

CHAPTER III

METHODOLOGY

This chapter elaborates the method employed in this study. It covers *Research Design, Site and Participants, Data Collection, and Data Analysis*. The *Research design* discusses the method that will be employed by this study, its principles and characteristics. The *Site and Participants* elaborate the place where the study was conducted and participant involved in this study. The *Data Collection* presents the data types and the data collection technique. The *Data Analysis* focuses on elaboration of procedure in Theme and Thematic Progression pattern identification and classification, and in Thematic Progression Consistency determination.

3.1 Research Design

In order to answer the research questions, this study employed descriptive qualitative method. Since this study is intended to analyze, describe, categorize, and interpret the data to find Thematic Progression realization that reflect how the students organize their ideas in their writing and Thematic Progression consistency with argumentative language features used by students, descriptive qualitative method is an ideal method as it is fundamentally interpretive (Creswell, 2003). It means that the researcher makes an interpretation of the data. This includes developing a description of an individual and setting, analysing data for themes or categories, and finally making an interpretation or drawing

conclusion about its meaning personally and theoretically (Walcott, 1994 as cited in Creswell, 2003).

In association with qualitative design, this study can be considered into case study design since this study used text analysis, which is another method of qualitative case study (Travers, 2001), and this study also attempted to describe and interpret a particular phenomenon (Marshall and Rossman, 2006), that is, how the students organize their ideas by analyzing thematic progression in their text, especially in Exposition text.

3.2 Site and Participant

The study was conducted in one public senior high school in Bandung. This institution was chosen for two reasons. First, the researcher was a practical teacher in that school and taught the second grade of high school where Exposition texts, which becomes the data in this study, were taught (c.f. KTSP 2006 for secondary school). Second, it is located in a reachable place, so it can be accessed easily.

There are two programs in the second grade of senior high school in that school, that is, science program and social science program. The researcher chose to conduct the study in the science program since this program has more students so the data sample required could be fulfilled.

In this study, the researcher chose nine students from 24 students provided in science program. These nine participants were chosen because, as DePaulo

(2000) suggested, 10 participants could be appropriate since in qualitative design the quality of the samples is more important than the number of samples. It is because it is not the representation of the sample population but only theoretical. Therefore, since this study categorized the students' texts into three levels of achievement, that is, low, middle, and high achievers, the researcher took a number that can be divided into three categories equally. This categorization was based on their performance in the class, especially in writing class, indicated by their grades in writing. In order to avoid personal judgement in categorizing the students' text, the researcher also tried to consult the data to encounter the general performance of students in learning English. After consulting with some teachers, it was found that when students got score between 80 -100 they were categorized into high achievers, when their score were 79 -70, they were categorized into middle achievers, and when their score were below 70, they were categorized into low achievers.

3.3 Data Collection

Concerning the data collection techniques, several steps were taken. Firstly, the students were asked whether they had studied about Exposition texts to make sure that they understood the Expository text. Secondly, the students attended three meetings with the teacher to review the material of Exposition text. The material covered the language features, generic structure, and the purpose of Exposition text. Thirdly, the students were asked to choose one of the topics provided by the teacher. The topics were *The Dangerous of Drugs*, *The Important*

of *Wearing Helmet*, *Saving Money in Bank*, and *Buying Original CD*. These topics were chosen because they were common topics that many people talked about it and they usually invited pros and cons that required the students to take the position and argue for it. Moreover, the students were asked to write a hortatory Exposition text based on the topic provided which was done in two meetings. Finally, the students wrote and submitted their texts to the teacher.

The data of this study are students' written texts, those are, nine students' Exposition texts where the topics of the texts were chosen by their own. From nine students' texts, five texts discuss *The Dangerous of Drugs*, two texts discuss about *The Important of Wearing Helmet*, one text discusses *Saving Money in Bank* and one text discusses *Buying original CD*. The topics of the text in detailed can be seen in the Table 3.1 below.

Table 3.1. The Topics Chosen by Students

Text	Topic
Text 1	Saving Money in Bank
Text 2	The Dangerous of Drugs
Text 3	Buying Original CD
Text 4	The Dangerous of Drugs
Text 5	The Important of Wearing Helmet
Text 6	The Dangerous of Drugs
Text 7	The Dangerous of Drugs
Text 8	The Dangerous of Drugs
Text 9	The Important of Wearing Helmet

These nine students' Exposition texts can be considered as product studied for thematic progression and thematic progression consistency analysis in this study.

3.4 Data Analysis

After the Exposition texts were submitted by the students, the researcher then analyzed the data in terms of schematic structure, linguistic features, organization and purpose of the text at the first time. Then, to follow Danes (1974), Halliday (1985), and Eggins (1994, 2004), each text was segmented into clauses and identified in terms of Theme-Rheme, as the basis of identifying Thematic Progression and Thematic Progression Consistency.

Moreover, several steps were taken by the writer in order to analyze the texts. First, Themes were categorized into textual, interpersonal, and topical Themes. The topical Themes were further categorized as unmarked and marked Theme. Then, the relations between the topical Theme with the one in following clause(s) or with the Rheme of another clause were seen to determine the thematic progression pattern. Finally, Thematic Progression Consistency was determined based on the occurrence of Derived Theme Progression (DTP) or Multiple Themes Pattern and the dominance occurrence of Simple Linear Pattern (SLP) or Zig-zag Pattern. The analysis is presented in Table 3.2 below.

Table 3.2 Table of Thematic Progression Analysis

1. Bank becomes one of the most important place to save money.
 2. It can use to save everyv people's money on every ages.
 3. Saving money in Bank is safest (safer) than saving money in Bank.
- ↓ Reiteration Pattern
- ↘ Reiteration Pattern

3.4.1 Identification and Classification of Theme

Identification and classification of Theme section is intended to identify the Theme and Rheme in clauses and classify the Theme based on Theme type, markedness, and predication.

In relation to Theme type, Theme can be single or multiple Themes. Multiple Themes can consist of topical, interpersonal, or textual Theme. A Theme is topical when a transitivity function can be assigned to the Theme (Eggs, 2004). A Theme is interpersonal when it shows unfused Finite (in interrogative structures) and all four categories of Modal Adjunct: Mood, Vocative, Polarity and Comment. Theme is classified into textual Theme when continuatives and/or conjunctive Adjuncts and Conjunctions (Structural Theme) occurs.

In addition to Theme markedness, Theme can be categorized into marked and Unmarked Theme. Unmarked Theme is the subject in the clause. It occurs when participant in the clause such as actor, goal, beneficiary, etc. and the most usual form being nominalization. Marked Theme, on the other hand, is other than subject of the clause, and the most usual form is adverbial and prepositional group.

Based on Theme predication, Theme can be Predicated and Non Predicated. Predicted Theme occurs when a clause is introduced by *'it is'*, as in *'it was George who had bought this shoes for you'*. Besides, Theme is considered as

Non Predicted when the first clause is introduced without introductory 'it is', as in 'George had bought this shoes for you'.

3.4.2 Identification of Thematic Progression

The identification of thematic progression is intended to classify the relation of clauses in the text to the thematic progression pattern proposed by Eggins (2004) and Danes (1974).

Based on Eggins (2004), there are three main patterns of thematic progression; *re-iteration pattern*, *zig-zag pattern* and *multiple-Theme pattern*. However, Danes (1974) categorizes Thematic Progression into four patterns, those are *Constant Thematic progression (CTP)*, *Simple Linear thematic Progression (SLP)*, *Derived Theme Progression (DTP)*, and *Split Rheme Progression (SRP)*. Since the concept of three first patterns is the same, this study will use Eggins' and Danes' concepts.

According to Danes (1974) and Eggins (2004), Re-iteration pattern or CTP appears when Topical Theme has relation to the one in the following clause. Zig-zag Pattern or SLP, on the other hand, has a Theme which derives from an element in the Rheme of the preceding clause. Multiple-Theme Pattern or DTP, which mostly occurs in the longer text, has one or some elements in a clause which are then distributed in Themes of the following clauses. Last, SRP occurs when one or some elements in Rheme in the clause is shared into several Themes in the following clause.

In determining Thematic Progression Consistency, the occurrence of Thematic Progression above was calculated to see which pattern that mostly occurs in the text. Since in the longer Exposition text DTP usually occurs, and SLP is dominant, then those two phenomena becomes the basic parameter to determine whether or not the students' texts are consistent with the argumentative language features in terms of Thematic Progression. (see Fries, 1995; Nwogu and Bloor, 1991).

3.5 Conclusion Remark

This chapter has elaborated the methodology of the study which includes, research design, site and participant, data collection, and data analysis. This study attempted to find how the students organize their idea in writing Exposition text in terms of Thematic Progression, and to what extent the students' Exposition texts consistent with argumentative language features. Case-study was used as research design. The Exposition texts, which are the data of this study, were gotten from one public high school in Bandung, as the place of this study was conducted. The texts then were analyzed using Hallidayan concepts and some other researchers related to Theme-Rheme ad Thematic Progression. The further result and discussion from this chapter will be elaborated in chapter VI.