

CHAPTER III RESEARCH METHOD

A. Type of the Research

The primary objective of this research was to identify and to describe what the students' narrative writing development likely look like in context of English taught and learnt as foreign language. In order to address such objective, this research employed a mixed-method research design which involved a procedure for collecting, analysing, and mixing both quantitative and qualitative methods to deal with the research problem (Creswell, 2012: 535). This study entailed quantitative perspective in terms of how frequently each of process types, chosen from transitivity system network, were employed by the students in their narrative writing, and qualitative perspective in terms of how these choices contributed to the construction of each generic stages in narrative text, thus showed the students development in controlling the language resources in order to write a narrative text successfully.

More specifically, this study could be categorised as a sequential explanatory mixed-method research (Creswell, 2009: 211, 2012: 542) for the researcher collected and analysed quantitative information, i.e. frequency of variety of the process types taken from transitivity system made by students in their narrative texts, as the entry point to analyse and explain the students' narrative development likely emerged qualitatively. Following figure illustrate the research design used in this research:

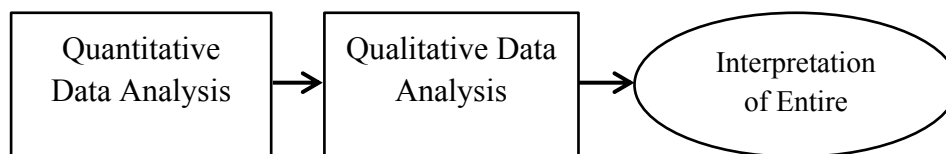


Figure 6. Sequential Explanatory Research Design (adopted from Creswell, 2012: 542)

Furthermore, within the tradition of SFL inquiry on language development, this research could also be categorised as a study of written texts which is an essential element of studies which explores what literacy development means (da Silva Joyce & Feez, 2016: 257). Like the other SFL theorists, this research agreed that the close examination on the linguistic pattern made by the students in their texts enables us to see their real use of target language and to trace the growth they perform in controlling target language resources (Schreppelgrel, 2007).

With regard to the data collection, this research could be characterised as a cross-sectional study (Perret, 2000: 97), which means the researcher collected the texts from a number of different students at the single point in time which were further analysed, described and compared in order to make general conclusion about language development, especially in narrative writing.

This research also embraced characteristics of case study (Nunan, 1992: 79-78) in that this research undertook an observation upon limited scope of circumstance, i.e. the narrative writing development performed by particular group of students in a particular high school. Furthermore, this research was a case study in terms of the focus of the unit of analysis which was bounded into specific lexico-grammar resources, namely transitivity system patterns; while there are also other possible angles available, i.e. Mood system as well as Theme-Rheme system. This

research was also benefited from the theoretical propositions to guide the data analysis (Yin, 2003: 13-14). The theoretical proposition here refers to the SFL framework of language analysis as well as the genre-based pedagogy views on language learning.

B. Setting of the Research

The primary data in this study were collected from an English classroom at a senior high school in Yogyakarta. This school is one of the oldest as well as the best national schools in Yogyakarta. Furthermore, it is one of the A's accredited schools in Indonesia and also, it was one of the schools assigned for International standard pilot-project schools (*Rintisan Sekolah Bertaraf Internasional – RSBI*) throughout the country. In this sense, it implies that this school has passed through the shifting trends of the curriculum and English teaching methods during the development of teaching English as foreign language in Indonesia which gives it enormous experiences in the practice of teaching and learning English in the classroom.

It is important to note that this school was one of the schools which kept continuing implementing the curriculum of 2013 amidst its limitation and evaluation by the Ministry of Education and Culture in the late of 2015. In the system of the 2013 curriculum, English teaching is divided into two subject area, i.e. English as a compulsory subject and English as specialisation subject. The students' texts used in this research were collected in a classroom where English was taught as a specialisation subject.

The researcher decided to collect the narrative written texts from this school for several reasons. First, as it has been said earlier, this school is one of the best schools in Yogyakarta having rich experience and considerably good reputation in teaching English as foreign language for years. Second, having known the English teacher in this school with whom the researcher often discuss about several issues in English teaching practice before conducting the research, the researcher expected to be able to access the data sources much more easily. Third, the students, especially those who become the research participants, have always gained strong reinforcement from their teacher to compose various types of texts. The teacher encouraged the students to produce a complete composition for each teaching cycles rather than teaching target language in fragment. Thus, the researcher presumed that the students have been familiar with the text-based English teaching and learning process as well as various types of texts demanded by the curriculum. Finally, after all, the English teacher has been collecting the students' written texts since the first semester. This students' text collection was a very good sample of small scale corpus in education setting which provided the researcher splendid resources to explore the issues under investigation.

C. Resource of Data

The primary data of this research were the narrative written texts produced by the X grade students in a classroom where English was taught as a specialisation subject. There were 34 students in this classroom consisting of 15 male and 19 female students. These students were deliberately chosen because they learnt

English as specialisation subject which imply that they had relatively a high motivation in learning English. This assumption could be confirmed during the researcher's preliminary observation in the classroom revealing the students' eagerness in improving their knowledge in English and therefore in communicating and producing good composition in the target language.

From the brief analysis of students' written texts collected before this study, the researcher found that some of the students were fairly good in applying several advanced structure of English grammar despite of several errors. These grammatical errors often make the writing unintelligible. There were also often found sentences within the texts which had little sense of texture, i.e. matter of meaning relations, bringing about reduction of unity of message which was tried to be conveyed by the writers.

The narrative text was chosen for several reasons. First, narrative, especially in a form of short story, was the text type being studied and explored by the students when the researcher started the study. The teacher had assigned the students to compose an original narrative text in a form of short story which also became such an individual project submitted at the end of semester. Second, among the other school genres, the narrative is often considered as the macro genre which means it can easily accommodate one or more of the other genres and still dominant (Knapp & Watkins, 2005: 221). Narrative text also often requires various linguistic resources for the writer to be able to compose a good one. (Derewianka, 1990; Rothery & Stenglin, 1997; Schleppegrell, 2004). Finally, narrative is the most commonly produced type of story in an English program (Christie & Derewianka,

2008). Therefore, analysing this particular text type enabled the researcher, in some degree, to examine the students' development in employing the target language resources in construing meaning through written mode.

D. Units of Analysis

This study employed the analysis in two different levels of language strata, classified in SFL, i.e. at the level of text's generic structure (genre) and at the level of clause (transitivity system). Thus, the units of analysis in this research are:

1. Inter-related clause units constructing each stages of the generic structure in the students' written narrative texts;
2. Clause units representing transitivity system that construct each stage of the generic structure of the students' written narrative texts. The focus of transitivity analysis in this research was on the selection of process types.

E. Technique of Data Collection

In collecting the students' narrative written texts to be analysed in this study, the researcher undertook two steps: first, the researcher identify the potential students whose written narrative texts could be easily accessed. At this phase, the researcher chose a classroom where the students had a project of narrative texts writing which was assigned by their teacher, as indicated earlier. Second, after gaining the teacher's permission to collect the students' written narrative texts, the researcher simply gathered the copy of the students' texts which consists of 34 different pieces. It is important to note here that even though the narrative texts

writing project was carried out within a whole semester, which means the students had produced a number of drafts of their composition during the semester, the researcher collected the final draft only which were considered as the best version of the students' texts production.

F. Technique of Data Analysis

The students' texts in this research were primarily analysed using SFL framework which has been described briefly in the previous chapter. These analyses were carried out in several steps adopting design proposed by Perret (2000: 87-107) on describing second/foreign language development. These steps are described as follow:

1. **Selecting texts.** In this step, the researcher initially gathered 34 students' texts from a story writing project conducted by their teacher. The researcher then classified these texts into three main categories namely, low, middle and high achievers' texts based on the grade that the teacher had given prior to the texts analysis. This classification was further reinforced through preliminary diagnostic analysis of students texts using parameter proposed by Feez and Joyce (1998: 132-133). This parameter is available in the appendix. The researcher then selected texts which could represent these three levels of achievement to be analysed, described and compared in order to draw a conclusion about the developmental trajectory.
2. **Analysing and describing focus features.** This step dealt with analysis of the transitivity system found in the students' texts and was done within the lexico-

grammar level of language. Each of the selected texts was firstly broken down into clauses, and then was identified based on their process types. These clauses in turn were used to identify how the students construct each stage of their narrative texts. The frequency of the different process type was also counted statistically in this step as well as the identification of transitivity system network found in the students' texts.

3. Comparing the features of the texts from different learners. Comparison in this step was made based on the description of the data presented the previous step. The comparison was done in two ways: comparing the distribution of process types building up the stages of the texts and comparing the delicacy of the system network emerged in the students' texts. Because this research was a cross-sectional study, the comparison was made among the texts from different level of the students' achievement.
4. Drawing conclusions. This is the final step where the general conclusion about the nature of students' narrative writing development could be made.

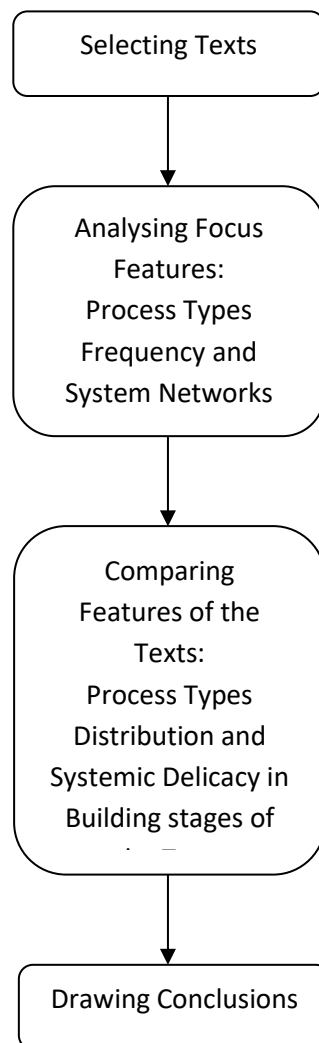


Figure 7. Steps of Data Analysis Undertaken in this Research (adopted from Perret, 2000: 87-107)

G. Validity

Validity in this research referred to the accuracy of the findings of the analysis which was achieved through certain procedures (Creswell, 2009: 190). The procedures undertaken in this research was: the use of rich and thick description of the findings (Creswell, 2009: 191). This procedure was intended to provide detailed descriptions of the findings of the generic stages employed by the students, different

process types, taken from transitivity system, used to construct each stage, and lexico-grammar realization of these different process types in each clause made by the students in their texts. In order to ensure the accuracy of the generic structure identified in the students' texts, the researcher referred to the parameters of different stages of narrative proposed by Rothery and Stenglin (245-256). Furthermore, the identification of different process types was undertaken by firmly consulted to Halliday and Matthiessen (2004: 168-259) description of process types characteristics and Martin, Matthiessen and Painter (1997: 100-130) general probes in transitivity elements.