CHAPTER III
RESEARCH METHODOLOGY

This chapter focuses on the information of the research methodology applied in the present research. The structures of this chapter are as follows: research design, research questions, data source and data collection, and data analysis.

3.1. Research Design

This present study uses a descriptive qualitative method in attempts to give a detailed explanation regarding the analysis. Some calculation was done in order to count the percentage of data frequency to reinforce the findings and the discussions.

According to Hancock, Ockleford, and Windridge (2009), every kind of research, whether it is based on qualitative or quantitative method, need to involve an explicit, disciplined, and systemic approach to "finding things out, using the method most appropriate to the question being asked".

Lambert and Lambert (2012) stated that descriptive-qualitative studies are the least "theoretical" than any other qualitative research. They also stated that the goal of descriptive-qualitative research is to summarize specific events, which individuals or groups have experienced, in a broad way and to "obtain cases deemed rich in information for the purpose of saturating the data". The data collection of qualitative descriptive research mainly focuses on exploring the nature of the specific events or data that is being researched. By using the right method in an analysis, the theories used in the analysis can be developed further and can make the analysis more comprehensive.

This study is supported with some calculation in the related data using basic calculation method. The result on this calculation enhances the result of the study by giving some insights to the whole study.

3.2. Research Question

This study focuses on the development of the texts or thematic progression employed in the selected children short stories to answer these questions:

1. What are the types of theme and thematic progression used in the short stories?

2. How does the use of themes and thematic progression influence the delivery of the messages of the stories?

3.3. Data Source and Data Collection

The data used for this study are *Little Red Riding Hood* by Brothers Grimm and *The Ugly Duckling* by Hans Christian Andersen. The short stories are collected from two website which provide short stories online to be accessed for free and easy. The reason why *Little Red Riding Hood* and *The Ugly Duckling* were chosen is that these two short stories were first published in 17th century, specifically Little Red Riding Hood by Brothers Grimm was first published in 1857 and The Ugly Duckling by Hans Christian Andersen was published in 1844. With such long history of its existence, these short stories are still popular in these days and these short stories might have influence on the values that exist in the society who uses these stories to educate the children.

3.4. Data Analysis

The first short story is *Little Red Riding Hood* by Brother Grimm and the second short story is *The Ugly Duckling* by Hans Christian Andersen.

There are several procedures of the analysis which are related to the study to answer the research questions:

The first step is to do a close reading of the data, which is *Little Red Riding Hood* and *The Ugly Duckling*, and the sentences are segmented into clauses before being analyzed. The gathered data are sorted according to the storyline by dividing them into clauses which is used to analyze the Theme and Rheme of every clause of the stories by using Halliday and Matthiessen (2004) theory on Theme and Rheme.

After the Theme and Rheme are analyzed, the next step is to discover the Thematic Progression of the stories using Thematic Progression theory proposed by Daneš (1974) and Paltridge's (2006) categorization of the Thematic Progression patterns (2006).

Even though thematic progressions can be analyzed in clauses, for this study the categorization of the type of thematic progression used in the story is based on sentences. The reason of this choice is to prevent some confusion in classifying which clause should be linked to another clause and to make the analysis easier to follow.

The Theme and Rheme analysis is used to develop the thematic progression analysis. Based on Paltridge (2006), the order of type of Themes should be textual, interpersonal, and topical Themes respectively whereas Topical Theme should be the type of theme before rheme occurs. From this reference, in order to prevent confusion in deciding which one should be used as the main Theme, if topical theme appears in the clause then it is used as the departure Theme in the Thematic Progression analysis. If topical theme does not appear in the clause, textual or interpersonal Theme is used as the departure Theme in Thematic Progression analysis.

Table 3.1 Theme and Rheme table

1.	Once upon a time,	There was a little girl
	Marked Topical Theme	Rheme

Table 3.2 Percentage of Theme and Rheme Data Frequency

No	Type of Themes	Frequency	Percentage
1	Topical		
2	Textual		
3	Interpersonal		
TOTAL			

Thematic Progression analysis

1. Theme ——————————————→ Rheme

2. Theme ——————————————→ Rheme

3. Theme ——————————————→ Rheme

4. Theme ——————————————→ Rheme

5. Theme ——————————————→ Rheme
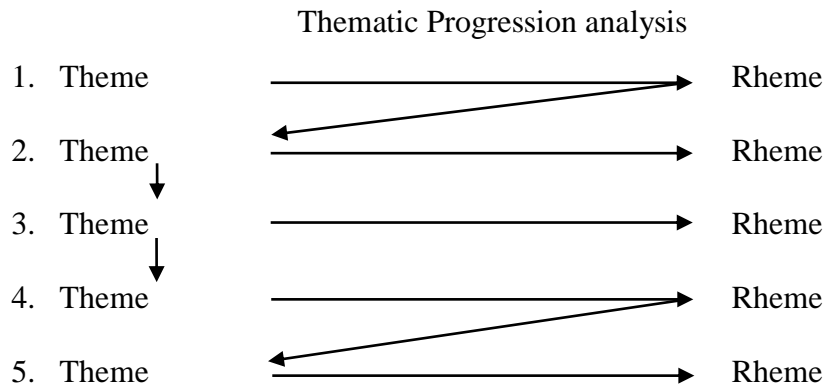
Table 3.3 Percentage of Thematic Progression Data Frequency

No	Type of Themes	Frequency	Percentage
1	Linear		
2	Constant		
3	Split Rheme/Multiple Theme		
TOTAL			

The calculation results are put into tables and the percentage of the frequency is presented. The most used type of theme and thematic progression pattern is analyzed in terms of its connection to the way the writers deliver the message of the stories to the readers. It also can reveal what the writers, Brothers Grimm and Hans Christian Andersen, want the readers to focus on in the reading process.