CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology employed in this study, which is separated into four sections including research design, site and participants of the study, data collection, and data analysis techniques. The research design discusses the method employed in the present study. The research site and participants discuss where the study was conducted and the participants involved. The data collection explains how the researcher collect the data. The data analysis explains how the data collected are being analyzed.

3.1. Research Design

The study made use a descriptive-qualitative method to solve the research problems. This method was used since the researcher intended to analyze, describe, categorize, and interpret the data (Creswell, 2012) in exploring deaf students’ recount texts by using Systemic Functional Linguistics proposed by Halliday (1994) focusing only on the textual metafunction. In addition, Fraenkel and Wallen (1990) state that “qualitative approach is employed when a researcher wants to acquire a holistic depiction of what actually happens in particularly circumstances or situation”. Descriptive method was employed since the present study has no intention to prove any hypothesis, but to only examine and describe the social phenomenon which is found in the data sources (Arikunto, 2010). Depart from the definitions above, the research design in the present study was descriptive-qualitative method since the data were in the form of words which were indirectly measurable.

3.2. Research Site

There are two parts of research site in the present study, which are the setting on where the study was conducted and the participants who are involved in the study. Each part or research site is described below.
3.2.1. Setting

The present study was conducted in a special school for the deaf in Bandung, West Java. There are some reasons why the school was chosen as the site of conducting the study. First, the school was accessible since the researcher has had an internship experience in this school few years ago. Second, the school is a type B special school, which is intended for deaf students only which is suitable to the purposes of the present study. Third, the school provides education in all educational level, from kindergarten to senior high school which therefore is in line with the purpose of the present study to compare recount texts written by deaf students from elementary school to senior high school.

3.2.2. Participants

In involving the participants, the present study used purposive sampling technique. Arikunto (2010) defines purposive sampling as the process of selecting sample based on the specific purpose. Furthermore, Fraenkel, Wallen and Hyun (2011) state that purposive sampling is different from convenience sampling since purposive sampling does not select the sample based on whoever is available, but the researchers have to use their judgment to select a sample that they believe will provide the data they need.

Therefore, to follow purposive sampling procedures, the present study involved 36 deaf students from three educational levels, which are elementary school, junior high school, and senior high school. Beside being differentiated based on the educational level, the students are also distinguished based on their performance in writing, which is categorised into low achiever and high achiever. The low achiever students are those who lack of a good writing skill, while high achiever students are vice versa.
3.3. Data Collection

The data were collected from 36 recount texts written by deaf students at three educational levels: elementary school, junior high school, and senior high school. Recount text is chosen since it is one of the most common writing genres taught in school. The recount texts from deaf students were distinguished by whether writer is a high achiever or low achiever student. To be clear, there are 12 recount texts from elementary school students (3 from low achiever 4th grader students, 3 from high achiever 4th grader students, 3 from low achiever 5th grader students, and 3 from high achiever 5th grader students), 12 recount texts from junior high school students (3 from low achiever 7th grader students, 3 from high achiever 7th grader students, 3 from low achiever 8th grader students, and 3 from high achiever 8th grader students), and the rest 12 recount texts from senior high school students (6 from low achiever 10th grader students and 6 from high achiever 10th grader students). The purpose of this categorization is to make a comparison on how recount texts written by elementary school students, junior high school students, and senior high school students are different in terms of their cohesion.

Each student was asked to write a recount text based on series of pictures given (see appendix 1). The picture series were adopted from the book “Aku Bisa Bahasa Indonesia” by Nurhayati (2009). There are nine pictures which are related from one picture to another, which will make a story about family holiday to a beach. The present study used picture series as research instrument since deaf students are usually visual learners. Oyewumi (2008) stated that “Deaf and hearing impaired students tend to be visual learners – and this is difficult in an environment where much essential information is delivered exclusively by word of mouth.
3.4. Data Analysis

There were several steps that were done in order to analyze the data. The first step is reading the recount texts closely. Then, the recount texts were broken down into clauses. The clauses then were placed into table to analyze them easier and faster. The fourth step was determining the theme and rheme. After that, the theme were analyzed to determine the types of theme by using theme and rheme analytical framework proposed by Halliday (1994), whether it is topical, interpersonal, or textual. The sixth step was classifying the thematic progression pattern by using thematic progression theory proposed by Eggins (2004), whether it is reiteration, zig zag, or multiple theme. Finally, the last step was discussing how the choice of theme and thematic progression patterns support the cohesion of the texts.

3.5. Concluding Remarks

This chapter has presented the methodological aspects applied in the present study including research design, research site, data collection, and data analysis. Thus, the next chapter will provide the findings and discussion of the deaf students’ recount texts analyzed in the present study.