CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology used in this study. It covers formulation of problems, research design, the participants, the research site, data collection and data analysis.

3.1 Formulation of Problems

As stated in Chapter I, this study is aimed to address the following questions:

a. How is the tenth graders ability in writing Descriptive Texts?

b. What difficulties are reflected in the tenth graders texts?

3.2 Research Design

This study used qualitative case study as the research designed. There are several reasons why this study uses case study as the research designed.

Firstly, case study typically observes the characteristics of an individual unit deeply and analyzes the multifarious phenomena (Cohen and Manion 1998: 124-5, cited in Bassey 1999). This is the same as the purpose of this study, that is to find out the students' ability and difficulties by observing and analyzing the students' text.

Secondly, case study can be used to investigate an individual, a group, such as family, an office, or a class; It also can be an institution, such as school (Gillham, 2000). It is related with the study which is going to investigate a group of class; it is one class of tenth graders in one senior high school in Bandung.

Lastly, case study investigates a contemporary phenomenon within its real-life context (Yin, 2003:13; Yin, 2011:17). This study investigates the students' ability and difficulties through real teaching and learning process in a real contemporary school community in Indonesia.

3.3   Research Site

This research was conducted in one senior high school in Bandung. There are some reasons why this school was chosen as the research site for this study.

The first reason is to do with the accessibility for the researcher. This senior high school was the place where the researcher did the teaching practice (PPL) in 2011/2012 academic year. Because the researcher did teaching practice in the school last year and the researcher also still has a good relationship with the school, it makes the researcher able to manage administrative matters about the research.

The second reason is that the school is very well-known to have good academic reputation in Bandung. Since this research is about students' ability and difficulties in writing, the researcher has a desire to see how good is the ability of the tenth graders of this high achiever school and what difficulties they faced. The

findings of the study would be beneficial in improving the students capacity in writing and the students' English comprehension.

Based on the agreement between the teacher and the researcher, the name of the school will not be revealed in the study.

3.4   Participants

The participants of this research were a class of tenth grader students of one high achiever senior high schools in Bandung.

The class consists of 37 students, 15 males and 22 females. From 37 students, nine of the students were chosen as the participants of this study. The nine students were selected based on the level of their English proficiency in writing Descriptive text they produced. The nine students were categorized into: low achiever, middle achiever, and high achiever. The three categories were identified by the English Teacher.

3.5   Research Procedures

Concerning the procedure of the research, several steps were taken. Firstly, the students were asked by the teacher to write descriptive texts. Secondly, the researcher and the teacher categorized the texts into three levels of achievement, they are: Low, Middle, and High Achievers. Thirdly, the researcher analyzed the students' text. Lastly, the researcher described or interpreted the findings.

3.6 Data Collection

There is only one way of data collection process in this research, it is through documents collection. In this research, the researcher got the data from the English teacher of the class. The researcher asked for some of the students' writing from the English teacher and categorized the writing into low achiever, middle achiever and high achiever. Moreover, only three texts will represent each category.

Table 3.1 below shows the tittle of descriptive texts that were written by the three students from each levels of achievement.

Table 3.1

Titles of Descriptive Texts

Levels of achievement	Tittle	
Low achiever	Text 1	Snake
	Text 2	Siberian
	Text 3	Crocodile
Middle Achiever	Text 1	Panda
	Text 2	Penguins
	Text 3	Owl
High Achiever	Text 1	Goat
	Text 2	Panda
	Text 3	Brownie

These three students' descriptive texts can be considered as product studied for analyzing students' ability and difficulties in writing descriptive particularly in terms of schematic structure and the linguistic features.

3.7 Data Analysis

The data analysis aimed to examine students' ability and difficulties in writing descriptive texts. Nine students' texts were analyzed in terms of schematic structure and linguistic features, as proposed by Derewianka (1990), Gerot & Wignell, (1995); Nafisah & Kurniawan (2007); Butt, et al, (2000); and also Emilia (2010).

There are some steps used for analyzing the data. The steps in analyzing the data will be presented in detail below.

The first step in data analysis was analyzing the students' texts based on the schematic structure of Descriptive text: Identification and Description (Derewianka, 1990; Gerot & Wignell, 1995; Nafisah & Kurniawan, 2007; Butt, et al, 2000).

The next step was analyzing the texts based on the linguistic features as suggested by Derewianka (1990), Gerot & Wignell, (1995); Nafisah & Kurniawan (2007); Butt, et al, (2000); and also Emilia (2010), and transitivity process as suggested by Halliday (1985 and 1994), Gerot & Wignell (1994), Eggins (1994 and 2004); Butt, et al (2000), Halliday and Matthiessen (2004), Bloor and Bloor (2004), Emilia (2010).

The last step was describing or interpreting the result.

3.8 Conclusion Remark

This chapter had presented the formulation of the problems, methodology of the research, the participant, the research site, steps of data collection and steps of data analysis in detail. The discussion of the result of data will be discussed later in Chapter 4.