaching stages of the genre-based approach, as explained in Chapter II, were conducted to get students' writing products of Discussion text (See Chapter IV section 4.2 for the results). Moreover, the teacher made observation notes (See Appendix B) about what was happening in every meeting in the classroom to enrich the data, and also to be analyzed, as stated by Patton in Nasution (1988, cited in Sugiyono, 2012:228) that the data in the real situation will be understandable and richer. The notes were written directly after implementing the genre-based approach when "the memory of teaching process was still fresh" as suggested by Van Lier (1988:241, cited in Emilia, 2011) to avoid missing information from the observation.

3.3.3 Analyses of texts

Text analyses in this study are the students' writing products of Discussion text. There are six writing products taken from the categorization of students' ability which consists of the draft and final writing; two wrtiting products from low-achieving student, middle-achieving student, and high-achieving student (See Appendix C). The students' texts were analyzed to collect the data of the students-participants. The students' writing products, either in drafts or final writing texts, were used to be analyzed using Systemic Functional Grammar (SFG) in terms of schematic structure and language features of Discussion text.

In addition, document of pictures were available as evidence that researcher did observation and implemented the genre-based approach in the classroom. Moreover, some students' activities were captured to show how students did the activities designed by teacher based on the teaching cycle models of the genre-based approach.

The results of the students' writing products were used to see how the genre-based approach gave the benefits to the students' texts in terms of schematic structure and linguistic features of Discussion text. In analyzing students' writing final products, the texts are categorized into three categories; low, middle, and high quality of text. Then, the students' writing products will be elaborated in chapter IV section 4.3.

3.3.4 Interview

The interview was conducted after the students had finished their final writing or at the end of the study. It was conducted to gain further information about students' responses towards the genre-based approach in writing Discussion text towards the students' writing ability. According to Stainback (1988, cited in Sugiyono, 2012:232), through interview, the researchers are able to know more

information of participants in responding to the situation or phenomenon that is happening that cannot be gained from observation.

A semi-structured interview was used because as Sugiyono (2012:233) states this kind of interview is included into in-depth interview category, where this interview is freer rather than the structured interview. A semi-structured interview was chosen in order to make the students-interviewee feel comfortable in answering every question given by interviewer without any worry or making them hide something.

In this study, the interview section was conducted into two parts. The first part, the interview was conducted in formal way with three students from high achiever, middle achiever, and low achiever. The result of formal interview was recorded and transcribed. Moreover, the transcript of the interview can be seen in Appendix D. In contrast, the informal interview was conducted every meeting when teaching process was being conducted in the classroom in order to get the students' response directly towards the activities. The informal interview was employed to get students' response towards the activities conducted in the classroom.

The questions given to students-interviewee were related to learning process in general using the genre-based approach, the students' writing ability progress in writing Discussion text after getting the genre-based approach, the benefits of the activities to reach writing individually, the benefits of learning sources to help the students learn to write Discussion text, and the teaching stages of the genre-based approach that helped the students to improve their writing ability. Moreover, the students' suggestions for future learning process were asked to provide teacher with satisfactory source of students' needs as suggested by Patton (2002, cited in Sugiyono, 2012:235).

3.4 Data Analysis Technique

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After all data had been obtained from classroom observation, students' documents (drafts and final writing), and interview, they were then analyzed by several techniques. The preliminary observation and the implementation of the genre-based approach were analyzed based on students' attitude when teaching-learning process was being conducted. All activities in teaching-learning processes were observed and written in observation note made by the teacher. Moreover, the data of observation note were transcribed, categorized, and analyzed by using thematic analysis which is relevant to the research questions.

Then, the students' texts were analyzed using systemic functional grammar (SFG). Six texts were chosen to be the samples in this study classified as low, middle, and high category of writing texts. Those texts were analyzed based on the linguistic features and schematic structure of Discussion text in order to see how far the genre-based approach gave benefits for students' writing Discussion text by looking at the students' writing products.

The results of interviews were transcribed directly after the interview session to avoid losing the data (Sugiyono, 2012:240). The data were transcribed based on the theme of questions given to the students-interviewee. Thus, the relationship between data should be constructed to get the specific meaning (Sugiyono, 2012:240).

3.5 Systemic Functional Linguistics as the tool to analyze students' text

Sytemic Functional Linguistic (SFL) is the basic of the genre-based Approach (GBA) (Fairclough, 1992a; Fairclough and Wodak, 1997, cited in Emilia, 2012:4) in text analysis. Systemic theory holds the principle that language is a resource for making meaning (Kongpetch, 2006:5) where a speaker or writer should be able to fullfil communicative goals. Additionally, it emphasises the relationship between text and its context. Halliday (1985:5, cited in Tostlebe, 2011:6) states that a text cannot exist without a context in which the text serves is

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relevant when interpreting the meaning of the text. Context provides systematic explanation of how the information given to readers or listeners (mode), spoken or written, who are the participants of the text (tenor), and what is the topic discussed in the text (field), those three aspects known as registers.

From the explanation above, SFL considers that context has important roles in language use (Emilia, 2012:6). Situational context, registers, in relation to Discussion text, are realised in textual metafunction (theme system), ideational metafunction (transitivity system), conjunction system and modality. Each language system will be discussed as followed based on example of the students' texts.

3.5.1 Theme System

The Theme system shows the organization of message in the text in every clause (Martin, 1992; Martin, Mathiessen, and Painter, 1997:21, cited in Emilia, 2011:88). The system of theme is realized through a structure where the clause is divided into two main parts: a *Theme* and a *Rheme*. A Theme can be defined as the constituent which serves as the starting-point for the message: it is what the clause is going to be about (Halliday and Matthiessen, 2004:64, cited in Eggins, 2004:299) and contain familiar or 'given' information (Eggins, 2004:299). While a Rheme is the part of the clause in which the Theme is developed, and typically contains unfamiliar or new information (Eggins, 2004:300).Themes consist of three different types of elements, they are topical (experimental), interpersonal, and textual elements (Eggins, 2004:301).

Topical theme refers to the first element in the a clause which can assign a transitivity function (Eggins, 2004:301) as a *Participant*, a *Circumstance* or a *Process* (Emilia, 2011:88).Topical element that comes in the first as subject called

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unmarked theme, while if it is non-subject, it is called *marked* theme is (Emilia, 2011:89). The examples of Topical Theme are provided in the table 3.1.

Table 3.1 Example of Topical Theme

Participant as a Theme	Handphone It It	causes addictive is bad for students is very important to diminish the use of handphone
Circumstances as a Theme	In my opinion	handphone is useful.
	Topical Theme	**Rheme**

According to Eggins (2004:302) interpersonal Theme is the constituents that will assign a mood label (but not Transitivity label) placed at the beginning of a clause. Those constituents are unfused Finite and Modal Adjuncts. Emilia (2011:89) explains that unfused Finite is realized by an auxiliary verb, to get a response (in interrogative structure). Moreover, Modal Adjuncts, especially Mood Adjuncts is realized in modality, such as *I think…*, *I believe…* and Comment Adjuncts is realized by an adverb, showing the speaker's comment or attitude towards the message, such as *inevitably*, *unfortunately, luckily*. However, the example of unfused Finite is not found in the students text. The examples of interpersonal Theme are given in table 3.2.

Table 3.2 Examples of Interpersonal Theme

Modal Adjunct as Theme:			
Mood Adjunct	I think I believe	parents all students	play important role in children's successful. have handphone.
Comment Adjunct	Unfortunately	many students	are addictive to play game on handphone.
	Interpersonal Theme	**Topical Theme**	**Rheme**

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The textual Theme is elements "which do not express any interpersonal or experimental meaning, but which are doing important cohesive work in relating the clause to its context" (Eggins, 2004:305). Further, she informs that textual theme is divided into two main textual elements, Continuity Adjuncts and Conjunctive Adjuncts. Continuity Adjuncts are words used in spoken dialogue in order to response what a previous speaker has said (Eggins, 2004:305), for example *oh, well, yeah, no* and many more. While, Conjunctive Adjunct consists of coordinating and subordinating conjunctions, relatives and conjunctives (see Martin, Mathiessen and Painter, 1997, cited in Emilia, 2011:90) often found in students' written text. Example of textual Theme will be given in table 3.3.

Table 3.3 Examples of Textual Theme

Coordination	Many people realize that putting handphone in a pocket can cause cancer, ***but*** they keep put it there.
Subordination	Many people are getting hot in the ear ***after*** talking on handphone for 30 minutes.
Relative	Goverments need to socialize to people ***that*** handphone radiation is dangerous.
Conjunctive	***Besides***, having low battery capacity Blackberry only has 2 MP (mega pixels) of camera.

Furthermore, apart from the examples above as a single clause constituent, Themes can be constituted by a longer unit (Emilia, 2010:19). Longer unit Themes, to follow Emilia (2010:20) is divided into two parts: Marked Themes and unmarked Themes. However, the students' text of this study only shows unmarked Themes. The example of longer unit Themes that are found in students' text are shown in the table below.

Table 3.4 Examples of Longer Unit Themes

Longer Unit Themes	Examples	
Embedded clauses: Non-finite Clause	Talking on handphone for a long time	damages the inner ear.

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That – Clause	Some people think that talking on handphone for a long time at public place	is very disturbing.
Long nominal groups: **Nominal groups which involves clause embeddings;**	The research published in Clinical Psychological Science	reports that listening to the music can help melt away a bad mood
Group and phrase complexes	Dr. Carlo, an epidemiologist and medical scientist,	proves that there are increasing number of people between 18-20 years old suffering from hearing loss.
	Topical Theme (unmarked)	**Rheme**

Based on the Theme choices in students' text in this study, the multiple Theme pattern or progression with derived Themes are often found in several students' texts. The multiple Theme pattern is the passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from that general notion, but are not identical to one another (Emilia, 2010:23). The example of multiple Theme pattern is shown in the following figure.

Cell phone gives three advantages for people. First, cell phone provides the best way to communicate each other anywhere and anytime. Second, cell phone can be used as entertainment tool by playing some features like game or music. Third, cell phone provides some useful applications like calculator, dictionary, and internet access.

Figure 3.1 The Example of Multiple Theme Pattern

However, the zig-zag pattern also is found in several students' texts. The zig-zag pattern tells the content of the Theme of the second sentence derives from

Blackberry has two superiority features. They are BBM (Blackberry Messenger) application and wireless internet service.

the content of the previous rheme (Emilia, 2010:22). The example of zig-zag pattern is shown in the figure 3.2.

Figure 3.2 The example of zig-zag pattern

3.5.2 The Transitivity System

The transitivity system is derived from experimental metafunction (Martin, Mathiessen and painter, 1997:100, cited in Emilia, 2011:94) and used to analyze the different representation types of the clause (Gerot and Wignel, 1994). Further, Halliday (1994a:106, cited in Emilia, 2011:94) states that the Transitivity system explains "the world of experience into a manageable set of process types". In addition, the process types are divided into six process types in English: material, mental, verbal, relational, behavioral and existential. Halliday (1994a:107, cited in Emilia, 2011:94) states that in the each process types contain three principles (the process, the participants, and circumstances). In relation to the present study, Discussion text, the process types that are used are material, mental, verbal, relational, and existential process.

3.5.2.1 Material Processes: Process of Doing

Material processes represent "clauses that are describing process of doing, usually concrete, tangible actions" (Eggins, 2004:215). This processes answer the question *What did X do? What happened? or What did X do to Y (to Z)*? (Emilia, 2011:95; Eggins, 2004:216). The examples are provided in the table 3.5.

Table 3.5 Examples of Material Processes

Active form:		
Students	Browse	the material
Actor	**Process: Material**	**Goal**

Passive form:		
The materials	are browsed	by students
Goal	**Process: Material**	**Actor**

3.5.2.2 Mental Processes: Processes of Sensing

Mental processes, according to Eggins (2004:225) "encode meanings of thinking or feeling". It is about showing what does X think or feel. These processes are categorized into three classes: *cognition* (verbs of thinking, knowing, and understanding); *affection* (verbs of liking, fearing); *perception* (verbs of seeing, hearing) (Halliday, 1994a; Halliday and Mathiessen, 2004, cited in Emilia, 2011:96).

These processes are different with the material processes where it should not answer the question about "*what did X do (to Y)?*" but answer the question "*what do you think/feel/know about X?*" (Eggins, 2004:225). Further, it often has two participants (Eggins, 1994:242, cited in Emilia, 2011:96). A *Senser* is realized by human or conscious participant and a *Phenomenon* is fixed of what is thought, wanted, perceived or liked/disliked (Emilia, 2011:96). The examples will be given in the table 3.6.

Table 3.6 Examples of Mental Processes

Students	Like	playing game on handphone.
Senser	**Process: Affection**	**Phenomenon**
The people	do not realize	handphone transmits more than 20% virus and bacteria into users' hands.
Senser	**Process: Cognition**	**Phenomenon**
Dr. Carlos	Proves	playing games on handphone for 25 minutes can reduce anxiety in stressed individuals.

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Senser	Process: Perception	Phenomenon

3.5.2.3 Verbal Processes: Processes of Saying

Verbal Processes are processes of verbal action or saying (Eggins, 2004:235). It contains any kind of symbolic exchange of meaning (Halliday, 1994a:140; Halliday and Mathiessen, 2004:253, cited in Emilia, 2011:96) not only the different modes of saying (*asking, stating, arguing*) but also semiotic processes that are not necessarily verbal (*showing, indicating*) (See Martin, Mathiessen, and Painter, 1997:108, cited in Emilia, 2011:97). For example, *my recipe says red wine* (Eggins, 2004:235).

Typically verbal processes, stated by Eggins (2004:235), contain three participants: Sayer, Receiver, and Verbiage. The Sayer is the participant responsible for the verbal process, does not have to be a conscious participant, but anything capable of putting out a signal. The Receiver is the one whom the verbal process is directed. The Verbiage is a nominalized statement of the verbal process: a noun expressing some kind of verbal behavior like *statement, questions, retort, answer, story*, etc (Eggins, 2004:253). The example of Verbal Processes will be given in the table 3.7.

Table 3.7 Examples of Verbal Processes

GHSA (Governors Highway Safety Association)	found	the biggest causation of accidents is the use of handphone
Sayer	**Process: Verbal**	**Verbiage**

Furthermore, verbal processes are used for quoting or reporting like mental processes (Emilia, 2011:97). For example:

Table 3.8 Examples of Verbal Processes for Reporting

The Canadian Study	Indicates	that listening to the favorite music can help melt away a bad mood.

Sayer	Process: Verbal	Goal

3.5.2.4 Relational Processes: Processes of Being

Relational processes relate the identity or description (attribute) of a participant (carrier) (Butt et. al, 2000:58, cited in Emilia, 2011:98). Relational clauses are discriminated into two types: relational attributive which relates a participant to its generic characteristics or description, and relational identifying which relates a participant to its identity, role or meaning (Martin, Mathiessen, and Painter, 1997:106, cited in Emilia, 2011:97; Emilia, 2011:98). Further, the relational Identifying can be changed into passive voice where the value as subject. There are two main participant roles in relational clauses: Carrier + Attribute in description process and Token (that which stands for what is being defined) + Value (that which defines) in identification process (Eggins, 2004:242).

Furthermore, circumstantial, possessive, and causal relational processes are other types of relational processes (Eggins, 2004:245-249). Circumstantial relational processes encode meanings about circumstantial dimension, to follow Halliday (1994a, cited in Emilia, 2011:99), circumstances contains nine types: extent, location, manner, cause, contingency, accompaniment, role, matter, angle. Further, Eggins (2004:245) informs that circumstance can be expressed in a clause either as a circumstantial constituent in all process types (Material process, mental process, etc). Relational possessive process encodes meanings of ownership and possession between clausal participants (Eggins, 2004:245-247). In addition, Causative relational processes can exist with Attribute or identifying structures, with causation expresses through a make + be (Process: Intensive). Further, causatives involve an Agent (or known as Attributor) for making or causing something (Eggins, 2004:249). The example of relational processes will be shown in the table 3.9.

Table 3.9 Examples of Relational Processes

Relational Attribute	The use of handphone	is	banned at school	
	Handphone radiation	is	dangerous	
	Carrier	**Process: Intensive**	**Attribute**	
Relational Identifying (Active)	Brain cancer	is	the worst effect of using handphone often.	
	Handphone	is	a common communication tool	
	Token	**Process: Intensive**	**Value**	
Relational Identifying (Passive)	The worst effect of using handphone	is	brain cancer	
	A common communication tool	is	handphone	
	Value	**Process: Intensive**	**Token**	
Circumstantial Relational Process	Today, cell phone	is	a popular communication device	
	Circumstance: time, token	**Process: Intensive**	**Attribute**	
Causative Relational Process	Playing game	makes	people	addictive
	Agent/ initiator	**Process: Cause**	**Carrier**	**Attribute**
Possessive Relational Process	Nowadays, cell phone	is owned by	all people in the world	
	Circ: time, value/ possessed	**Process: Possession**	**Value**	

3.5.2.5 Existential Processes

Existential processes represent experience by positing that 'there was/is something' (Eggins, 2004:238). The word *there* has no representational meaning in the transitivity structure of the clause. However, it is used to show the feature of existence, and it is needed interpersonally as a Subject of the verb (Halliday

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and Mathiessen, 2004:257, cited in Emilia, 2011:100). Example of Existential Process will be given in the table 3.10.

Table 3.10 Examples of Existential Processes

There	are	three disadvantages	of using	mobile phone
			Pro: Material	**Goal**
	Process: Existential	**Existent**		

3.5.3 Conjunction

Conjunction helps sentence, clause, and paragraph to relate to each other. Conjunction, as described by Bloor and Bloor (1995:98, cited in Hameed, 2008:92) has a role as "cohesive tie between clauses or sections of text in such a way as to demonstrate a meaningful pattern between them". Thus, conjunction can show the relationship between parts of text in order to build meaning. Furthermore, according to Halliday and Mathiessen (2004:538-549, cited in Eggins, 2004:47) conjunction is divided into three categories: elaboration, extension, and enhancemenet.

Elaboration refers to clarification from the previous sentence or re-saying the previous sentence (Eggins, 2004:47)in order to make it clearer. *Thus, in other words, to illustrate, for instance, I mean (to say), for example, to be more precise, actually, that is (to say), in fact, as a matter of fact* (Halliday and Matthiessen, 2004:541, cited in Eggins, 2004:47) are the common conjunction used in the elaboration conjunction type. For example, "*smoking should be forbidden in public places. For example, in restaurant, station, bus, angkot*".

Extension refers to a relationship of addition (one sentence adds the meanings made in another) or variation (one sentence changes the meanings of another, by contrast or by qualification) (Eggins, 2004:47). Common conjunction in this typical conjunction, to follow Halliday and Matthiessen (2004, cited in

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Eggins, 2004:47) are: *and, so, moreover, yet, on the other hand, but, on the contrary, instead, apart from that, except for that, alternatively, however, nor*. For example, "*Home schooling is considered as the best choice for children to get more concentration in learning. However, interaction between schoolmates has important role too to avoid children from individualistic behavior*".

Enhancement is how a sentence can develop on the meanings of another, in terms of dimensions such as time, comparison, cause, condition or concession (Eggins, 2004:48). Further, common conjunctive used in enhancement type and the examples of clauses will be elaborated in Table 3.11.

Table 3.11 Types of Conjunctions and Examples of Clauses Used in Enhancement
(Source: Halliday, 1994:327, cited in Emilia, 2011:105; Eggins, 2004:48)

Types of Conjunctions	Examples	Examples of Clauses
Temporal	*then, next, afterwards, until, at the same time, before, after a while, all that time, until then, before that, soon, meanwhile, up to that point, etc.*	The virus and bacteria about 20% *until* 30% will be transmitted to the users' hands and finally get into body.
Comparative	*likewise, similarly, in a different way,*	*Similarly*, the government decides that every shop should ask card identity of people who buy cigarette in order to decrease the amount of "children smoker".
Causal	*so, then, therefore, consequently, hence, because of that, for, in consequence, as a result, on account of this, for that reason, for that purpose, with this.*	*Because of* those reasons, handphone is not good for children development. *So*, the people should be wise in using handphone at public place.
Conditional	*if, if not, otherwise, etc.*	Handphone emits heavy radiation *if* the signal is low.
Concessive	*yet, but, though, still,*	*However*, there are several disadvantages of

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	even though, all the same, nevertheless, despite this, however, even so.	using handphone. The camera of Blackberry is not good enough *even though* the price is high.

3.5.4 Modality

Modality refers to a complex area of English grammar where a language user can intrude on her message, expressing attitudes and judgments of various kinds (Eggins, 2004:172). Modality classifies two categories of the way a language user argue towards an issue: modalization and modulation. Modalization is the expression of what a language user means, or it expresses language user's opinion towards what s/he's saying or arguing. It is the way the speaker gets into the text, expressing a judgment about certainty, likelihood or frequency of something happening or being (Halliday and Matthiessen, 2004:147-150 and 617-621, cited in Eggins, 2004:172). In addition, Modulation is used to argue about the obligation or inclination of proposals.

Modality consists of subjective orientation and objective orientation. Subjective orientation (first person) indicates the writer's commitment to what is being said. While, objective orientation shows the writer's detachment to what is being said, making statements on importance of others (Halliday, 1994a; Fairclough, 2003:171; see also Mulholland, 1994, cited in Emilia, 2011:103).

Moreover, modality can be classified according to the degree of certainty or usuality namely value which are high (*must, certainty, always*), median (*may, probably, usually*), and low (*might, possibly, sometimes*) (Eggins, 2004:173) either in positive or negative polarity (Emilia, 2011:103). The examples of modality can be given in table 3.12.

Table 3.12 Examples of Modality

Types of	Examples	Orientati	Value	Polarity

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Modality		on		
Modalization: Certainty	Children *will* be better to play with their friends than playing with gadget.	Subjective	High	Positive
Probability	People *might* have different reason to use handphone while driving.	Objective	Median	Positive
Modalization: Usuality	Nowadays, many people *often* use handphone while driving a car or motorcycle.	Objective	Median	Positive
		Objective	High	Negative
Modulation: Obligation	Parents *must* pay their attention to their children's society.	Subjective	High	Positive
Modulation: Inclination	Handphone *can* give bad effects for health.	Subjective	Median	Positive
	The use of handphone *should be* decreased.	Subjective	Low	Positive

3.6 Sample of Text Analysis Procedure

As mentioned before, the students' texts were analyzed by using SFL (Systemic Functional Linguistics) theory based on linguistic features and schematic structure of Discussion text, the focus genre of the study. In Chapter II, Discussion text has been discussed and in this section a sample of brief text analysis from one final student's writing product is presented as the guidance to the analysis procedure of text analysis in Chapter IV.

Table 3.13 Text Analysis Procedure of Student's Final Writing Product (taken from a high-achieving student)

> Should People Buy Blackberry?
>
> Nowadays, smartphones are very famous among people. There are some giant brand technology companies who carry smartphone theme for their product such as Blackberry, SAMSUNG and Apple. However, Blackberry is the smartphone who has more user than others, especially in Indonesia. Actually,

should people buy Blackberry?

Blackberry has two superiority features. They are BBM (BlackBerry Messenger) application and wireless internet service. First, BBM is the characteristic of Blackberry which allows the users to send and accept message between Blackberry users only. It is a nice application where the users should exchange PIN (Blackberry code) to be able to send the message by using BBM application. It also provides some emoticon symbol to help the users in expressing what they say. So, by using emoticons there is not missed perception between the interlocutors. Second, Blackberry provides wireless internet service that can make the users easier to send or accept file through email. So, the users do not have to open their laptop or computer to check the email.

On the other hand, Blackberry also has weaknesses. First, the camera of Blackberry is not good enough even though the price is high. For example, a mobile phone from SAMSUNG has 5MP (Mega Pixels) of camera, and then the camera of Blackberry has 2MP (Mega Pixels) whereas both of them have the same price. Second, the battery capacity has not longer live as other mobile phones. Blackberry needs to be charged often. Sometimes, Blackberry users have to bring the charge everywhere they go to supply the energy easily.

So, what do you think? Is Blackberry good enough? I think Blackberry is not good enough because using internet will need higher battery capacity. However, it still has interesting application named BBM. People should not buy Blackberry for work needed, just buy it for fun.

The text was made by one of students from high achievers category. The text was the final writing product after passing two times of drafting, revision, and editing for final version. From the example of student's text in Table 3.11, the student could write the information in a well-organized structure. This is shown by well-structured classification of information in every paragraph in the text. As explained before, Discussion text is divided into four main parts. They are preview of issue, argument for and against, and recommendation (See Chapter II).

The text provided the appropriate title "*Should People Buy Blackberry*?" with the social purpose of Discussion text, to persuade the readers to do something (Chapter II). The title also tells a bit about the issue arose in the text. At the beginning, the student gives a preview as the opening statement to give clear information about what should be discussed. Thus, the first paragraph tells

Nowadays, Smartphone are very famous among people. There are some giant brand technology companies who carry Smartphone theme for their product such as Blackberry, SAMSUNG and Apple. However, Blackberry is the Smartphone who has more user than others, especially in Indonesia. Actually, should people buy Blackberry?

about the preview of the issue which introduces the issue and establishes the existence of the debate about the issue. This is done by explicitly stating:

The first paragraph shows the whole element constitutes called macro-theme which tells a topic of the whole text, Blackberry. The text is concerned with the arguments about whether people should buy Blackberry or not (See, Emilia, 2010:82; Knapp and Watkins, 2005:195).

The student presents two arguments for by stating the two superiorities of Blackberry features. These statements constitute the hyper-Themes where the paragraph will discussed about the superiority of blackberry features as the topic developed in this paragraph (Emilia, 2010:21). The hyper Theme is seen in the statement *"Blackberry has two superiority features".* It shows the connection to the macro-theme where the topic of the whole text is about Blackberry.

In the third paragraph, the student presents two weaknesses of Blackberry as the arguments against towards the issue. At the beginning of paragraph, the student writes the statement *"Blackberry also has weaknesses"* which shows that in this paragraph the writer will elaborate about the weaknesses of blackberry. Thus, this paragraph has a similar element with the previous paragraph where the statement constitutes the hyper-Themes as the topic discussed in this paragraph. Each of the two arguments is elaborated in some detail.

The result of the discussion which is shown in the second and third paragraph is put in the last paragraph to see the logical conclusion and a recommendation of the writer. In the last paragraph, the writer argues that Blackberry features are not good enough if it is used to work purposed remembering it has low battery capacity. However, Blackberry can be used for fun because it has BBM application. It means the writer gives the recommendation to buy Blackberry by the necessity. In addition, the student asked the readers to argue about Blackberry by saying *"So, what do you think? Is*

Blackberry good enough?". The statement indicates that the writer want the readers to get involved in seeing the result of discussion above.

The general structure analysis then moves to the linguistic features of Discussion text. The first paragraph shows the use of adverb of time "*nowadays*" which tells the phenomenon of Smartphone is happening now. The student also tells the fact where he writes that Blackberry has more users than another Smartphone, especially in Indonesia. Thus, the issue comes from that phenomenon where the student thinks about "*should people buy Blackberry*?" it becomes the statement of the issue to open the discussion in the next paragraph.

In the second paragraph, the student writes the arguments for by showing the superiority of Blackberry which opens with unmarked Theme topical theme, Blackberry, to serve to present arguments for Blackberry. The statements "*Blackberry has two superiority features. They are BBM (Blackberry Messenger) application and wireless internet service*" can predict the topic sentence of each next paragraph. In this paragraph also is found the multiple Theme pattern as stated below:

The multiple Theme pattern shows the use of temporal connectives "*first, second*" in order to keep the logic connection between the statements, and then it indicates that arguments are planned. The student also uses modality "*can*"to make unabsolute statement. Then, the use of technical words such as wireless,

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interlocutors, emoticon proves the student can use appropriate words in the text as one of the characteristic of linguistic features in Discussion text.

The paragraph of arguments against is similar with the previous paragraph where the multiple Theme pattern is used to give clear arguments. The use of "*on the other hand*" at the beginning paragraph is to show the contrastive from the arguments against.

In the last paragraph, the writer use mental process in the statement "***I think*** *Blackberry is not good because……*" in order to place writer's response towards the result of the discussion in the previous paragraphs. Moreover, the writer writes a recommendation for people to buy Blackberry only for fun by saying "*people should not buy Blackberry for work needed, just buy it for fun*". However, the modal auxiliary of "*should*" indicates the writer's suggestion in subjective orientation, so it has low value.

Table 3.11 is one example of Discussion text that was written by a student from high achiever students group. The student could differentiate between Discussion text and Exposition, and also used several linguistic features of Discussion text in the final product. The student passed two times of drafts, where the student got peer feedback, one-on-one feedback from teacher.

3.7 Concluding Remark

This chapter has described the important aspects related to research methodology of the study. It has also been elaborated, like action research in general, that this study is basically aimed to see the benefits of using the genre-based approach towards students' writing and especially to improve students' writing ability in Discussion text.

Moreover, this chapter also has explained the data collection technique and analysis and the background of choosing the techniques. The SFL genre-based

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approach as the tool for analyzing students' texts has been discussed as the main element for exploring students' writing products of Discussion text in terms of the general structure and linguistic features. Finally, the text analysis procedure guided the researcher to analyze students' writing ability progress as well as the sample of text analysis from students' writing product. After explaining related aspects to research methodology, the next chapter is going to discuss and analyze the data from the research data collection technique.