

CHAPTER III

RESEARCH METHODOLOGY

The previous chapter has covered the background theories for this study. This chapter focuses on the research design, site and participants, data collection, and data analysis. The research design discusses the method used in this study, its principles and features. The site and participants discuss the location where this study was conducted and the participants involved in this study. The data collection elaborates the technique used in collecting the data. And the last is the data analysis which explains the analysis procedure of conjunction used in students Hortatory Exposition writing as proposed by Halliday and Matthiessen (2004).

3.1 Research Design

Research design is the particular features utilized in a study or a research to collect, analyze, and interpret data using quantitative or qualitative method (Cresswell, 2014). In regard to that, the research design used in this research is qualitative design, because qualitative research could be accomplished to understand social phenomena logically (Hancock, 1998). In addition to explaining social phenomena naturally, qualitative research also engages people's opinions and experiences to generate subjective data.

To have the research questions answered, this study was conducted using a descriptive qualitative method as it could provide complete description of complex phenomena with text analysis that is limited to a particular environment (Frankael & Wallen, 2012). This study is purposed to analyze, describe and categorize the data collected which are involved in an investigation of some aspects in the students' draft and final draft of Hortatory Exposition Text. The investigated aspects consist of the types of conjunction used and how the students' use of conjunction improve the final draft of Hortatory Exposition Text. Then, in the end, the researcher made an interpretation of the findings, and drew conclusion based on

the findings. Regarding the purpose of the research, descriptive qualitative method is an ideal method to be used in this study, because the purpose of the study is in line with the concept of the descriptive qualitative research method. It is stated by Walcott (1994, as cited in Creswell, 2003) that descriptive qualitative research involves developing a description of an individual and setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically.

In association with qualitative design, this study is considered as a case study design since this study was conducted through text analysis which is another method of qualitative case study (Travers, 2002). A case study also aims to describe and interpret a particular phenomenon (Marshall & Rossman, 2006) that is, in this case, to describe and interpret how the students use of conjunction improve their final draft in producing a Hortatory Exposition Text.

3.2 Site and Participants

This study was conducted in one of the senior high schools in Bandung. The school was selected because this school allowed the researcher to conduct the study in the school, also it implements the 2013 Curriculum, which provides the Hortatory Exposition Text learning. This study was particularly carried out in the eleventh grade of senior high school.

The study used purposive sampling since this sampling method can be used to target those who can provide the best information to achieve the objective of the study (Creswell, 2003). In regard to the purposive sampling, Sugiyono (2010) states that purposive sampling is a technique for determining research samples with a number of specific considerations so that the data obtained will be the representation of the population. When the samples taken are considered sufficient to represent the population, the result of the examination of the samples can be considered as the representation of the whole population (Rai, 2016). From 23 students' work of Hortatory Exposition Text, the study took 9 students' work as its participants. It was purposely selected to cover the two categories of students' achievement; high-achieving students and low-achieving students. These categories were used in order to represent the whole class' various abilities in writing. The

more detailed explanation of how the participant chosen is elaborated in the subtopic of data collection.

The categories were determined by students' score in writing Hortatory Exposition Text. The scoring of the students' two versions of writing was adapted from Rose in 2007 (Emilia, 2011, p. 151). To avoid subjectivity, the scoring was not conducted by the researcher alone, but it was also made by an inter-rater who was an undergraduate student and constantly acquired score A for a writing subject in his class at a university level. The inter-rater also adapted the scoring rubric from Rose (2007) to score the students' two versions of writing. The adapted scoring rubric is illustrated below.

Table 3.1 Writing Rubric proposed by Rose (2007)
(Adapted from Emilia, 2011, p. 151)

Categories	Sub-categories	Description	Score (0-3)
Genre	Purpose	the genre written is in accordance with the writer's purpose for example the Hortatory Exposition is written to persuade the readers	
	Staging	The text consists of appropriate stages (thesis-arguments-recommendation)	
Register	Field	The topic is explained clearly	
	Tenor	The text shows a clear relationship between the writer and the reader(s)	
	Mode	The text shows the characteristics of written language	
Discourse	Phases	Phases in the text are related to form a unity of meaning	
	Lexis	The diction indicates a link between words or groups of words	
	Conjunction	Logical relationship between each phase in the text and in between clauses or sentences using appropriate conjunctions.	
	Reference	The identity of the participants is introduced and it can be tracked clearly through the text	
	Appraisal	There are expressions of attitudes, including the feeling towards a situation, the evaluation towards a person and the appreciation of a thing.	
Grammar	The text is written using appropriate grammar.		
Graphic features	Spelling	The text is written using appropriate spelling.	
	Punctuation	The text is written using appropriate punctuation	
	Presentation	The text presented is interesting. There are illustration and neatness.	

As written on the table 3.1, there are five categories that are used to assess a Hortatory Exposition Text. All of the five categories consist of score ranges from zero to three. Each of the students' draft and final draft of Hortatory Exposition Text was given score for each category, then the total score is divided by 4.2 and multiplied by 10.

After the scoring was made, it was revealed that out of 23 students, the average score of the two versions of writing in the class was 79. It was found that there were 15 students who achieved the average score of the draft and final draft above 79, and considered to be high-achievers. And, the rest were 8 students who got the average score below 79 and considered as low-achievers.

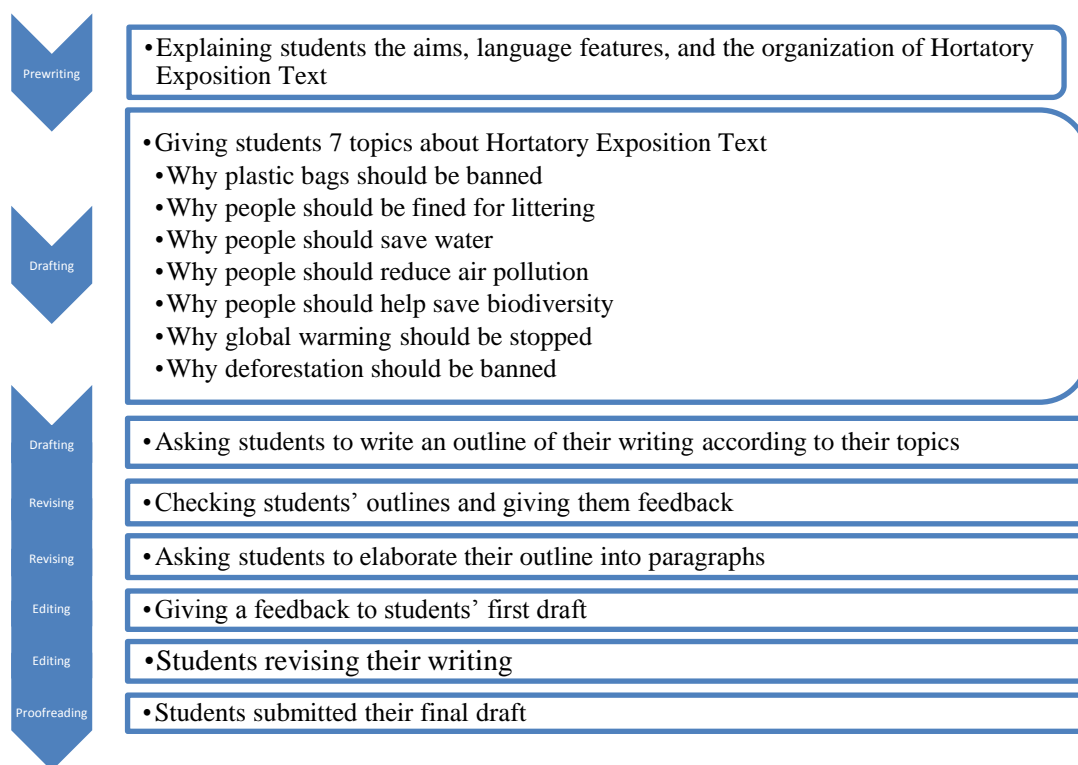
The scoring conducted by the inter-rater was also adapted from Rose writing scoring rubrics (2007). From the scoring made by the inter-rater, it was found that the average score of the two versions of writing in the class was 78. Furthermore, the inter-rater found that the total of high achieving students and low achieving students were also 15 and 8 students.

Hence, from the scoring result of the two versions of students' writing, it was decided that out of 15 high-achieving students, 6 of them was selected to be analyzed as the representatives of high-achievers. And from the 8 low-achieving students, 3 of them was chosen as the representatives of the low-achievers.

3.3 Data Collection

The study used documentation of main data as its way to collect the data. The documents used in this study were the draft and final draft of students' Hortatory Exposition writings which were written by students who were categorized into two groups; high and low achievers. In class, students were asked to write a Hortatory Exposition Text. Given seven topics (will be elaborated in the later section), each student wrote different topic of text depended on what topic they chose. After that, students were given a feedback in regard to the text they have already written, then, the students were asked to revise their writing and submitted it as the final draft. Students' essays were scored and categorized into two categories; high and low-achieving students. The analyzed texts are the draft and the final result of writing activity in English subject class. The stages conducted in

this study were conducted from the process of planning to the process of final revision. They are elaborated as follow:



After all the stages of the data collection have been done, the students' writings are categorized as follow:

(Table 3.2 Category of Students)

Categories of Achievement	Text	Title
High Achievers	Text 1	Save Water, Save Environment
	Text 2	Stop the Deforestation Now!
	Text 3	Deforestation Should be Banned
	Text 4	Stop Deforestation!
	Text 5	The Danger of Air Pollution
	Text 6	The Danger of Plastic Bag
Low Achievers	Text 7	Why People Should be Fined for Littering
	Text 8	Stop Global Warming
	Text 9	Save Biodiversity

As what has been stated before, the Hortatory Exposition Texts were written in various seven topics. Since the school applies the principle of *Adiwiyata* (green house) school, the seven topics of Hortatory Exposition Text provided by the

researcher were topics related to a healthy and natural environment in order to support the principle of the school.

3.4 Data Analysis

The data collected from this study were examined by analyzing the occurrence of conjunction in the students' draft and final draft of Hortatory Exposition writing. In order to identify the conjunction used in the students' two versions of writing, the analysis of students' writing was needed. Hence, the students' texts were broken down into number of clauses. The analysis of the conjunction was based on the theory from Halliday and Matthiesen (2004). The table 3.2 is the example of the analysis of conjunction taken from the draft written by student 4.

(Table 3.3 Example of an Analysis of Conjunction Use in Students' Writing)

	TEXT	Elaboration	Extension	Enhancement
1.	Forests are very important for human life,			
2.	<u>because</u> forest produces oxygen			Causal cond; causal; general
3.	<u>and</u> also human can use some part of trees.		Additive; positive	
4.	<u>For example</u> , steam generator to make many kinds of woodcraft.	Appositive; exemplifying		
5.	To make the woodcraft, people have to chop trees.			
6.	<u>However</u> , some people cut too many trees for their own needs.		Adversative	
7.	This cause deforestation.			
8.	Deforestation cause species extinction,			
9.	it <u>also</u> creates global warming		Additive; positive	
10.	<u>and</u> many create some natural disaster.		Additive; positive	

After conducting the analysis of conjunction occurrence in the students' two versions of writing, the identification of the improvements of the conjunction use in the students' final draft and its contribution to the students' writings were made.

3.5 Concluding Remark

This chapter has elaborated and discussed the methodology used in the study including research design, site and participant of the study, the data collection and the data analysis. The following chapter examines the findings and discussion of the study.

