

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the process of doing this study. It starts with the description of the research design, followed by data collection processes, and data analysis technique. Research design elaborates on the method employed in this study and method of analysing the data. The data collection section presents the data types and data collection techniques. The data analysis elaborates the procedures for analysing the data.

#### **3.1 Research Design**

The design of this study is a descriptive qualitative embracing the characteristics of a case study approach through a document analysis. This study is intended to seek the use of theme and thematic progression in undergraduate students' exposition texts. Frankel (1990) states that this design is undertaken to analyse one phenomenon in order to understand it deeply. In line with this, Nunan (1988) states that the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit.

#### **3.2 Data Collection**

The data used in this study are exposition texts written by a class of thirty undergraduate students at a university in Bandung. These texts were taken and classified into analytical and hortatory exposition text. These texts were chosen purposively because they are analytical and hortatory exposition texts which become the focus of the study. The undergraduate students' texts are categorized into three levels of achievement; low, middle, and high achievers. The classification is derived from the scores they received for exposition texts given by their lecturer.

Twelve texts (six analytical exposition texts and six hortatory texts) were chosen specifically to be analysed the textual metafunction in terms of theme and thematic progression analysis of systemic functional linguistics to find out their textual organization. The choice of using the twelve texts is based on Creswell's (2009) statement that a small number of participants is enough in qualitative design in which the quality of the participants is more important than the number.

The result of this study may give impact to undergraduate students in this university, especially in the process of writing academic texts cohesively. In addition, the participants are expected to be English teachers after they have finished their tertiary level study in this department. So, they should have alertness in their own writing before teaching their students in the future.

### **3.3 Data Analysis**

The data obtained were analysed by using Systemic Functional Linguistic in terms of textual metafunctions represented by the theme system and thematic progression proposed by Halliday (1994). It provides a powerful analytical tool and constitutes one of a variety of linguistic approaches that have been well developed in the area of education (Freebody, 2003, p. 185, as cited in Emilia, 2005, p. 75).

After collecting the data, the researcher conducted the following steps in analysing the data.

- a. Every text was broken down into clauses.
- b. Placing the clauses into a table format to make the process of the analysis easier and clearer.
- c. Determining the theme framework to examine the theme system and the thematic progressions.
- d. Classifying the theme system based on its type whether it is a topical, interpersonal or textual theme and classifying it based on theme markedness whether it is an unmarked or marked theme.
- e. Classifying the thematic progression pattern, whether it is reiteration, zig-zag or multiple theme patterns.
- f. Calculating the occurrence of each type of theme and thematic progression patterns found undergraduate students' exposition texts.
- g. Drawing conclusion from the findings to answer research questions.
- h. Relating the conclusion to the context of the situation.

### **3.4 Concluding Remarks**

This chapter has presented the methodological aspects applied in this study covering the research design, data collection method, and data analysis.