

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents methodology of the research. It presents the research design, research setting, subject of the research, technique of data collection, and technique of data analysis.

#### **A. Research Design**

In this study, the researcher used descriptive qualitative method. The researcher used qualitative method to analyze a picture of thematic development pattern which most apply on written text specifically recount texts written by the fifth semester student at Lambung Mangkurat University Banjarmasin.

The title of this research is “Thematic Progression in Students Recount Texts”. The aim of this research was to find out what type of Thematic Progression Patterns applied by students and how they produce it. The researcher identifies the data based on Eggins (2004) and used qualitative method because the data was analyzed with description.

#### **B. Research Setting**

The researcher took the place in English Department of Lambung Mangkurat University. This University located in Jl. Brigjen H. Basri, Kec. Banjarmasin Utara, Kota Banjarmasin, Kalimantan

Selatan 70123. Lambung Mangkurat University is one of universities in South Kalimantan that has English Education Department and this major get an *A accreditation* since 2016 until December of 2021 this year. The researcher also got a recommendation from one of teacher advisor if this research more appropriate conduct in this university since the major had good accreditation and the students could be able created a good writing. The researcher begun conduct the research in the middle of July 2021 until the first week of August in the same years. The researcher ask students data first then interviewed the students one by one through chat app.

### **C. Subject / Participant**

The researcher believes that this research is more suitable for student in University level. The participants for this research were some students from the fifth semester English Education Department of Lambung Mangkurat University Banjarmasin who has studied about theme-rheme, and twelve students in Intermediate Writing Class were choosen. This research is more particularly identified for recount texts written by student and the subject of this research is to identify Thematic Progression pattern which applied on student's recount texts.

In addition, this research is qualitative research and only short number of student will be choose. Regarding to Paulo (2000), proposed that "ten participants could be proper since in qualitative design the

quality of the samples is more effective than the number of the samples” (p.36).

Therefore, the researcher needs the student’s recount text for answering the first research question and need the students for answering the second research question. However, the researcher decides take twelve student from the fifth semester English Education Department of Lambung Mangkurat University Banjarmasin as the sample for this research. Twelve students were from Intermediate Writing class that held by Mrs. Rizky Amelia. The amount of students in the class were fifteen person, but one person didn’t follow class and got zero score, another one didn’t pass the subject and the other one unreached. So, the researcher decided took twelve students for the participant.

#### **D. Data**

The researcher will collect the data by mention below:

##### **1. Documentary**

Persuant to Creswell (2018) that enable a researcher to obtain the language and words of participants, represent data to which to which participants have given attention, as written evidence and it saves a researcher the time and expense of transcribing (p. 264).

Based on informal interview with writing lecturer in Lambung Mangkurat University Banjarmasin, student in the fifth semester have took recount text and thematic lesson currently. The

researcher asked students data for taking the sample purpose. The researcher also need students document which is their recount text for identifying the data. Students recount text here was a writing task from their lecturer in their Intermediate Writing A3 Class year academic 2020/2021.

## **2. Interview**

In Interview Creswell (2018) state that “The researcher conduct face to face interviews with participants, telephone interviews, or engage in focus group interviews with six to eight interviewees in each group. These interviewed involve unstructured and generally open ended questions that are few in number and intended to obtain views and opinions from the participants” (p. 263

In this research, interview used to get information about how students produce the theme and rheme in their recount text. By interview, the researcher also wants to know how well students understand about theme and rheme also thematic progression. Students were able answered the questions by English or mix (English-Indonesian) as fine as them.

## **E. Technique of Data Collection**

The first was documents. The researcher asked twelve students recount text data from the lecturer who held the intermediate class. The recount texts were identified the thematic progression pattern type that students used. The second was interview, intended to find out the things

that can't directly observe like feelings, intention, and thoughts. The researcher conducted the interview with twelve students in the fifth semester student. The researcher asked several question related to the research. Then the researcher got some information for supporting the data.

#### **F. Data Analysis**

After collected the data, the researcher identified the theme and rheme to thematic progression in students' recount text based on Eggins (2004) for classifying the data into manageable. The analysis was conducted in following some steps.

1. Identifying

The researcher was identifying the organization of theme and rheme in students recount text.

2. Underlining and coding

The researcher was underlining and coding identifying which clause categorize as *Constant Theme Progression with CTP*, *Simple Linear Progression with SLP*, and *Split Rheme Progression with SRP*.

3. Rewriting and categorizing

The researcher was rewriting some the identified Thematic Development Pattern that has been coded, into Thematic Development Pattern Categorization Checklist below.

Table 3.1  <b>Thematic Development Pattern</b>  Example Categorization Checklist			
Identified Clauses	SLP	CTP	SRP

#### 4. Consulting

The researcher consulted the identified clauses that have been coded and categorized based on three thematic development patterns proposed by Eggins (2004) to the lecturer of English Education Study Program of UIN Antasari Banjarmasin who are experts on fields to agree on the identification of almost all Thematic Development Pattern.

## 5. Calculating

The researcher calculated the amount of the occurrence of each Thematic Development Pattern on the table below in order to determine which pattern is mostly applied.

Table 3.2				
Example The Number of Occurrence Thematic Progression Pattern				
No	Students' Name	Thematic Progression Pattern		
		CTP	SLP	SRP
Total				

Additional, in this research the writer used the parameter of coherence by Eggins (2004) as demonstrate below.

Table 3.3		
Level of Coherence		
No	Level of Coherence	Explanation
1	Good	If the type of Thematic Progression is constant in one type each paragraph
2	Fair	If the type of thematic progression is constant or change from one type to others type each paragraph
3	Less	If new theme(s) is/are created in the middle of paragraph
4	Poor	If there is no thematic progression used