

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers the research design and method, research site and participants, data collection, and data analysis. These will be discussed in the sections that follow.

#### **3.1 Research Design and Method**

This study adopted a qualitative research design employing the characteristics of a case study. Qualitative research is focused on gaining in-depth understanding and insights into complex phenomena, experiences, and processes (Creswell, 2013). Since this study is aimed at investigating the impact of Genre-Based Approach implementation on students' ability in writing Explanation text and explore their opinion, qualitative research design allowed the researcher to capture the depth and richness of students' experiences, perceptions, and challenges.

Additionally, according to Creswell and Creswell (2018), Lodico, et al. (2010), Merriam (2009), and Yin (2018), a case study was selected for addressing the research questions for several reasons. First, as this study planned to thoroughly investigate the current study, a case study enables researcher to thoroughly investigate the specific teaching method, Genre-Based Approach in this study, within a real classroom setting. Second, the case study allows researcher to delve into the intricacies of how Genre-Based Approach is implemented, how it affects students' writing abilities, and how students perceive the implications of the teaching approach. In addition, a case study often involves collecting data from various sources, such as observations, documents (students' texts), and interviews. This data triangulation provides a comprehensive understanding of the research topic and considers different aspects of the phenomenon.

### 3.2 Research Site and Participants

This study was conducted during the teaching practicum program in one of the state senior high schools in Bandung, West Java. The teaching practicum program was one of the mandatory courses that the undergraduate education students had to take in semester 8. The school was selected because it was one of the schools that partnered with the university and the place where the researcher was placed as the preservice teacher during the teaching practicum program.

Moreover, this study involved the eleventh graders. Six students were selected from one class that contained 36 students to participate in the research based on the first draft of their writing product. The selected students represented three levels of achievement: lower, middle, and higher. Then, called Group A, Group B, and Group C. In addition, the selected students' names in this study were pseudonyms as presented in the following table.

**Table 3. 1 Research Participants**

No	Name	Group
1	Student 1A	Lower achiever (Group A)
2	Student 4A	
3	Student 2B	Middle achiever (Group B)
4	Student 5B	
5	Student 3C	Higher achiever (Group C)
6	Student 6C	

In addition, this study also involved the researcher as the participant researcher. The participant researcher in this study refers to the researcher who took on a dual role as both observer and preservice teacher who implemented the Genre-Based Approach (Creswell, 2013; Stake, 2005).

### 3.3 Data Collections

Multiple types of data were collected in this study, including fieldnotes, students' texts, and interviews.

#### 3.3.1 Fieldnotes

The first type of data used in this study was fieldnotes. According to Creswell (2013), fieldnotes are a type of data that is used to record the data collected from observations. Therefore, in this study, classroom observations were conducted to gain data about how a Genre-Based Approach affects senior high school students' capacity to compose Explanation text. As aforementioned in the research site and participants, the researcher acted as the participant researcher in this current study. As the participant researcher, the researcher participated in the writing activities as the preservice teacher that taught about the text by implementing Genre-Based Approach and observed the events, activities during the writing process (Creswell 2013; Liu & Chen, 2022).

For collecting the data, the observations in this study were divided into two phases: preliminary observations and the implementation of Genre-Based Approach; with seven meetings in total as the following.

**Table 3.2 Classroom Meetings Schedule**

Phase	Meeting	Date	Topic/Agenda	Objective
Preliminary observations	1	March 13 <sup>th</sup> , 2023	Observing the teaching system	Collecting information about school's curriculum, and the teaching system
	2	March 16 <sup>th</sup> , 2023	Observing the teaching learning activity in classroom and collecting students' first draft	Collecting information about the process of teaching writing directly in the classroom
The implementation of Genre-Based Approach	3	March 30 <sup>th</sup> , 2023	Building Knowledge of the Field	Introducing the topic to students

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	4	April 13 <sup>th</sup> , 2023	Modeling	Familiarizing students with the model of Explanation text
	5	May 4 <sup>th</sup> , 2023	Modeling	Familiarizing students with the model of Explanation text
	6	May 11 <sup>th</sup> , 2023	Joint Construction	Writing an Explanation text together
	7	May 25 <sup>th</sup> , 2023	Independent Construction	Collecting students' final draft

### 3.3.2 Students' Texts

The type of text students wrote was Explanation text as at the time this research was conducted, the teacher was teaching the basic competence stipulated in the 2013 curriculum that the school used. Based on The Ministry of Education and Culture Regulation No. 37 in the year 2018, the basic competences were to differentiate (Standard No. 3.8) and to apprehend contextually (Standard No. 4.8) about the social function, schematic structure, and linguistic features of some Explanation texts orally and written by giving and asking information about natural or social phenomenon that covered on other courses in grade XI, according to the context of use. So that students' texts were also utilized as data resources in this research.

There were twelve writing products that were collected from six students who had been divided into three categories of achievements: Group A, Group B, and Group C. Students' texts were taken from the diagnostic texts and students' final writing product which were collected before and after the implementation of the Genre-Based Approach.

**Table 3. 3 Students' Texts**

No	Name	Group	Diagnostic Text	Final Text
1	Student 1A	Lower achiever (Group A)	Text 1A1	Text 1A2
2	Student 4A		Text 4A1	Text 4A2

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3	Student 2B	Middle achiever (Group B)	Text 2B1	Text 2B2
4	Student 5B		Text 5B1	Text 5B2
5	Student 3C	Higher achiever (Group C)	Text 3C1	Text 3C2
6	Student 6C		Text 6C1	Text 6C2

Then, students' written texts were analyzed using Systemic Functional Linguistics (SFL) in terms of linguistic features of the Explanation (Emilia, 2005). The findings of the students' writing products were used to see how Genre-Based Approach gives contributions to students' writing ability in terms of schematic structure and linguistic features of Explanation text.

### 3.3.3 Interview

The next data resource in this study was students' interview. This present study used focus group interviews with semi-structured questions which give students an opportunity to express their perspectives flexibly (Creswell, 2013). In addition, the use of this instrument could investigate individual encounters in-depth and offer the researcher to add inquiries to the course of clarification and elaboration (Percy et al., 2015). To have accurate data, the interview was recorded by smartphone. The interview was conducted in form of Focus Group Interview after the students completed their final writing products at the end of the research to get detailed information from the students about the teaching and learning process which may not be obtained through fieldnotes. The description of interview can be seen from the following table suggested by Creswell (2013).

**Table 3. 4 The Description of the Interview**

<b>Project:</b> Students' opinion toward the implementation of Genre-Based Approach to teaching Explanation text
<b>Time of Interview:</b> 60 minutes
<b>Date:</b> June 19 <sup>th</sup> , 2023
<b>Place:</b> Online through <i>Google Meetings</i>
<b>Interviewer:</b> Rezeki Ernala Tarigan (the researcher)
<b>Interviewee:</b> Students 1A, 4A, 2B, 5B, 3C, and 6C

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**Position of Interviewee:**

This study investigates the students' opinion on the Genre-Based Approach implementation in teaching Explanation text. As part of the study, the students as the research participants, were asked to participate in a focus group and answer semi-structured and open-ended questions. The data from this interview was used to answer the research questions and the students' names were pseudonyms. This interview took approximately 60 minutes.

**Questions:**

The questions in this interview were asked using Indonesian language. There were eleven questions that being asked to the students relevant to the teaching and learning process using Genre-Based Approach in general, the learning materials and teaching stages of Genre-Based Approach, and students' suggestions for the future learning process (see Appendix D).

In addition to the interview, students' consents were asked in form of consent forms (see Appendix D) before starting interview. These consent forms were used to inform that the students agreed to participate in this study and their rights were protected (Creswell, 2013).

**3.4 Data Analysis**

The data that have been obtained from fieldnotes, students' texts, and interview in this research were analyzed through several steps. Fieldnotes and interview were analyzed using thematic analysis proposed by Creswell (2014). The first step in analyzing the fieldnotes and interview was transcribing the data. Second, coding the data by identifying the key words, phrases, or themes that emerged from the data transcript. The coding in this study was done manually and flexible, iterative, and reflective. Third, the transcription that had been coded was analyzed. This involved grouping and classifying the codes based on the activities in the stages of Genre-Based Approach.

Meanwhile, the data obtained from students' texts was analyzed using steps proposed by Emilia (2005). The first step was to identify the genre of the text. Second, analyzing the text schematic structure using the concept of stages and phases. Lastly, the language features of students' text were analyzed using transitivity system because it focuses on the processes in the text that are relevant to the examination of the text's linguistic features.

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