

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a qualitative descriptive method by using content analysis approach where the contents of the book entitled ‘Bahasa Inggris’ for tenth grade students of senior high school designed by the Ministry of Education and Culture, Republic of Indonesia based on the 2013 curriculum was analyzed.

The strength as qualitative research derives primarily from its inductive approach. Its focus is on specific situation or people, and its emphasis on words rather the numbers. It means that qualitative approach gives the priority to analyze data. (Maxwell, 1996)

The data in this study were analyzed in the form of textbook’s contents of spoken text in the English dialogue from English textbook “Bahasa Inggris” for the tenth grade class of senior high school or analysis the theme of spoken text in English dialogue.

This study focus on analyzing the spoken text, exactly dialogue by using of textual meaning; theme-rheme. In this research, the writer analyzed using thematic analysis to realize textual meaning in the spoken texts in English dialogue and to find out the types of theme that found in the spoken texts of English dialogue in English textbook “Bahasa Inggris” 2017 Revised Edition for the 10th grade of Senior High School. Researcher focus analyzes the dialogue in Chapter 1, Chapter 2, Chapter 3, Chapter 7, Chapter 8, Chapter 9 and Chapter 10. These chapters were chosen because only that chapter has dialogue. Total of the dialogues are 21 dialogues.

B. Subject

The subject of the research of was English textbook “Bahasa Inggris” for the Tenth grade students of senior high school, and the data were textbook’s contents of spoken text in the English dialogue from English textbook “Bahasa Inggris” 2017 Revised Edition for the tenth grade class of senior high school.

C. Data

The instrument of the data collection is the researcher itself. So, the researcher has to decide about the kind of data to be collected. The kind of the data that the researcher used is document from the textbook of spoken text to obtain the data, dialogue exactly.

D. Technique of Data Collection

In technique of collecting the data, the researcher used a document analysis. Document is an instrument in collecting the data (Alwasilah, 2011). Furthermore, as had suggested by Ary (2002, p. 430) that the most common data collection technique used in qualitative research were: (1) observation (participant and nonparticipant), (2) interviewing, and (3) document analysis (documentation). This study used a textbook entitled “Bahasa Inggris” for the Tenth grade students of senior high school published by the Ministry of Education and Culture of Indonesia as the documents. The techniques in collecting data were as follows:

1. First, the researcher collected all the dialogues that were going to be analyzed in each chapter.
2. Second, the researcher divided the sentences in the dialogue into clauses and then analyzed the Theme and Rheme as the main of the data.

3. Third, the researcher found out and classified the types of theme that used in a clause of the dialogue.
4. The last, the data that already analyzed and classified in this study described narratively.

E. Data Analysis

Data analysis was the process of systematically searching and arranging the interview transcripts, field notes, and other materials that could be collected to develop the understanding study (Sugiono, 2016). Then, to analyze the data, the related and suitable approach was applied by; descriptive analysis. The qualitative descriptive analysis was used to describe information which from script of the dialogue.

Refers to Lodico, et al, (2006: 301- 302) stated that there are several steps involve in qualitative data analysis. The researcher develops steps in identifying textbooks in senior high school as a key analytical tool in revealing how information is presented by the writer. Then, what the researcher do are:

1. Preparing and organizing the data

The first task for data analysis is to make sure that data are in a form that can be easily analyzed. This organizing the data of senior high school textbook make the data accurate and appropriate even clear because organizing the data in order to be easily to analyze the data. First, researcher divided the sentences in the dialogue into clauses and then analyzed the Theme and Rheme that would be the textual meaning that realized in a clause. After knowing the Theme and Rheme, the next is decided the types of Theme through the three kinds of theme namely;

the ideational (or topical), interpersonal, and textual theme. And for the process were classified below;

- a. The ideational theme analyses the transitivity / topical theme of the clause. The transitivity included the participants, process, and circumstances of the clauses. Identifying the clauses through the system of transitivity including the participant (usually expressed as the subject of the clauses), process (usually expressed by the verbal group in the clauses), and circumstance (expressed by the adverb of the clause). The identifying processes meant that the verb of the clauses was identified whether it belonged to material, behavioral, verbal, mental, relational, and existential process. While the circumstances meant that the adverb of the clause was identified whether it realized meaning about time, place, manner, cause, accompaniment, method, and role.
- b. The interpersonal theme included the process of analyzing the mood and modality of the clause. The mood and modality included the identification of mood elements, the residue and the mood types of the clause. Identifying the mood meant that was identified by the types of each clause whether it imperative, declarative, interrogative, or exclamative.
- c. The textual theme focused on the overall organization of the clause, and above it, the text. It was largely concerned with theme and rheme. The theme was not necessarily a nominal group. It might also be an adverbial group or prepositional phrase, the theme of clauses was frequently marked off in speech by intonation.

2. Coding the data into categories

Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names. It is inductive processes of data analysis that involves examining many small pieces of information and divided which one include kind of theme-rheme system from the textbook.

Coding:

S	Subject
F	Finite
C	Compliment
O	Object
P	Predicate
Adj: Circ	Adjunct: Circumstantial
Top Th	Topical Theme
Inter Th	Interpersonal Theme
Text Th	Textual Theme
Un-marked Th	Un-Marked Theme
Marked Th	Marked Theme
Comm-Adj	Comment Adjunct
Cont Adj	Continuity Adjunct
Conj Adj	Conjunctive Adjunct

Table 3.1 Coding Analysis

3. Reporting and interpreting data

In this technique, the researcher reporting after coding the data into categories then the researcher interpreting the data related what the researcher found in textbook the point of view writer in the textbook. Then represent the result appropriately based on the research finding. The third activity is describing

the data into the textual meanings by analyzing the thematic structure in the text of dialogue. To make the data visible and clear, it presented into tables.

Clause		
S	F	P
Theme	Rheme	
Un-Marked		
Top Th		

Table 3.2 Theme Analysis

4. Making conclusion

After these steps doing by the researcher, this technique the researcher make a conclusion depend on the research findings. Then, make the result of theme-rheme system that exist in textbook and the types of Theme in a dialogue of senior high school textbook that always appeared in the clause. After that, the researcher counted how many the types of theme manually.