

CHAPTER III

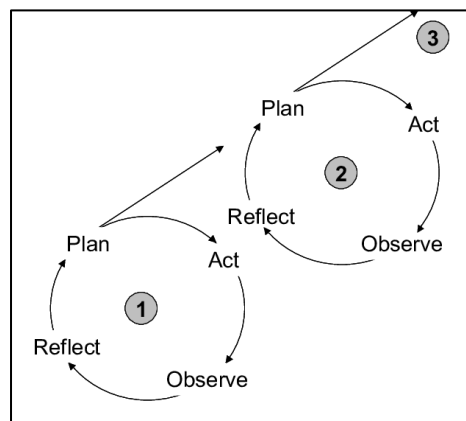
RESEARCH METHODOLOGY

This chapter covers the research design, sites and participants, data collection, research procedures, and data analysis.

3.1 Research Design

The type of this research is action research. This type follows the research objectives that intend to investigate the use of the Genre-Based Approach on students' reading comprehension in English classes. There are three reasons why action research is used in this study. First, the problem is confined to the class context (Kemmis et al., 2013). Second, this research is relevant to teachers' challenges in the classroom. Third, this research collaborated with an English teacher, with the researcher using a genre-based approach to teach English to students and the English teacher monitoring teaching and learning activities throughout the learning process. Participants in CAR can be educators, students, parents, colleagues, social activists, or any other people in the community who share the same concern and desire to address it (Altrichter et al., 2002). Action research requires collaboration between all participants and critically evaluating their actions (Kemmis & McTaggart, 1988, p.5, as cited in Altrichter et al., 2002).

Figure 3. 1 The spiral of action research cycle



Source: Kemmis and McTaggart (1988, p.5, as cited in Altrichter et al., 2002).

In In this study, the spiral of action research cycle from Kemmis and McTaggart (1988, p. 5, as cited in Altrichter et al., 2002) shown in Figure 3.1 is used to implement research interventions. The planning stage involves identifying the problem or issue to focus on and selecting the necessary investigation tools (Nazari, 2021). The planning stages of this research began with initial observations through interviews with teachers and observing learning activities in class to obtain initial information data. A pre-test was also conducted to measure students' knowledge and reading ability. After that, the preparation of lesson plans and teaching materials was also carried out at the planning stage. Further, the acting stage refers to the implementation of the intervention and the methodical collection or processing of data (Nazari, 2021; Heigham & Croker, 2009). The acting stage in this study implements GBA, which consists of the stages of Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). During the acting stage, the observing stage was also conducted to observe students' activities and responses in learning through observation field notes and checklists. The observing stage involves analyzing the data and determining the effects of the intervention (Nazari, 2021). In the reflection stage, evaluating the entire process leads to the next action cycle to improve the situation (Nazari, 2021; Heigham & Croker, 2009). The reflection stage in this study was seen in the results of observations and student post-tests to find unresolved problems or difficulties. This problem needs to be resolved by planning and re-implementing the required interventions. This study carried out two cycles to solve problems in students

3.2 Site and Participants

The research was conducted in the second semester by eight grade students at a junior high school in Karawang. There were 38 students who took part in learning activities and six students were chosen as the participants to represent the 38 students who engaged in learning activities at low and medium levels based on the outcomes of the pre-test that was given before to the intervention. According to

initial observations, students experienced difficulties in English, especially a lack of vocabulary and weak grammar. One of the reasons is their lack of basic knowledge because they experienced the COVID pandemic in seventh grade where the learning process was not going well during the pandemic.

3.3 Data Collection

The data collected in this study were in the form of test instruments, observations, and interviews. An explanation of data collection from the three instruments is presented in the following section.

- **Test**

This study carried out the test three times in seven meetings. First, the test is carried out before learning, which is called the pre-test. Second, the test is carried out when the learning material is delivered, called the first post-test. The results of this post-test were the teacher's reflection for further improvement by carrying out a learning process that focuses on the problem. Then, the final test is carried out after the learning, and it is called the second post-test. These tests aim to measure the reading comprehension level of students before and after the intervention. The test consists of short personal recount text and seven questions in the form of a table for identifying the generic structure and linguistic feature and the short answer to literal, inferential, and evaluation questions. The form of questions that schools commonly use is using multiple choice and short answers. However, researchers use the form of table columns to identify generic structures and linguistic features, adopting the physical form of matching questions, which consist of two parallel columns with the first column containing statements and the second column containing answers to be sought in the first column (Sukardi, 2008 as cited in Ratnawulan & Rusdiana, 2015). In addition, the advantages of the matching item test are aligned to make questions in tabular form, namely, be able to measure the ability to identify between two related things (Ratnawulan & Rusdiana, 2015).

- **Observation**

Observations are carried out through observation field notes and checklists. The observation was conducted as frequently as the GBA in learning English Language. Observation field notes are used to take note of all the activities in the classroom during the implementation of GBA. The teacher observes the teaching activities based on the Genre-based stages for each meeting and the students' activities regarding how they participate and work in the learning process. The observation checklist in this research is used as peer observation, where the English teacher observes both the researcher's teaching and learning process as a teacher and the student's participation in the learning process (Heigham & Croker, 2009). The observed indicators include the activities with GBA stages, the activeness of students, such as asking and answering questions, and the discipline of students, such as not sleeping during class.

- **Interview**

Interviews are conducted to investigate how GBA can improve students' reading comprehension and their perceptions of improved reading comprehension. The interview was conducted in a semi-structured interview through student records. A semi-structured interview is one in which the interviewer is aware of the subjects that must be addressed but is open to allowing the discussion to take unexpected turns if such turns lead to the discovery of significant new areas (Heigham & Croker, 2009). In this study, teachers conducted interviews once at the end of the implementation of GBA. The main focus of the interview questions was on the students' perceptions of applying GBA to their reading comprehension. This category includes stages in GBA that improve students' reading comprehension and clarifications about improving their reading comprehension.

3.4 Research Procedure

In this research, Classroom Action Research is implemented in four stages, namely planning, action, observation, and reflection (Altrichter et al., 2002). Each stage is further detailed in the following sub-units.

❖ Planning

In this research, a preparation or planning stage before a teaching intervention with GBA is needed to support the continuity of the intervention. At this stage, the researcher designs lesson plans for seven meetings based on personal recount texts. Lesson plans are made using the GBA model, and the format is adapted to the K-13 curriculum. Determining KI and KD refers to KI and KD at the junior high school level in English subjects. KI and KD included in the lesson plan are 3.11 and 4.11, as referred to in the discussion of the eighth-grade recount text. Further, the researcher prepares and creates texts and teaching materials used in learning. The material being taught is recounted text. Researchers choose teaching materials and adopt English texts from books and online sources. The main books used as teaching resources are grade 8 English textbooks (Kementerian Pendidikan dan Kebudayaan. *Buku Siswa Mata Pelajaran Bahasa Inggris Kelas VIII*. Jakarta: Kementerian Pendidikan dan Kebudayaan) and Emilia's book *A Genre-Based Approach to Teaching English: A Guide for Teachers* (2011). Likewise, several websites, such as EF blog (Example of Recount Text in English | EF Blog, n.d.), English Academy (Husnunnisa, n.d.), and Gramedia Literacy (Nandy, 2022), are used as a teaching resource in delivering material and providing texts.

Moreover, the researcher evaluated the students' reading comprehension through reading tests. In measuring the test, the rubric for reading comprehension skills used in this study was adopted by Brown. As shown in Table 3.1, this rubric assesses students' literal, inferential, and evaluative understanding by identifying information, making inferences, and arguing.

Table 3. 1 Reading Comprehension Rubric

No.	Aspect	Criteria
1.	Identifying information	Identify the main ideas/information according to the text.
		Identify the main ideas/information quite in accordance with the text.
		Identify the main ideas/information that are not in accordance with the text.
		Hardly identify the main ideas/information in the text.
2.	Making inferences	Making inferences with appropriate reasons and supporting evidence.
		Making inferences with appropriate reasons that are not supported by evidence.
		Making inferences with reasons that are not appropriate and are not supported by evidence.
		Hardly infer anything from the text.
3.	Making arguments	Making arguments based on concepts/ideas from the text with supporting them with evidence.
		Making arguments based on concepts/ideas from the text without supporting them with evidence.
		Making arguments that contradict the concepts/ideas in the text and are not supporting them with evidence.
		Hardly making arguments about concepts/ideas from the text.

After completed preparation, the action stage is implemented through GBA. A further explanation is shown in the following sub-units.

❖ Acting

In the action stage, the researcher carried out the GBA teaching intervention as an English teacher in class. Researchers teach using a genre-based approach that

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involves the following four steps: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT) (Emilia, 2005). In addition, the assessment of reading comprehension skills has used the tests. The following table shows learning stages conducted in class to gather the required data and to demonstrate how a genre-based approach improves students' reading comprehension.

Table 3. 2 Learning Activities with GBA

Session	Learning Stages	Description
1	Pre-Test	
2	BKOF	The teacher clearly describes the text genre of recount text, the purpose of the text, the type of recount text, and the model of text.
	MOT	The teacher clearly explains the structure of the text and discusses with students compiling texts according to the structure of the text.
3	MOT	The teacher explains clearly the linguistic features of the text. Teachers also discuss with students compiling texts according to the generic structure and linguistic features.
4	JCOT	The teacher and the students write a text that follows the text's structure and language features.
	ICOT	The students write a text individually.
	Post-Test 1	
5	JCOT	The students write a recount text in groups.
6	MOT	The teacher discusses with students the structure of the text and language features of the text. Further, the teacher explores the students' knowledge of recount text through Quizizz. The teacher gave the example of inferring and making an argumentation of the text.
7	Post-Test 2	

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❖ **Observing**

In this research, observing was conducted during the teaching and learning activities. Observations were made in two ways, field notes and observation checklists. For field notes observations, the researcher, as a teacher, writes the results of observations of student activities and their responses to English learning activities in class. For the observation checklist, it would be helpful to have an observation sheet containing teacher activities and student participation activities during learning. Collaborator teachers observe teacher and student activities in class using this checklist for observation. This observational data was evaluated as reflection material that must be corrected later.

❖ **Reflecting**

After observing, the researcher, as the teacher, analyzed the data gathered from observation field notes, checklists, and students' test results. The data gathered was used to identify unresolved problems for improvement in the next cycle. The problems found need to be resolved by re-planning, intervention, and observation in a further cycle through stages in GBA.

3.5 Data Analysis

In this study, the data analyzed were tests, observations, and interviews. Data from tests were analyzed using genre analysis. It examines text types, their characteristics, functions, and the context of social applications (Szitó, 1995). It is argued by Schryer (2002, as cited in Szitó, 1995) that there are four stages involved in analyzing a genre: identifying it, describing its characteristics and elements, such as text structure, language use, and communicative purpose, interpreting its meaning and function in conveying social, cultural, and ideological messages, and then evaluating its effectiveness in achieving a specified goal. In evaluating this data, a reading comprehension rubric was used to get precise results about

comprehension skills accurately and adequately according to students' needs (Habib, 2016). The rubric consists of three scoring criteria that measure students' literal, inferential, and evaluation comprehension. These criteria are clarified in the aspect of the reading comprehension rubric adopted from Brown (2004) that reading comprehension includes various aspects such as main ideas or topic, expressions/idioms/phrases in context, inference, grammatical features, detail (scanning for an expressly stated detail), excluding facts not written (unstated details), supporting ideas, and vocabulary in context. As part of this study, the detailed aspects are reflected in the identification of detailed information, and the inference is demonstrated in making inferences. Finally, the reader's judgment is reflected through the use of argumentation.

Furthermore, data from observation was collected in two forms: notes and checklists. Through this data observation, the context of the data presented can cover the whole situation, which will help the researcher to gain a comprehensive view of the aspects being observed (Msi et al., 2020). Observation field notes are used to take note of all the teaching activities based on the Genre-based stages for each meeting and students' activities regarding how they participate and work in the learning process. Observation checklist in this research is used as peer observation where the English teacher observes the activities with GBA stages, the activeness of students, such as asking and answering questions, and the discipline of students, such as not sleeping during class.

Data from the interview was transcribed to capture the whole part of it. The thematic analysis was used in this research to analyze participants' perceptions of using a genre-based approach to students' reading comprehension. By using thematic analysis, patterns of meaning are examined and related to participants' lived experiences, viewpoints, actions, and practices to understand and relate such patterns (Braun & Clarke, 2012; Clarke & Braun, 2016; Neuendorf, 2018). Based on the process stated in Braun and Clarke (2012), the stages of analyzing with thematic analysis are familiarizing the data through re-reading the data, listening to audio recordings, or watching video data. The next step is coding the data by

labeling each aspect that appears. After that, determine the theme of the findings related to the research question and represent responses that have patterns. The theme that is formed is then reviewed again and then given a specific theme name.