# CHAPTER III

# RESEARCH METHODOLOGY

This chapter describes the procedure of getting the data for this study. It discusses the research design, time and place, participants, data collection methods, and data analysis methods of this study.

## 3.1 Research Design

This research applies a descriptive study through cross-sectional design which focuses on the use of appropriate or inappropriate transitional phrases occurrences in students' English writing. Descriptive study is a research method which attempts to describe the factual occurrence of a particular phenomenon (James, 1997 and Association for Educational Communications and Technology, 2001). In this case, this study aims to find out the factual occurrence of the use of transitional phrases among high school students. And, this study applies cross-sectional design because this study tries to find out the most frequent use of transitional phrases through single students' task. As what Polit et al. (2001) in Pillay (2009) points out that cross-sectional design "indicates the phenomena under study are captured as a particular point in time during one-data collection period". Therefore, this study does not attempt to reveal the cause of how the students could use appropriate or inappropriate transitional phrases in their writing.

## 3.2 Time and Place of the Study

This study focuses on finding out whether the students in the research site are able enough to use appropriate transitional phrases in English writing activity. Therefore, this study randomly uses a senior high school, and it selects SMA IT Darul Hikmah (YAPIDH) Bekasi as the place for conducting the study. Then, the time for conducting the study, ranging from interviewing, giving questionnaire, and taking the students' task, started at the early time of June 2013. The time consideration was chosen due to the effectiveness of teaching-learning activities period (Kegiatan Belajar Mengajar) at that school.

## 3.3 Participants of the Study

The participants being used for this study are the students in grade ten of SMA IT Darul Hikmah (YAPIDH) Bekasi and the teacher of the students. The participants of this study are categorized as homogenous population because all the population is the students who acquire the same English learning materials, except the teacher.

In using the sample for this study, the sample is purposively selected through homogeneous sampling. Patton (1990) in Creswell (2008) stated that a researcher has a right to intentionally select participants to study a particular phenomenon in which the participants know what phenomenon is being concerned. In addition, Sukardi (2004) points out that purposive sampling is categorized as a non-probabilistic sampling in which each

student's opportunity to be chosen as the participant is not same. Then, homogeneous sampling is used because the participants are simultaneously treated by the same teacher in the same class as well. As what Creswell (2008) describes that homogeneous sampling is taken because of the similarity of characteristics of the participants. In addition, the gender of all the participants is the same: male students. This sampling technique is taken due to the school policy which disallows the researcher to obtain information from the female students.

## 3.4 Data Collection Methods

This study takes the tenth-grade students who are in which they have learned about descriptive text (Standar Kompetensi dan Kompetensi Dasar, 2006). This study takes 27 students' writings which are categorized as descriptive text. However, it only takes six of all the students' writing which are grouped into low-medium-high category for the analysis. The selection method for group analysis is based on some criteria of micro skills described in Chapter II. In addition, this study uses a scale-questionnaire and an interview as the instrument for validating the data of students' writing.

From the students' writing, this study takes them as the main data. Then scale-questionnaire, ranging from the options of agree, doubt, until disagree, is given up to the students so that they can answer the provided questions related to the knowledge of transitional phrases and the teaching

performance of their English teacher in the classroom. And then, the English teacher and his twelve students are purposively selected for the interview in order to gather deep information toward the use of transitional phrases in their perceptions.

## 3.5 Data Analysis Methods

This study begins with identifying the main data, the students' writing, in order to find out the overall occurrences number of transitional phrases, meaning this study applies quantitative analysis. Besides that, this study qualitatively analyzes the inappropriateness of each occurrence of transitional phrases of each group (low-medium-high). And then, this study identifies the second data, the questionnaire, by using frequency count which determines the percentage of the respondents who select the answer. Sudjana (2001) points out the pattern of frequency count as the number of percentage equals to the number of frequency divided by the number of all respondents, and then it is multiplied by 100%. And for the third data, the interviews, this study uses qualitative analysis to present the answers of a number of questions from the participants in the research site.

In analyzing the occurrence number of transitional phrases of students' writing task, this study uses a chart for showing the frequency of occurrences of those phrases. The appropriate occurrences would be drawn with blue bar graph while the inappropriate occurrences would be drawn with red bar graph.

In composing the questionnaire, this study provides three options of each question in the questionnaire based on what Crawford (1997), Bertram (2007), and Nasution (2000) in Hannie (2010) describe that Likert scales, ranging from two until five available options, can be used to representatively show the number of respondents who choose the answer. Then, in analyzing the finding of the scale-questionnaire, this study uses a colored (blue, red, and green) pie chart to show the percentage of all the participants who choose agree, doubt, or disagree. This study provides the colored pie chart to describe that all the participants say agree, doubt, and disagree toward particular questioning statements: the blue color means they agree, the red color means doubt, and the green one means disagree toward the statements.