

## **CHAPTER III**

### **METHODOLOGY**

This chapter illustrates the methodology used in the study. It presents the aims of the study, research questions, research design and method, research settings and participants, data collection techniques and data analysis. The chapter is ended with the conclusion of the topics discussed in the chapter.

#### **3.1 Aims of the study**

As delineated in chapter I, the study was conducted in order to attain the following aims.

1. To discover the teachers' ability in developing a lesson plan based on the Genre-based Pedagogy.
2. To identify the opinions of the teachers on the implementation of Genre-based Pedagogy in the classroom.

#### **3.2 Research Questions**

In line with the aims above, the study was carried out in order to answer the research questions formulated below.

1. How is the teachers' ability in creating a lesson plan under the Genre-based Pedagogy?
2. What are the teachers' opinions on the implementation of the Genre-based Pedagogy in the classroom?

#### **3.3 Research Design and Method**

The study employed a qualitative study design because most characteristics of this study embraced qualitative features. First, in relation to the research questions and aims, this study investigated not only the ability of teachers in the development of lesson plan under Genre-based pedagogy, but also their opinions on the implementation of the Genre-based pedagogy in the classroom. It is in line with the characteristics of a qualitative research in which the focus is on the understanding of the phenomena, either process or product, that arise to the participants such as perception, motivation, experience holistically in way of text description for

acquiring new research discoveries as stated by Frankel et al (2012) and Yin (2016). Second, the results of this study will be described in words instead of numbers or figures. It is aligned with one feature of a qualitative study, stating that a qualitative research concerns words than numbers in its description as also suggested by Miles and Huberman (1994), Liamputtong (2009), and Frankel et al (2012). Finally, this study did not make any attempt to generalize the topic under investigation and thus it is similar to the feature of a qualitative study, that it learns on particulars and the interpretation is in need of contextualization that tended to be subjective as it highly depends on the researcher's interpretation (Connole, et al, 1990; Emilia, 2000).

Furthermore, this study used a case-study method since the present study intentionally involved little number of participants or low-scale case, aiming at providing readers with an in-depth analysis on the topic under investigation (Emilia, 2000).

### **3.4 Research Setting and Participant**

As mentioned in chapter I, the study was a part of a bigger study on the training of Genre-based pedagogy that centers on the synchronization of theory and practice of English Text-based teaching as an attempt to empower teachers in responding to the dynamics of learner contexts. The whole study was done for a year (2019-2020) in one public university in West Java, Indonesia. Furthermore, in this study, the lesson plans collected were taken from teachers prior to the training and thus the analysis is done to the lesson plan submitted prior to the training.

There were four participants involved in the study, consisting of two male and two female Junior High EFLteachers with ages ranging from 32 to 40 from various locations, particularly from English teachers' community in Bandung. One is a teacher in grade seven, while the remains are those teaching in grade nine. All of them were parts of the teacher groups who joined and participated in a workshop on how to design lesson plan based on SFL Genre-based Approach hosted by the university by using virtual zoom meetings due to covid-19 pandemic.

The recruitment process involved several steps, including: (1) informing teachers through WhatsApp group regarding the program, (2) asking them to

contact the researcher if they have any interest in being the participant of the program, (3) creating schedule to start the program by involving the teachers in the arrangement, (4) creating a group particularly for participant involved in the program, (5) offering other teachers or colleagues of the teachers apart from the participants to join the program, (6) informing official schedule of the program to the participants, (7) asking all participants to fill in Google Form to survey their identities before starting the program, and (8) asking all participants to sign consent form and thus the nature of their involvement in this study is voluntary-based. In this study, the participant recruitment process is considered on a voluntary basis and participants rights in order to guarantee their willingness to give the data and further research process. The data storing will be saved until five years. All of the data analysis and publication results are under the participant's consent.

### **3.4 Data Collection**

The study involves two data collection techniques, namely document analysis and interview. These two types of instruments are fundamental and significant in collecting qualitative data (Nunan and Bailey, 2009 in Emilia, 2011). Each instrument was used to investigate different types of data. Document analysis was used in order to collect data from four lesson plans written by the participants (one participant one lesson plan) and were further analyzed by using thematic analysis (detail on the analysis is provided in section 3.5.1 on Data Analysis of Lesson Plans). On the other hand, interview was done in order to collect data from participants, not only regarding their opinions on the implementation of Genre-based pedagogy but also regarding their lesson plan as a form of clarification on the information written in the lesson plan.

Further, this study employed a structured interview containing closed-ended question in which the interviewees were limited to a set of responses predefined by the writer. This was chosen because this type of interview results in more precise data and more credible analysis (Fowler & Cosenza, 2009, p. 398). The interview was conducted over the phone and lasted approximately 30 minutes

each, having all participants answering questions relevant to the research focus. Some examples of the questions can be seen in Table 3.1.

**Table 3.1**

*Examples of Questions given in Interview Session*

|         |   |
|---------|---|
| Teacher | Questions of the Interviews (RQ 2: Teachers' opinion about implementing the Genre based approach in the classroom)  |
| LPT1    | <ol style="list-style-type: none"> <li>1. What are the challenges that the teacher faced when implementing the <i>Building knowledge of the field, Modeling, Joint Construction and Independent Construction</i> in the classroom? Could you mention it one by one?</li> <li>2. So, specifically in the case of the class you handle, is it the first part that is difficult, sir?</li> <li>3. Then, after the <i>Building knowledge of the field</i>, what are the factors that hinder the <i>Modeling</i> stage?</li> </ol> |

Before the interview was conducted, the participants were informed that the interview would be recorded so that the data could be transcribed and analyzed.

### 3.5 Data Analysis

The study employed two types of data analysis in order to answer two distinctive research questions. In order to see the ability of the Junior High EFL teachers in creating lesson plan under the Genre-based pedagogy, the study incorporated document analysis to collect the data and thus, four lesson plans were collected and were analyzed by using thematic analysis. Apart from that, in order to explore the participants' opinion on the implementation of GBA pedagogy in the classroom and further to clarify information regarding data in the lesson plans, interviews were conducted.

Both data from the document analysis and interview will be analyzed by using thematic system. This type of analysis was chosen because of several reasons. First, it is a user-friendly and reliable approach for individuals unfamiliar with qualitative analysis that involves systematic coding of qualitative data to identify patterns and themes for interpretation and analysis at a very basic level (Braun & Clarke, 2021). Second, this analysis is commonly used for the identification of themes within a group or set of items (Braun & Clarke, 2021), in

line with the process of data analysis in the present study. Further, both data were analyzed separately so that clear description can be maintained.

### **3.5.1 Data Analysis of Lesson Plans**

Four lesson plans, collected by document analysis technique, were analyzed by using thematic analysis so that the relevancies between the elements of the lesson plans written by the participants and the principles or concepts of Genre-based pedagogy could be confirmed.

The processes of lesson plan analysis involved six steps as follows.

1. The lesson plans were collected.
2. All lesson plans were labeled by giving them codes LPT1 means lesson plan of teacher one, LPT2 refers to lesson plan of teacher two, LPT3 stands for lesson plan of teacher three, and LPT4 indicates lesson plan of teacher four.
3. Each lesson plan was analyzed by looking at its elements based on those outlined in the Regulation of Ministry of Education and Culture of Republic of Indonesia number 81A Year 2013 regarding Curriculum Implementation, which is aligned with an element of lesson Plan as suggested by Emilia (2016). Those elements include school identity, competency standards, basic competencies, competency indicators, learning objectives, learning materials, time allocations, teaching methods, learning activities, assessments, and learning resources.
4. The results of analysis were related to the theory underpinned the study and were also confirmed to the participants by interview as a form of clarification.
5. The analysis was continued by investigating the principles of Genre-based pedagogy within the lesson plan. It was done by referring them to the seven principles of Genre-based pedagogy as outlined in Emilia (2011, 2016) Those principles can be seen in Table 3.2.

**Table 3.2***Genre-Based Pedagogy Principles (Emilia, 2011, 2016)*

| No | Genre-based pedagogy principles  |
|----|--|
| 1  | SFL GBA highlights the importance of teacher in developing students' awareness of a perspective that text is a unique creation of a unique author as well as relative to a particular group of people and particular context (Hyland, 2002 in Emilia, 2011). 'Relative to a particular group' in this case indicates that a text can be considered as relevant or can gain a positive response from a particular group, yet it can be opposed by or be negatively responded by other groups. Therefore, text is just a portrait of a reality and an opinion of one person on a matter (Kurlan, 2000: 1 in Emilia, 2011).   |
| 2  | SFL GBA considers language learning as a social activity and is the result of collaboration between the students and society, including teacher, friend, and other adults, including parents (Feez and Joyce, 1998; Emilia, 2011) which is also in line with the learning principles stated by Vygotsky (1978) and Bakhtin (1986 in Antonacci and Colassaco, 1995:265) in Emilia (2011). This learning principle confirms the learning principle by Halliday (1992:19) in Feez and Joyce (1998) describing language learning as learning to mean and to expand one's meaning potential and results in three outcomes, including students learn language, students learn through language, and students learn about language. Further, this social interaction enables language students to develop a resource for making meaning, a tool for interpreting and organizing reality, and knowledge about language (ibid).   |
| 3  | SFL GBA highlights that learning occurs more effectively if teachers are explicit about what is expected of students. This explicit teaching does not mean teaching grammar in a traditional and discrete manner, yet it is more to the involvement of learners in learning (Gibbons, 2002 in Emilia, 2011), students learn how language operates to build meaning in many different types of texts and their linguistic features (Emilia, 2011). Explicit teaching implies that the role of the teacher in these more explicit approaches is to use methodologies which collaborate with the student in the learning process and therefore, instead of standing back, the teacher intervenes where necessary in the learning process to support students as they build knowledge and skills which have been explicitly negotiated (Feez and Joyce, 1998).   |
| 4  | SFL GBA employs an apprenticeship learning program in which students as a trainee learn under the guidance of teacher as an expert on system and function of language (Emilia, 2011). This is in line with the principle of scaffolding learning of Wood, Bruner, and Ross (1976) and the Zone Proximal development of Vygotsky (1976) in Emilia (2011). In this case, Vygotsky (1976) in Feez and Joyce (1998) proposed that in any given area of skills, knowledge, and understanding, each learner has two levels of development; first, a level of independent performance, and second, a 'level of potential performance' which is made possible through social interaction and joint construction / collaboration with 'more capable others such as parents or teachers. This collaboration always involves language in the form of a dialogue between teacher and student (Feez and Joyce, 1998). The scaffolding (Wood, Burner, and Ross, 1976) in this case describes the role of the teacher in the learning collaboration (ibid).   |
| 5  | The teaching of grammar plays a crucial role in the SFL GBA. In this approach, the teaching of grammar is at the level of text, more concerned with a way of using grammar to describe how particular texts are put together or how language is used at the level of text (Knapp and Watkins, 2005:32). The focus is on the manner through which different language genres in writing or speaking are coded in distinct and recognizable ways and students as the users of the language system are made available to the language resources (grammar) for producing texts (Knapp and Watkins, 2005). This is done by firstly considering how a text is structured and organized due to the characteristics of particular genres in relation to purpose, audience, message and structure and then considering how all parts of text, such as sentences, tense, reference, cohesion, and so on, are structured, organized, and coded so that the text is effective as written or spoken communication and in particular, how all the parts are used to serve the purposes of language users (ibid). The understanding of on the aspects of grammar teaching under the pedagogy helps the teacher decide on what to cover when preparing the materials. |
| 6  | In relation to teacher characteristics, SFL GBA underlines two important points. First, teacher should have a faith that all students can learn and make attempts to attain excellent results by paying attention to the difference of every students; and Second, teacher never stop learning since a good teacher is the one who is continuously learning (Jacobson, 1998:29 in Emilia, 2011).   |
| 7  | In relation to the language used in the classroom, SFL GBA highlights that bilingual instruction gives benefit for students to comprehend better the topic the teacher explains, particularly explanation on concepts.   |

6. The results of analysis were later confirmed to the participants by interview and were also related to the theory used in the study.

### **3.5.2 Data Analysis of Interview**

After the interview was conducted, the data were transcribed. Afterwards, the data were coded and categorized into theme based on the topic under investigation. Before the data were analyzed, the results of the data were confirmed to the participant to ensure that the answers were what they mean to answer as also suggested by Emilia (2011). Finally, the data from the interview were analyzed by referring to the topic as the focus of the study. After all data were analyzed, both data from document analysis and interview were triangulated so that the validity of the data and the study can be maintained (Emilia, 2009, 2011).

### **3.6 Conclusion of the Chapter**

This chapter has discussed research methodology used in the study by briefly explaining aims of the study, research questions, research design and method, research setting and participant, data collection and data analysis. This chapter is ended with the summary of methodology. Chapter IV discusses the results of the study illustrating Junior High EFL teachers' ability in creating lesson plan under Genre-based pedagogy and their opinions on the implementation of Genre-based Pedagogy in their classroom.