

CHAPTER III

METHODOLOGY

The previous chapter has elaborated the theories relevant to this study: Systemic Functional Linguistics (SFL), Theme system, Genre, and Exposition text. This chapter focuses on the methodological aspects of this study. It covers four main aspects: research design, research site and participant, data collection, and data analysis. Research design elaborates the method employed in this study including its principles and characteristics. The research site and participants emphasizes on the place where the study takes place and the participant involved. The data collection section presents the data types and data collection technique. The data analysis elaborates the procedure of analyzing the data.

3.1. Research Design

This study employed a descriptive-qualitative design, embracing the characteristics of a case study approach. This approach had been taken into account since it provided an intensive, holistic description and analysis of single entity (the bounded system, the case) (Merriam, 1988 cf. Duff, 2008 p. 22). A case, in EFL context, can include a person (teacher and student) or an entity such as school or classroom (Chappele and Duff, 2003 as cited in Hood, 2009) or group of students. In this study, the focal point was on the Exposition text written by English Education study program students at an English Education Department of a state university in Bandung.

.Besides, since this primary purpose of this study was to analyze, describe, categorize, and interpret data to recognize how the schematic structure and textual organization of university students' Exposition text in a small scale/case, a descriptive qualitative study was considered appropriate (Cresswell, 2003). The researcher in this study tried to give the interpretation by making inferences,

developing insights, attaching significance, and drawing conclusion (Hatch, 2002) towards the Theme choice and thematic progressions found in students' Exposition text along with the factor affecting its creation.

In addition, the use of SFL, specifically in analyzing Exposition text, as a text analysis, played a significant role in this study. The use of Theme-Rheme and Theme progression analysis will help researcher to reveal textual organization of students' Exposition text (Halliday, 1994; Halliday and Matthiessen, 2004; Eggins, 2004 see also Chapter II section 2.1 and 2.3 in this paper) Besides, this analysis was also chosen since it was one of many linguistics approach that had been well developed in education area (Freebody, 2003 p. 185 as cited in Emilia, 2005).

3.2. Research Site

3.2.1. Settings

This study was conducted at an English Education study program of a state university in Bandung. The place was chosen for several reasons. Firstly, as this study was a part of bigger study conducted by a lecturer in that university, the researcher hoped to get access easily. Secondly, the situation and contexts were familiar to the researcher since he was one of students in that department. The familiarity to the situation and context gives more feasibility to conduct the research. Thirdly, as mentioned earlier in the first chapter, university or tertiary level was chosen since the students in this department were expected to teach after they graduated. Thus, as a teacher to be, they should have awareness in selecting the materials that will be delivered, especially in teaching writing.

3.2.2. Participants

The participants of this study were 25 students taking writing course on the second semester. They were chosen purposively in order to develop an in-depth understanding related to the topic. The students' texts were categorized into three

representing all level of achievements: low achiever texts, middle achiever texts, and high achiever texts. It gives benefits for the researcher to obtain access easily, gather more useful data, and enhance understanding of the context based on prior knowledge (Duff, 2008) regarding the analysis of Exposition text in terms of Theme choice and Theme progression.

3.3. Data Collection

The data collections techniques used in this study were collecting students' Exposition text and interview.

3.3.1. Collecting Students' Text

Students' Exposition texts were collected at two stages: the first and the final draft stage. A total of 12 texts were chosen specifically to be analyzed using Theme and Theme progression analysis of SFL to find out its textual organization and the most occurrence thematic pattern of those texts. Those texts were from three levels of achievement: low, middle, and high achiever. Besides, those texts became the main resource of information to track students' development in control of generic structure knowledge and their writing skill.

3.3.2. Interview

The second data collection technique was interview. Interview was chosen to find out the factors affecting the creation of Exposition texts from the students. A focus group interview was applied in this study. This technique was used to collect the shared understanding and views from specific people (Cresswell, 2012) regarding the creation of the Exposition text. Besides, focus group interview also gave some benefits such as the respondents will be more comfort; they are motivated to answer the question and they will also share their opinion related to the subject matter thus avoiding time consuming compared to the one-on-one interview (Alwasilah, 2002 p. 147). In addition, the interview was the semi-structured one. The intention to apply this interview was to obtain all of the

required data regarding the factors affecting the creation of Exposition text. By conducting the semi-structured interview, although researcher has designed the guiding questions, it is open to follow the leads of informants and probing into the areas that arise during interview (Hatch, 2002 p. 94). It gives the freedom to respondent to response, describe, and illustrate such factors.

3.4. Data Analysis

The data analysis in this study will be divided into four steps: identification of Theme choice, identification of thematic progression pattern, deciding the thematic progression trends, and condensing interview data.

3.4.1. Identification of Theme Choice

The texts collected from the students both the first and the final drafts were broken down into numbered clauses. Besides broken down into numbered clauses, the texts were also divided into some stages according to the stages of Exposition text: thesis, argument, and reiteration of thesis. After that, the researcher identified the Theme choice based on Halliday (1994), Halliday and Matthiessen (2004), and Eggins (2004) in terms of textual, interpersonal, and topical Theme. In terms of topical Theme, the researcher further analyzed whether it was marked or unmarked. Besides, longer Theme unit was also taken into consideration in this analysis. The identification of Theme choice aimed at investigating how the students organized the idea textually in those texts.

3.4.2. Identification of Theme Progression Pattern

After identifying all of the clauses in terms of thematic choice, the researcher then identified the thematic progression pattern of those texts. The thematic progression analysis aimed at finding out how the students maintain the logical relation of the texts (see Knapp and Watkins, 2005; Schleppegrell, 2004; 2006). The thematic progression pattern analysis in this study based on the works of Fries (1994; 1995a and b), Eggins (2004), and Bloor and Bloor (2005).

According to them, there are three thematic progression patterns: the Theme reiteration pattern, the zig-zag pattern, and the multiple/derived Theme pattern. In analyzing this aspect, the researcher focused on each stages of Exposition text to see how the students elaborate and relate the point made to the supporting information or evidences provided in each stage.

3.4.3. Deciding the Thematic Progression Trends

In this part, the researcher summed up all the thematic progressions that occurred in those texts analyzed. This analysis revealed the thematic progression trends that were mostly used in students' Exposition texts. To make it clearer, the researcher compared the result of this analysis (see Chapter IV) to the previous researches. It is to find out whether there is a difference or not of the result of thematic progression trends in this study.

3.4.4. Transcribing and Condensing Interview Data

The interview recording were transcribed, categorized and interpreted to find out the factors affecting the creation of Exposition text. After that, the researcher categorized the response and comment from the respondents according to the interview questions. Then, the data was presented into a condensed body of information (Emilia, 2005).

3.5. Concluding Remark

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