

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer discusses the methodology that applied in this research. It consists of research design, research method, population and samples, instruments, research procedures, and data collection techniques and analysis.

A. Research Design

According to Tavakoli (2012:546), a research design is the arrangement of condition for collection and analysis of data in manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the researcher will do from the formulation of the research questions and hypotheses to reporting the research findings (as cited in Kaswan & Suprijadi, 2013:9). In general, the research designs can be classified into three broad research categories: (1) quantitative research designs, (2) qualitative research designs, and (3) mixed methods research designs (Tavakoli, 2012; Creswell, 2009; Lavrakas, 2008; Jupp, 2006, as cited in Kaswan and Suprijadi, 2013:10).

In this research, the writer uses qualitative research design. A qualitative research design is a research design that places primary importance on studying small samples of purposely chosen individuals; not attempting to control

contextual factors, but rather seeking, through a variety of methods, to understand things from the informants' point of view; and creating a rich and in-depth picture of the phenomena under investigation. By definition, qualitative research is 'synthetic or holistic (i.e., views the separate parts as a coherent whole), heuristic (i.e., discovers or describes the patterns or relationships), with little or no control and manipulation of the research context (Tavakoli, 2012:503, as cited in Kaswan & Suprijadi, 2013:13).

B. Research Method

In this research, the writer uses descriptive research method, the goal of descriptive research is to answer questions. It can help us answer "what," "who," "when," and "where" questions. Descriptive researchers often start by trying to answer. such as "What is the behavior?" and "What percentage of people have that characteristic?" (Mitchelle & Jolley, 2010:204). Any approach that attempts to describe data might be referred to as a descriptive method. Descriptive maybe quantitative or qualitative. Qualitative data can be presented in prose, or through audio tape, photographs or film. Description is important because we often do not know the state of the thing being described (Anderson & Arsenault, 2005:107). It's caused by applicating the qualitative method. Except that, all that is collected has a possibility become a key toward what has analysed. Thus, the research report will filled by cites of data to give a representation of report presentation (Moleong, 2014:11).

C. Research Population and Sample

1. Population

According to Sugiyono (2011:80), population is the region of generalisation which consists of objects/subjects that have certain quality and characteristic determined by the researcher to be learned and then to make a conclusion. So, based on the theory, the population of this research consists of twenty students' report texts at the second year of MAN Cimahi in academic year 2015/2016.

2. Samples

Sample is part of numbers and characteristic that a population have (Sugiyono, 2011:81). So, based on the theory, the samples of this research are six report texts about animal by students at the second year, the texts entitled "The Lion King", "Koala", "Panda Bear", "Shark", "Rabbit", and "Cat".

D. Instruments

The instruments of this research are students' report texts at the second year of MAN Cimahi. There are six report texts about animal by students at the second year, the texts entitled "The Lion King", "Koala", "Panda Bear", "Shark", "Rabbit", and "Cat". And the writer analyses theme and rheme based on Gerot and Wignell's (1994) theory about theme and rheme.

E. Research Procedures

The research procedures in this research are formulating the problems, determining the title, determining the methodology (which include: determining

research design, determining research method, determining research site and participant, determining instrument, collecting data, include students' production of report texts and the last is analysing the theme and rheme in students' production of report texts.

F. Data Collection Techniques and Analysis

When the writer became a practice teacher (PPL) in MAN Cimahi, she taught the report text in second year class. Then, the writer asked students to make a report text, and students submitted it. From twenty report texts that submitted by students, the writer chooses six text as the samples. Then, the collected data are analysed based on Gerot and Wignell's (1994) theory about theme and rheme to find out type of theme and rheme that most frequently used in students' report texts.

The way to analyse theme and rheme is by analysing the first word(s) or sentence and then the rest word(s). From that we can classify kind of theme and rheme. For components of ideational or topical theme are topical (subject, complement or circumstantial adjunct). Then, for components of textual theme are continuative (well, ok, etc), structural (conjunction or wh-relative), and conjunctive (adjunct). And for components of interpersonal theme are modal (adjuncts), vocatives, finite or wh-elements (Gerot & Wignell, 1994:113). For example:

Jack and Jill went up the hill.

Theme	Rheme
(ideational theme)	

Well, on the other hand, we could wait.

Cont.	Conjunctive	Topical	Rheme
Theme			

(textual theme)

Mary, we decided to wait until next week.

Vocative	Topical	Rheme
Theme		

(interpersonal theme)

And the data are calculated into percentage and the writer used the formula to calculate percentage of total types of theme and rheme in report texts created by students.

$$P = F/T \times 100\%$$

Note:

P: Percentage

F: Frequent

T: Total