

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the method of the research. The sketch of methods is used as a guidance in conducting the research and getting intended data. There are five major sections in this chapter; Restatement of the Research Questions, Research Design, Research Site and Participants, Data Collection that consists of data resources and procedures of data collection, and Data Analysis Techniques. The Data are analyzed to answer the research problems

#### **3.1 Restatement of the Research Questions**

This study aims to address the following research questions as follows:

1. Do the students write correctly the schematic structure of analytical exposition texts?
2. Do the students apply appropriate language features in their analytical exposition texts?
3. What writing strategies do the students employ in writing analytical exposition text?

#### **3.2 The Research Design**

This study is an effort to investigate the student ability in writing English. This study reveals how the student write the schematic structure and the use of appropriate language features in analytical exposition. Furthermore, this study

also investigates students' strategies in writing analytical exposition texts. It is designed as a case-study as 'an instance in action', it is a means of portraying what a particular situation is like by capturing the close-up reality of participants' lived experiences and thoughts about a situation. It concerns with a rich description of events and it blends this descriptions with interpretive analysis that draws on participants' own perspective (Hyland, 2002: 192).

The present study also belongs to a qualitative case study; it searches and analyses the data and samples in depth. Merriam (1988: 16) states that a qualitative case study is an intensive and holistic description and analysis. It is a different approach to research and, furthermore, the key issue is the selection of information, for while it may be useful to record typical actions, infrequent but critical incidents or events crucial to understanding. The case may also be highlighted by the researcher. Case-studies typically represent research in a publicly accessible form than other methods as they are often less dependent on specialised interpretation (Cohen, Manion and Morrison, 2000, as cited in Hyland, 2003: 192).

Based on the prospective above, therefore, the design of the present study is as a qualitative case study. It is intended to reveal some information on how students write the schematic structure, use of appropriate language features, and students' writing strategies in writing analytical exposition text in English as foreign language.

### 3.3 Research Site and Participants

This study was conducted in one senior high school in Batam. The school was chosen as the research site because of several reasons. First, this school employed a school-based curriculum of 2006 in which it provided teaching and learning English with several text types, one of them was analytical exposition text which is they focus in this study. Second, this school had a great attention to English language learning, so the teachers and students tried to improve their English. Finally, this school had good intake every year, so the assumption that the students have good English proficiency. Therefore, the students could participate in this study to show their ability in writing and the strategies they used.

The participants were chosen as volunteers to take part in this study. There were eight participants taken as purposeful sampling. It was considered that those samples could give enough data to answer the research problems. It was in case, a small number of participants can be taken as long as they can give enough data for the purpose of the research. It was in line with related suggestions from Cohen and Manion (1994). In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality. In this way, they build up a sample that is satisfactory to their specific needs (Cohen and Manion, 1994: 89).

The researcher had permission from the school principal to invite the participants. The researcher visited the classes of second year students and invited them to be volunteers in this study. There were eight participants; six volunteers were from natural science class and two were from social science class.

The volunteers then followed the brief explanation about the objective of this study. They followed the scheduled sessions in a few days. When they understood what to do in this study, and they were ready to involve to work in this study.

### **3.4 Data Collection**

Data resources were the students' written texts, questionnaire, and classroom observation notes. The researcher collected the students' written texts, then analysed them in order to identify the student's ability in writing analytical exposition text with its correct schematic structure and the use of appropriate language features. Then, it was hoped that the participants could give real information toward the writing strategies they used in writing by giving their response in questionnaires. And classroom observation notes were taken as resources of real situation and the nature behavior of the participants during the writing processes.

The details about data collection is going to be discussed in the following sections i.e. the Students' Written Text, Questionnaire, and Observation.

#### **3.4.1 The Students' Written Texts**

The students' written texts were analytical exposition texts. The students were assigned to write analytical exposition texts which consist of correct schematic structure and appropriate language features. Regarding the schematic structure of analytical exposition, the students should write thesis, arguments, and reiteration

in the texts. Whereas the use of language features, the texts should have simple present tense, the human and non human participants, conjunctive relation, and material, relational, and mental processes.

The students should complete the writing task within the time given in every stage of writing processes. For example, the time was available 60 minutes for the students to work in prewriting stage. The students should use the time effectively to do the writing. When the time was up, the students should collect the draft. There were some drafts in the prewriting and drafting stages. Then the students did revising and editing the drafts. The drafts which they produced in revising or editing stages were collected. At the end of writing process, the final texts were collected.

#### **3.4.2 Observation**

Classroom observation was done to take notes about how students write the analytical exposition text during the writing process. The position of the researcher in this study was as the non-participant observer. The focal points of the researcher's observation were on the students behaviours and activities during the stage of writing; pre-writing, drafting, revising, and editing. While for the publishing stage, participants were asked to finish their final texts and gave freedom for them to create their own style and form of publishing. The participants were free to choose the media and where they like to publish their final texts. At the end, the participants were asked to collect their final texts.

The choice of the observation activities in this study referred to Hyland (2003: 259), that direct observation methods attempt to bridge this gap by systematic documentation and reflection of participants engaged in writing and learning to write. This observation focused on the behavior of the students engaged in writing. The observer's notes focus on the following activities such as gathering and organizing ideas, pouring out and shaping ideas, getting feedback and making substantive change, proofreading and correcting mechanical errors, choosing media, tools and sharing their writing.

### **3.4.3 Questionnaire**

The questionnaire in this study was designed to collect information about the students' writing strategies. The questions were set up based on the investigation point of writing strategies such as planning, generating, organizing, drafting, revising, evaluation and monitoring, their motivation in the writing process. The questions were divided into steps of writing process: pre-writing, drafting, revising, editing, and publishing stages. The questions are as in the followings:

#### *In Pre-writing*

Q1 What do you do in preparation of writing an analytical exposition?

Q2 How do you find the topic?

Q3 What do you do immediately when you find the topic?

Q4 When do you start to write the title on your analytical writing?



*In Drafting*

Q1 When do you start to write the draft or plans of your writing?

Q2 What do you write first in your draft or plans of your writing?

*In Revising*

Q1 What do you do in revising?

Q2 What do you focus on revising?

*In Editing*

Q1 What do you do in editing?

Q2 What do you focus on editing?

*In Publishing*

Q1 What media do you like your writing to be published?

Q2 Who do you like to read your writing?

Q3 What goal do you want to gain in publishing your writing?

The students gave responses to the questions regarding different writing strategies in different stages. The questionnaires were distributed when the participants finished their writing. The answers were immediately collected.

The reason of using questionnaire in this study was based on Jenkins, Jordan, and Weilan that using questionnaires were particularly useful for exploratory studies into writing attitudes and behaviors and for identifying issues that can be followed up later by more in-depth methods (Jenkins, Jordan, and Weiland, 1993 cited in Hyland, 2003: 254).

### 3.5 Data Analysis

#### 3.5.1 Analysis of Texts

There were two focal points in analysing the texts. **First**, the analysis of schematic structure refers to the organization of the text related to the schematic structure of an analytical exposition. The text should contained the thesis, arguments, and reiteration. **Second**, analysis of the use of appropriate language features which refers to the components, i.e. the use of simple present tense, the use of human and nonhuman participants, the use of conjunctive relations, and the use of material, relational, and mental processes.

The results of these analyses could give the concrete features of the students' ability and knowledge in writing correct schematic structure and the use of appropriate language features of the analytical exposition text.

#### 3.5.2 Analysis of Recorded Observation

Analysis of data from classroom observation was done by taking the data which came from the researcher's notes during the observation. The researcher observed the writing processes i.e. prewriting, drafting, revising, and editing stages. He took some notes as soon as the writing process started. Avoiding the missing recorded activities, then, the researcher watched carefully the participants' activities during the writing process.

While writing, the participants spent about 60 minutes for each stage of writing process. The participants wrote analytical exposition text. All participants'



activities in this classroom were also recorded by using digital video camera. This video recorded done in order the researcher could rewatch the process of writing.

### **3.5.3 Analysis of the Writing Strategies**

Analysis of the writing strategies was taken from the data which comes from questionnaires. The writing strategies were the students' efforts in writing processes. The data were classified into the strategies proposed by Riazi (1997); Wenden (1991). This writing strategy classification followed like what was used by Mu and Carrington (2007) in their investigation of the three Chinese students' writing strategies. In this case, the students employed some writing strategies such as metacognitive strategy, rhetorical strategy, cognitive strategy, and affective/social strategy. The metacognitive strategy included its micro strategies; planning strategies, evaluating and monitoring strategies. For rhetorical strategy, it consisted of organizing strategies, cohesive strategies, and genre awareness. The next, cognitive strategy consisted of generating ideas, revising strategies and imitating strategies. And the last, social/affective strategies consisted of reducing anxiety, drawing on previous experiences, and keeping high motivation and confidence.