

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introductory Remarks

This case study was systematically managed based on the fix procedure and research steps started from the pre-research to post-research. This chapter discusses a set of methodology which covers research design, research site and participants, research instruments, the researcher's roles, data collection technique, data analysis technique, documentation analysis, systemic functional grammar as text analysis device, establishing the trustworthiness, and conclusion.

3.2 Research Methodology

This study used qualitative method which was appropriate to understand the phenomenon by which events and action took place (Taylor & Bogdan, 1984; Wiseman at al, 1993 & Maxwell, 1996: 19; Alwasilah, 2000; Patillima, 2005; Danim, 2004; Syamsuddin and Damayanti, 2006). In this case, the researcher developed concepts, insights, and understanding from patterns in the data and the researcher followed a flexible research design where the researcher interacted with students in natural manner (Taylor & Bogdan, 1984: 5 and Syamsuddin & Damayanti, 2006: 73). As mentioned in the first chapter that as research method, a qualitative research was used to discover the process of teaching Narrative Texts writing through journal at one of International Secondary Schools in Bandung. Therefore the qualitative approach was appropriately used to understand the revealed phenomena of real-life teaching and learning activities in classroom.

3.3 Research Design

To find the answers to research questions (the kinds of teaching activity, the opinions, the obstacles, and the benefits), “a case study design was applied as an appropriate design to understand the process of Teaching Narrative Texts through Journal and the process of journal writing by students by which events and actions took place” (Yin, 1984; Travers, 2002; Maxwell, 1996; 19). Therefore, this case study was conducted in an intensive, holistic description and analysis of a single instance, phenomenon, and meaningful characteristics of real-life teaching and learning process in a classroom (Yin, 1984: 14 and Meriam, 1988: 16).

Furthermore, to explore the kinds of activity that took place during the process of teaching Narrative Texts through journal, to know students’ opinions about writing Narrative Texts through journal, and to identify students’ obstacles that they encountered and the benefits they might obtained from writing Narrative Texts through journal; this research focused on students themselves, their writing products and an EFL writing teacher.

In reality, students’ journals are different from academic writing because they might be included to personal writing (Comprone, 1974; Carr, 1979; Carter & Crosby, 1986 Stanley at al, 1988; and Harmer, 2004). Therefore, the process of investigating during research process was carefully conducted, there had to be a particular approach with the participants, and their journal should be specifically and personally analyzed and interpreted. Then, this “case study design” (Yin, 1984; Wiseman at al, 1988; Travers, 2002; and Danim, 2002 Syamsuddin & Damayanti, 2006) had to begin its work from observing the phenomena existed in

the field of how to identify the problems that emerged interests and curiousness of the researcher; and understanding the personal interpretation of students' journal.

In this case study, research problems frequently based on students' personal experiences with the specific characteristics, the specific instructional programs in classroom or other cases. Then to be continued by "identifying and describing the personal document of how's their writing alike" (Syamsuddin & Damayanti, 2006: 176). Therefore, this case study attempted to explore the cases that focused on students' personal experiences and an EFL writing teacher's perspectives to do with teaching and learning Narrative Texts through journal. Then, "since this case study was conducted in natural setting, where the class performed teaching and learning Narrative Texts through journal, the researcher should be able to interact with the situation of the classroom actively" (Lier, 1988; 40 & 65) that experienced evolving, developing and emerging during the process of teaching and learning Narrative Texts through journal" (Syamsuddin & Damayanti, 2006).

3.4 Research Site and Participants

This case study was conducted at one of International Secondary Schools in Bandung because of some reasons; "this case study site was easy to be accessed by the researcher, the headmaster seemed to welcome well for this research topic, the EFL writing teacher gave the researcher a large chance to be involved in teaching and learning activities, the class instructions were actively delivered in English, and the curriculum was an adaptation of Cambridge School's.

Since this was a case study design so "the purposeful sampling" was appropriate technique to do (Patton, 1990 in Alwasilah 2002 and Riduwan, 2007)

based on the criterion-based selection (LeCompte & Preissle, 1993 in Alwasilah, 2002). Therefore, in this case study, the researcher specifically researched six second year students who were taking EFL writing course in class A. Then, there was one EFL writing teacher who was also as a participant. Thus, this case study only researched six students and one the EFL writing teacher as the participants, so there is no the generalization of research findings conclusion to all students at this International Secondary School.

3.5 Data Collection Methods, Instruments and Researcher's Roles

The data were obtained from questionnaires sheets, interview guidelines, field notes and students' journals (Taylor & Bogdan, 1984: 52; Yin, 1984; Wiseman at al, 1988; Travers, 2002 and Alwasilah, 2002). Then, there were five types of data needed in this study, they are: (1) to explore the kinds of activity that take place during the process of teaching and learning Narrative Texts through journal, (2) students' opinions about writing Narrative Texts through journal, (3) to identify students' obstacles that they encounter, and (4) to identify the benefits that the students obtain from writing Narrative Texts through journal. In this case study, the researcher had to walk and involved in the following roles of both participant-observer and direct-observer" (Gold, 1958 & Junker, 1960 in Taylor and Bogdan, 1984: 39; Yin, 1984: 85-86; Wiseman, at al, 1993 and Syamsuddin & Damayanti, 2006: 179).

The research was conducted for twelve sessions begun from January to April 2009. The following table 3.1 shows the research schedule of teaching Narrative Texts through journal.

Table 3.1 The Research Schedule

No.	Activities	Date and Year	Time	Room
1.	<ul style="list-style-type: none"> ○ Introduction to Writing Narrative Texts through Journal ○ Writing a Factual Story 	January 21 st , 2009	07.30-09.00	IIA
2.	<ul style="list-style-type: none"> ○ The Theory of Journal Writing ○ Writing Past Experiences 	January 28 th , 2009	07.30-09.00	IIA
3.	<ul style="list-style-type: none"> ○ The Difference of Recounts with Narrative ○ Writing a Real-Life Fiction 	February 4 th , 2009	07.30-09.00	IIA
4.	<ul style="list-style-type: none"> ○ Grammar Instruction (Simple Past Tense) ○ Writing a Romance ○ Distribution of questionnaire 	February 11 th , 2009	07.30-09.00	IIA
5.	<ul style="list-style-type: none"> ○ Narrative Texts Instruction (Building Knowledge of the Field, Modeling, Joint Construction, and Independence Construction) ○ Writing a Fantasy 	February 18 th , 2009	07.30-09.00	IIA
6.	<ul style="list-style-type: none"> ○ Interview ○ Writing a Fable 	February 25 th , 2009	07.30-09.00	IIA
7.	<ul style="list-style-type: none"> ○ Grammar Instruction (Noun Clause) ○ Writing a Comfortable Story 	March 4 th , 2009	07.30-09.00	IIA
8.	<ul style="list-style-type: none"> ○ Writing a Sorrowful Story 	April 1 st , 2009	07.30-09.00	IIA
9.	<ul style="list-style-type: none"> ○ Grammar Instruction (Passive Voice) ○ Writing Any Kinds of Narrative Texts that the Students Like 	April 8 th , 2009	07.30-09.00	IIA
10.	<ul style="list-style-type: none"> ○ Students Write their Personal Experiences at One of International Secondary Schools Bandung 	April 15 th , 2009	07.30-09.00	IIA
11.	<ul style="list-style-type: none"> ○ Overview of the Course ○ Distribution of questionnaire ○ Writing a Fairy Story 	April 22 nd , 2009	07.30-09.00	IIA
12.	<ul style="list-style-type: none"> ○ Writing a Mystery Story ○ Interview 	April 29 th , 2009	07.30-09.00	IIA

3.5.1 Data Collection Methods and Instruments

This case study used descriptive method ((Travers, 2002: Syamsuddin & Damayanti, 2006; Wiseman at all. 1988; and Danim, 2002). The research was conducted for twelve sessions begun from January to April 2009. In order to reach maximal results of this data collection phases, four instruments were used to collect data from respondents; they are observation, interview, questionnaires and

documents (students' journal) (Wiseman at al, 1988; Travers, 2002: 2-5; and Alwasilah, 2002) and the procedures are clearly explained.

3.5.1.1 Observation

Classroom observation process was needed in this case study ((Travers, 2002; Syamsuddin & Damayanti, 2006; Wiseman at al, 1993; Alwasilah, 2002; and Danim, 2002) to capture the whole classroom settings (Travers, 2002: 2) and it required the researcher to spend most of time during data gathering phase (Yin, 1984; Lier, 1994; 9 and Danim, 2002: 130) that was conducted once in a week for two hours of learning in one meeting for four months, started from January to April 2009 and totally 12 sessions of case study was conducted.

In this case study, the researcher was involved as participant-observer and direct-observer during observation process in order to be able to take a part in the interaction and the researcher took a seat next to the class teacher as co-teacher (Yin, 1984; Lier, 1994; 40) by observing all students and the one EFL writing teacher in the classroom activities, listening to them and talk about what was on their minds, looking at the documents they produced (Taylor & Bogdan, 1984: 7) and helped the EFL writing teacher teach about writing Narrative Texts through journal.

In every session, the researcher made observation note immediately during and after teaching and learning process finished being performed, “when the memory of observation was still fresh” (Lier, 1994: 241) and the main instrument of this method was the researcher himself. Therefore, the researcher tried to be

more responsive, sensitive and interactive to this case study to gain the qualified data (Strauss & Corbin, 1990 and Lincoln & Guba, 1985 in Hoepfl, 1997).

During observation process, the researcher did not use a video camera in order to keep students' concentration and their natural manner. This may become the weakness of this case study. However, Alwasilah (2002: 226) suggests videotaping the observation. This implies that video taping is not a must. Instead a researcher could be a good note taker. In this case, the researcher had tried to be a good note-taker by taking notes on some aspects which were important for the research data such as what the students and the EFL writing teacher did and said. The data were collected through this method are teaching and learning activities, task and assignments, teaching materials, teacher's roles, teacher's approach towards writing instruction, teacher's efforts in improving students' writing skills; and students' responses during teaching and learning Narrative Texts writing through journal.

Furthermore, after teaching and learning activity finishing to be performed, the researcher and the EFL writing teacher discussed what happened in class, mainly to overcome the problems about students who had low motivation to be involved in teaching and learning activities. This was very important to do in order to know what was happened and what to do further.

3.5.1.2 Interview

In-depth Interviewing was conducted to six students and an EFL writing teacher (Taylor & Bogdan, 1984: 77; Yin, 1984: 83; Wiseman at al, 1993; Travers, 2002: 3; Alwasilah, 2002; Danim, 2002: 130 & 138; and Syamsuddin &

Damayanti, 2006: 94). The in-dept interviewing was very important to do in this research because “the researcher had to obtain in-depth information from the students by asking them nondirective questions early in the research, and learned what were important to them before focusing the research interests” (Taylor and Bogdan, 1984: 77). Therefore, the researcher established rapport with them.

In this case study, interview was conducted after teaching and learning process. There were six students that represented the group and an EFL writing teacher to be interviewed. The individual interview of face to face way in open-ended interview was used in this case study (Taylor & Bogdan, 1984: 77; Travers, 2002: 3; Danim, 2002: 138; and Patilima, 2004: 78) to enable the researcher to obtain the required information and at the moment the researcher gave chance to the respondents to respond all the interviews freely and completely.

The participants were interviewed about intricacies of writing Narrative Texts through journal and its essences; their opinions about writing Narrative Texts through journal, their obstacles in writing Narrative Texts through journal, and the benefits of journal writing.

All interviews were recorded through video-tape in order to enable the researcher to obtain verbatim data and doing the further analysis (Taylor & Bogdan, 1984: 102; Lier, 1988; Alwasilah, 2002; and Syamsuddin & Damayanti, 2006).

3.5.1.3 Questionnaire

Questionnaire was also used in this case study to support the interview data (Wiseman at al, 1993 and Alwasilah, 2002). What were implied in interview, they

were also administered in this method, such as students' opinions about writing Narrative Texts through journal, their obstacles in writing Narrative Texts through journal, and the benefits of writing Narrative Texts through journal. Then, questionnaires were immediately administered to six respondents in the end of the program after the process of teaching and learning Narrative Texts through journal finished performing completely for 12 sessions. The goal was "to validate the data from other methods, typically by following up with in-depth interviews with the respondents" (Yin, 1984: 68 – 76).

In this case study, questionnaires were absolutely important to be administered for gaining as much as data from six participants (Alwasilah, 2002: 151) because through questionnaires the participants might write their information to the researcher as completely and freely as possible. Therefore, this case study specifically used two types of questionnaires, they were "multiple choice and open-ended questionnaires" (Alwasilah, 2002: 151 and Danim, 2002: 138).

3.5.1.4 Documentation Analysis

Documents analysis was done during research activity and after research activity (Miles & Huberman, 1984; Traver, 2002: 3; and Syamsuddin & Damayanti, 2006). In this case study, document analysis was very important to do (Alwasilah, 2002; Syamsuddin & Damayanti, 2006) because it would help the researcher decide what topic should be discussed and also as endorsement evidences (Alwasilah, 2002). In this study, the formal and personal documents were analyzed by the researcher (Taylor & Bogdan, 1984: 91; Danim, 2002: 175; and Travers, 2002).

There were two documents analyzed by the researcher. The first, the formal document, the 2006 curriculum of Secondary School related to writing Narrative Texts. The second, the personal documents, six students' journals were analyzed by the researcher to evidence students' statements that they obtained the benefits from writing Narrative Texts through journal, including writing skills development and vocabulary development.

3.5.2 Researcher's Role

In this case study, the researcher had to walk and involved to be an active observer and a passive observer (Gold, 1958 & Junker, 1960 in Taylor and Bogdan, 1984: 39) because those roles determined the objective of the research results itself. Therefore, researcher's roles played an important position in this study. Then, "to fulfill such requirements, the following roles of both participant-observer and direct-observer were actively and passively performed by the researcher" (Yin, 1984: 85-86; Wiseman, et al, 1993 and Syamsuddin & Damayanti, 2006: 179). The two roles had to fit the natural context perfectly and the researcher had to be very careful to balance the both roles (Mustafa in Alwasilah, 2002) because the balance of both roles was determined by the objective of the researcher himself through natural settings.

Participant-observer and direct-observer were very important to perform by the researcher in this case study because this case study did not only include the descriptions of the natural settings of classroom occurrences (Yin, 1984: 86-87) but it also recorded the researcher's feelings, interpretations, hunches, preconceptions, and future areas of inquiry (Taylor and Bogdan, 1984: 60), it also

prepared a small group that might make the researcher to be easy to access the data” (Yin, 1984: 86 - 87) and actually it involved two persons as the instructors; an EFL writing teacher and the researcher himself as co-EFL writing teacher. When an EFL writing teacher was teaching in front of the classroom, the researcher might observe the class activities directly and in another time the researcher had a chance to help the EFL writing teacher taught the students. In short, “the multiple observers were available in this study because they would help the researcher to obtain more accurate data from variety source of observers” (Yin, 1984: 86 – 89).

3.6 Data Analysis Method

In analyzing the data, the researcher was required to integrate and relate the findings to the background of study mainly to the research questions, theories, and methodology for classifying the data into manageable units (Emilia, 2008: 201). Data analysis in this case study was done in two phases: firstly, data analysis during research process that derived from field notes and documents (students’ journal); and secondly, data analysis at the end of research process (Miles and Huberman, 1984 and Syamsuddin & Damayanti, 2006), mainly, the data derived from interview and questionnaire. However, the data obtained from interviews, questionnaire and field notes required the systematic search and organization and then to be qualitatively analyzed to increase the researchers' understanding of the problems being explored (Bogdan & Biklen in Syamsuddin & Damayanti, 2006).

As mentioned in research design, students’ journals are different from academic writing because students’ journals can be included in personal writings.

Therefore, there is not a formal and exact way of how to assess and analyze them. In another hand, “a number of different ways of describing textual structures have emerged in systemic genre studies (Paltridge, 2000: 107).

In this case study, the researcher attempted to analyze students’ journals through “the Systemic Functional Linguistic (SFL) based on the Schematic Structures and Linguistic Features of Narrative Texts” (Egins, 1994; Gerrot & Wignell, 1995 and Paltridge, 2000: 107). Then the interview, questionnaires and observation data were analyzed by using thematic structures (Egins, 2000 & Kvale, 1996) where the data was analyzed based on the relevance topic of research questions and the researcher’s perspective. In this case study, the process of reducing the data into manageable units and codes was an integral part of the analysis process (Miles & Huberman, 1984). Therefore, for the purposes of analysis, the processes of data reduction were done to obtain a deeper understanding of the data collected throughout this study (Syamsuddin & Damayanti, 2006). From those processes, the grounded theory of this case study began to emerge (Glaser & Strauss in Travers, 2002: 41 and Strauss & Corbin, 1990).

All collected data from particular techniques of this study had to be tracked, organized, sorted, synthesized, interpreted, discussed, and then to be displayed to capture the meaning of phenomenon and to be clearly communicated to readers (Bogdan & Biklen in Syamsuddin & Damayanti, 2006; and Emilia, 2008: 201 & 204). Furthermore, as a member check, highlights of the final analysis draft would be reviewed to the participants to ensure the accuracy of responses and

interpretation of researcher's perspectives (Alwasilah, 2002). In short, inductive analytical approach was applied to this case study where facts and general statements were presented from obtained data to come to the conclusion.

The next step was developing themes or categories. The category was developed from the consistency of the findings and related to the previous theories and related findings (Merriam, 1988: 133). Once the main categories were established and all data were coded. These main categories were grouped into sub categories to facilitate the presentation of data for each category. Table 3.2 summarized data analysis categories for Teaching and learning Narrative Texts writing through Journal:

Table 3.2

Data Analysis Categories of Teaching Narrative Texts through Journal

No.	Categories	Sub Categories
1.	The kinds of activity that take place in teaching and learning Narrative Texts through journal	Narrative Texts Instruction
		Building Knowledge of the Field
		Modeling
		Independent Construction
		Grammar Instruction
		Journal Writing
2.	Students' Opinions about Writing Narrative Texts through Journal	Positive Opinion
		Negative Opinions
3.	The Obstacles that the Students' Encounter in Writing Narrative Texts through Journal	Procedural Problems
		Academic Problems (Linguistic Problems)
		Physical Problems
		Physicological Problems
		Technical Problems
4.	The Benefits that the Students Obtain from Writing Narrative Texts through Journal	Developing Writing Skill
		Value of Self-reflection and Assessment
		Freedom of Expression
		Improving Writing Habit
		Self-progress
		Developing Thinking Ability
		Developing Self-Awareness
		Defining Problems and Reducing Confusion
Vocabulary Development		

3.7 Systemic Functional Linguistic (SFL) as Text Analysis Device

This case study uses students' texts as evidence of what they had achieved in relation to the demands of the learning context. In this case, Systemic Functional Linguistic (SFL) is used as text analysis device. Then, as mentioned in data analysis method, texts analysis based on systemic functional grammar which has three major systems. The three systems include Theme and Rheme relate to textual meaning, Transitivity relates to ideational meaning and Mood which relates to interpersonal meaning. The followings are the descriptions of each system and the analysis based on the exemplification of students' texts.

3.7.1 Theme and Rheme

Theme system discusses the organization of information in each clause, and through this discussion Theme system discusses the major texts of information organization (Eggins, 1994: 271 and Martin, 1992 in Emilia, 2008: 42). Theme system is actualized in a structure with a configuration of the clause into the two functional components of a Theme (point of departure for the message) and the starting point for the message and Rheme (Halliday, 1994: 37 and Eggins, 275). In this case, Theme is the starting pint of the message. Meanwhile, Rheme is the part of the clause as new information in which the Theme is developed and everything that is not the Theme is the Rheme (Eggins, 1994: 275).

According to Eggins (1994) there are three types of Theme in Systemic Functional Grammar, they are Topical Theme (experiential), interpersonal and textual.

Topical Theme is an element of the clause to which a Transitivity function can be assigned occurs in first position in a clause and it actualized a type of representational meaning (Martin, 1992 in Emilia, 2008: 43 and Eggins, 1994: 276). In Transitivity structures, Theme can be actualized as Participant (Nominal), Circumstance (Adverbial), and Process (Verb). The subject Theme is unmarked theme and non-subject Theme is marked Theme (Martin, 1997 in Emilia, 2008, 43 and Eggins (1994: 274).

Table 3.3 The Exemplification of Topical Theme

Participant as a Theme	I	Did not want to lie you
Adverb as a Theme	Last month	They visited Teheran
	Topical Theme	Rheme

Textual Theme is the elements that do not express any interpersonal or experiential meanings, but which are doing important cohesive work in relating the clause to its contexts (Eggins, 1994: 281). The two types of textual elements which can get to be Theme are Continuity Adjuncts (oh, well, and Yea) and Conjunctive Adjuncts (coordinating and subordinating conjunctions, relatives and conjunctives) (Martin, Mathiessen and Painter, 1997 in Emilia, 2008: 43). Textual Theme with conjunction can be actualized in the following examples:

Table 3.4 The Exemplification of Textual Theme

Coordination	<i>So</i> , they hated me
Subordination	Romi was very happy <i>because</i> he was falling in love

Conjunctive	<i>Finally, Rebi knew why his friends hated him</i>
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3.7.2 Transitivity

Transitivity system based on experiential meaning and as the whole resources of language grammatical features for expressing the realized process simultaneously (Martin, 1977 in Emilia, 2008). Transitivity (process type) with the choice of process implicating associated participant roles and configuration. Systemicists argue that the clause's experiential meaning is realized simultaneously on its interpersonal meaning, so the description of Transitivity in the clause complements its simultaneous mood description.

3.7.2.1 Process and Participants

As with the clause as exchange, we find there is one major system of grammatical choice involved. This is the system of transitivity or process type. Based on Systemic Functional Linguistic (SFL), there are six process types that can be categorized they are material, mental, verbal, behavioral, existential, and relational. Since in Narrative Texts (as being analyzed in this research) might consist of mainly action verb (material process) and also many verbs which refer to what the human participants said, felt or thought (verbal and mental process), therefore the analysis of process types would be focused on material process, verbal process and mental process.

The two most frequent participants in material process clauses are the Actor and the Goal. Eggins (1994: 231) defines the Actor is the constituent of the clause who does the deed or performs the action and the Goal is that participants at

whom the process is directed, to whom the action is extended. In addition, Halliday (1985: 103) assumes the Actor is the obligatory and the Goal is optionally.

The nature of the active participant in the mental process clause must be a conscious human participant. This participant is called the Senser (Egins, 1994: 242). In another hand, a verbal process typically contains three participants: Sayer, Receiver and Verbiage (Egins, 1994: 251-252).

3.7.2.1.1 Material Process: Process of Doing

The basic meaning of material process is that some entity does something, undertakes some actions (Halliday, 1985: 103-104). In addition, Egins (1994: 230-231) identify three potential participants in material processes they are Actor, Goal and Range or Beneficial, as explained:

The criteria for knowing material processes is that they can be probed by asking: “*What did X do? or What happened?*” and the potential participants in material process might be Actor (the constituent of the clause who does the deed or perform the action), Goal (participant at whom the process is directed or to whom the action is extended), Range (something in which the process is not directed or to what the action is not extended), or Beneficial (participant which benefit from the process).

In addition, a Range can not be a personal pronoun, a Range can not usually be modified by a possessive and a Range is less likely to become Subject than Goal. In English, “Range might be used in the following expression such as: *take another quick look, make mistake, have a bath, do a little dance, come forward, give her usual welcoming smile*” (Halliday, 1994: 147 in Emilia, 2008: 45).

3.7.2.1.2 Verbal and Mental Process

Verbal process is process of verbal action: saying and all its many synonyms. Verbal process typically contains three participants: *sayer*, *receiver* and *verbiage* (Eggins, 1994: 251). The *Sayer* is the participant who responsible for the verbal process, does not have to be a conscious participant (although it typically is) but anything capable of putting out a signal. The *Receiver* is the one to whom the verbal process is directed: the beneficiary of a verbal message, occurring with or without a preposition depending on position in the clause. The *verbiage* is nominalized statement of the verbal process: a noun expressing some kind of verbal behaviour (e.g. statement, questions, retort, answer and story).

Furthermore, when we think and feel or when we talk about what we think and feel, in this case we are involved in mental process. When we probe, we find we are not asking about actions or doings in a tangible, physical sense but about mental reactions: about thought, feeling and perception (Eggins, 1994: 240-241). Halliday (1985: 111) divides mental process verbs into three classes: *cognition* (verbs of thinking, knowing and understanding), *affection* (verbs of liking and fearing) and *perception* (verbs of seeing and hearing).

3.7.3 Conjunctions

The cohesive pattern of conjunction or conjunctive relations refers to how the writer creates and expresses logical relationship between the parts of a text (Eggins, 1994: 105). According to Halliday (1985: 202-211) and Eggins (1994: 105-109) conjunctive relations can assist to build the clause of elaboration, extension and enhancement.

Elaboration is a relationship of restatement or clarification, whereby one sentence is (presented as) a re-saying or representation of a previous sentence (e.g. in other words, that is, for example, thus, actually, and etc (Halliday, 1985: 303 and Eggins, 1994: 105).

Extension is a relationship of either addition (one sentence adds to the meanings made in another), or variation (one sentence changes the meanings of another, by contrast or by qualification) (Eggins, 1994: 106). Typical of extension conjunction listed by Halliday (1995) includes: and, also, more over, in addition; nor; but, yet, on the other hand, however; on the contrary, instead, a part from that, except for that, alternatively, and etc.

Enhancement refers to ways by which one sentence can extend on the meanings of another, in terms of dimensions such as time, comparison, cause, condition or concession (Eggins, 1994: 106). “Typical of temporal conjunctions include: then, next, afterwards, just, at the same time, before that, soon, after a while, meanwhile, all that time, until then, up to that point, in that way, and etc (Halliday, 1985: 211 and Eggins, 1994: 106).

3.7.4 Modality

Modalization is one half of the general grammatical area of modality, a complex area of English grammar which has to do with the different ways in which a language use can intrude on his/her messages, expressing attitudes and judgments of various kinds (Eggins, 1994: 179). The judgment can be related to (1) probability (modalization) and (2) obligation or inclination of proposals (modulation) (Eggins, 1994: 179 and Halliday, 1995 in Emilia, 2008: 48).

Halliday (1985: 85 and 332) in Eggins (1994: 179) presented that:

“Modalization involves the expression of two kinds meaning, they are (1) probability, where the speaker express judgments as to the likelihood or probability of something happening or being, and (2) usuality, where the speaker express judgments as to the frequency with which something happens or is.

Furthermore, Eggins (1994: 179) adds that there are two meanings of modalizations in two places: finite category of Modal Operators and in the class of Mood Adjuncts. Both Modal Operators and Mood Adjuncts can be classified according to the degree of certainty or usualness the express: i.e. high (must, certainty, always), median (may, probably, usually), or low (might, possibly, sometimes). Then, since people often play with language, modalization can also be realized explicitly, quite obvious, less obvious or even unobvious.

3.8 Establishing the Trustworthiness

The concepts of validity and reliability are very important for qualitative research. Since, validity can show the description, conclusion, explanation, interpretation, and all research report as fair as possible. The researcher should be able to present the true evidence and strong foundations of making the research report is reliable (Alwasilah, 2002). A fundamental concern for qualitative, in fact, revolves around the degree of confidence that the researcher can place in, and what he has looked and listened; how the researcher can be so sure that he was not mislead.

The researcher's own perspective played an important role in this qualitative study. Validity rested on the data collection and analysis technique. As a qualitative researcher, he might use as many techniques as possible to enhance

validity. Therefore, a number of techniques had to be used to check the research findings in order to ensure the validity of investigation that the researcher hoped he was not misinformed. In this case, triangulation, persistent observation, rich and thick description, and member checking are interrelated to be performed to establish the trustworthiness.

3.8.1 Triangulation

In this case study, the triangulation was very important to perform because triangulation as a way to guarantee the research validity (Evans and Gruba, 2002: 91 and Yin, 1984 in Emilia, 2008: 197). In triangulation process, the researcher gathered the consistency findings through different methods and sources of data (Denzin, 1970 in Lier, 1994: 13). In line with this, Trocim (2001) and Sydenstricker-Neto (1997) in Emilia (2008: 197) described that “a qualitative process that tests the consistency of findings gathered through different methods and sources of data, including filed notes, artifacts, and transcripts”. Therefore, “the triangulation could be expected to increase the validity and trustworthiness in this study” (Calabreses, 2006 and Silverman, 2006 in Emilia, 2008: 198).

To ensure the validity of this case study, the researcher triangulated data sources: field notes, documentation, transcripts, and photographs (Taylor and Bogdan, 1984: 68; Yin, 1984: 68; Lier, 1994: 13 & Emilia, 2008: 197). The integration was through the process of triangulation in which different research techniques were directed toward the same topic or activity and compared to the adequacy and validity of the results (Wiseman at al, 1993).

Three methods of data triangulation were also applied; interview, questionnaire, documentation, and observation (Yin, 1984: 68). The interview and questionnaire were used to gain the data about the kinds of activity in teaching and learning Narrative Texts through journal and its intricacies; what the students said about their experiences in learning and writing Narrative Texts through journal, their obstacles in writing Narrative Texts through journal, and the benefits that they might obtain from writing Narrative Texts through journal. Then, observation was performed to gain data about class situations, its happenings and students' responses. Field notes took place at all activities during teaching and learning process. Video tapping took place in interviewing process and questionnaires guidelines were simply used to support the in-depth interviewing data.

3.8.2 Persistent Observation

In this case study, persistent observation was absolutely required during data gathering in research site in order to increase the validity of the findings (Merriam, 1988: 169). The researcher observed the writing class a few hours every week from one meeting to another for one semester to observe what actually the teacher and students did in writing class. The researcher conducted the persistent observation to teacher and students in every visit of the research process.

3.8.3 Thick Description

To improve the reliability of the data in this case study, the researcher described this case study in detail, rich and thick description as the final product of the study, so that the findings of this case study can be applied to other situations (Merriam, 1988: 177). Thus, the researcher had to provide a detailed description of the study by analyzing, presenting and discussing the data as complete as possible (Alwasilah, 2002). Therefore, through rich and thick description the readers are appropriately assisted to understand through these research findings because everything is clearly and specifically displayed.

3.8.4 Member Checking

As data collection progressed, the researcher conducted member checks with the respondents to determine whether they agreed or disagreed with the researcher's interpretations of their opinion about journal writing. Accordingly, after the researcher conducted the interviews to the participants, the researcher soon transcribed them into written texts, and then to ensure the transcripts and interpretation that he wrote are the same as what they said, the validated data to all participants were worth to do. Therefore, "to gain the conformity and equal perspective, the transcripts were shown to the participants and they might do confirmation, correction to the transcripts by deleting or adding the information" (Alwasilah, 2002).

3.9 Concluding Remarks

This chapter has discussed methodology of the research which used qualitative method and employed case study as its design. The data collected through questionnaire, interview, observation and documents were also analyzed. The validity of the research was also maintained through triangulation process, member checking, persistent observation, and audit trail by means of establishing the trustworthiness. Thus, the whole methodology is summarized in the following design:



Figure 3.1

The Research Design

