CHAPTER III

METHODOLOGY

3.1. Research Design

The method used to conduct this study is qualitative content analysis. This method is used because it is believed to be an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification (Mayring, 2000, p.2).

The data used here were analysed using Transitivity System and Thematic Structure proposed by Halliday. Therefore, the theme findings here are addressed using the transitivity details whether it is the details of participant, process, or circumstance.

3.2. Data and Data Sources

There were 6 discussions used in this study, with specification as follows: 3 from TESQ articles and 3 from Skripsis English Education students of UNJ. Although all the data were chosen randomly, those data are from one field of study, English Language Teaching (ELT). Another similarity of both types of data lies on the genre, TESQ articles and Skripsis are scientific text. This makes the general features of both text same, starting with abstract, introduction, literature review, methodology, finding, and discussion. However, the difference lies on the language use. Researches published in TESQ articles have some criteria that does not have

in researches conducted for Skripsis. These criteria are high research standards which are needed to be learned by undergraduate students, to be accepted in international researcher community. The TESQ articles are chosen because TESQ is a recognized international journal means being accepted in the international level and being used as reference for the future studies. While, as for Skripsis, the readers are often the students and it is not used as reference internationally.

The data used in not the whole TESQ articles and Skripsis, but only the Discussion Section. Since, both of the texts are in one genre, comparing and analyzing both texts do not raise confusion and differences.

The instruments in this study are tables to analyse process, participant, and theme-rheme of each clause. The tables are set using Halliday's Transitivity system and Thematic Structure. The numbers of the tables are listed based on the number of the clauses in the data. There are six tables that will be used for every instrument tables, 3 for analyzing the Skripis and the other three for analyzing the RAs from TESOL Quarterly. The tables using different colour to differ the participant, the process and the circumstance in each clause. The green colour is used to represent the participant of the clause, the red colour is used to represent the process of the clause, while the blue colour is used to represent the circumstance. All the analysis of this study will use these colour to help focusing on the data.

The process analysis table (Table 3.) will analyse the process exist in each clause. In other words, there will be two things analysed here: the colouring clause analyses to decide the participant, process, and circumstance and the process

analyses to decide unto which process the red colours words on each clause belongs
to.

Clause Number	Conjunction	Clause	Process
RA - 01		This study has examined the cognitions and practices of experienced ESL teachers, with a specific focus on the pronunciation oriented techniques used in their courses.	material
RA – 02			
RA - 03			
RA – 04			

Table 4. Process Analyses Table

The second table (Table 4.) will analyze the participants from each process.
This table consists of 8 columns with 3 participants' columns, 2 circumstances'
columns, 1 processes' column, 1 conjunctions' column, and 1 numbers' column.
There are 3 columns for the participant columns because the maximum number of
participants in a clause are three. However, as for circumstances there are 2 columns
is not because the maximum number is 3, but the tables used to help in case there
are more than 1 circumstance for each clause.

The last table (Table 5.) will analyze the Thematical Structure of each
clause. This table is set to know what themes used in each clause. The table has 12
columns: the numbers' column, the clause column, the textual themes column that
covers the continuative themes column, the structural themes column and the
conjunctive themes column, the interpersonal themes column that covers the

vocative themes column, the modal themes column and the mood marking themes

column, the topical themes column that covers participant theme column, process

theme column and circumstance theme column, and the rheme column.

Clause Number	Conj	C1	P1	Process	P2	P3	C2
PARAGRAPH 1							
RA – 01		This study (actor)		Has examined (material)	the cognitions and practices of experience ESL teachers (goal)		with a specific focus on the pronunciation oriented techniques used in their courses. (matter)
RA – 02							
RA – 03							
RA – 04							

Table 5. Participants Analyses Table

Note:

Conj: Conjunction   C1: Circumstance 1   P1: Participant 1

P2: Participant 2   P3: Participant 3   C3: Circumstance 3

When all the three analyses done, the result in the Theme-Rheme Analyses

Table (Table. 5) will be put in other tables to see the contrast between themes in

Skripsi and RAs of TESOL Quarterly.

Clause Number	Clause	Textual			Interpersonal			Topical			Rheme
		Con	Struc	Conj	Voc	Modal	MM	Part	Process	Circum	
RA – 01	This study has examined the cognitions							This study			has examined the cognitions and practices

	and practices of experienced ESL teachers, with a specific focus on the pronunciation oriented techniques used in their courses.							(actor)			of experienced ESL teachers, with a specific focus on the pronunciation oriented techniques used in their courses.
RA – 02											
RA – 03											
RA – 04											

Table 6. Theme-Rheme Analyses Table

Note:

Con: Continuative   Struc: Structural   Conj: Conjunctive

Voc: Vocative   MM: Mood Marking   Part: Participant

Circ: Circumstance

3.3.   Data Analysis Procedures

In this study, the analysis procedure are organized into these following

steps: (SFL

1. Selecting the TESQ article and Skripsis related to English Language Teaching randomly

2. Reading the articles throughly

3. Data Typing for all the data in the Discussion Section

4. Analyzing the six data into the process table (Table 3)

5. Analyzing the six data into the participants table (Table 4)

6. Analyzing the data into the Theme-Rheme table (Table 5)

7. Counting theme/clause in every sample of data

8. Investigating how themes found in Skripsis and RAs of TESOL Quarterly are constructed in terms of thematic structure, topical themes, textual themes and interpersonal themes.