CHAPTER THREE

RESEARCH METHODOLOGY

Chapter two has discussed literature related to this research, including notions of systemic functional linguistics and genre theory and approach. This chapter will discuss a detail of the methodology of the study. It covers the research design, research site and participants of the study, data collection, data analysis, and systemic functional grammar (SFG) as a tool of students' text analysis.

3.1 Research Design

The purpose of this study is to identify and describe the effectiveness of teaching program in helping students to write Exposition text in a tertiary EFL Indonesian context. Based on the purpose, the present study endeavored to address the three research problems, i.e. (1) whether genre based approach helps student in writing an Exposition text, (2) the students' responses regarding the implementation of the genre based approach to teaching writing an Exposition text, and (3) the issues emerged in the teaching program under the genre based approach.

Regarding the research questions above, this study employed qualitative approach as it involved the data collection and qualitative data analysis. This study has a characteristic of a case study because of several reasons. First, this study attempted to describe and interpret a particular phenomenon in the

classroom, it attempted to increase an understanding of why things are the way they are and why the students act the way they do (see Marshall and Rossman, 2006). Second, the study was carried out in "a small scale and a single case" (Bogdan and Biklen, 1998 and Stake, 1995: 278 as cited in Emilia, 2005:74). A single case of the study referred to the issue of the implementation of the genre-based approach to teaching writing an Exposition where the researcher acted as a teacher (Stake, 1995: 91 cited in Emilia 2005: 74). Third, this study employed multiple data collection techniques particularly direct classroom observation, interview, and students' texts analysis (Yin, 2003: 14; Connole et.al, 1993: 68). Multiple data collections are aimed at enhancing the validity of the study and gain more rounded and complete accounts to test the values and effectiveness of the teaching program implemented in this study (see Yin, 2003). Lastly, this study did not formulate hypothesis and seek to test it out. Regarding this, the result of this study cannot be generalized (see Fraenkel and Wallen, 1993: 381). However, through the implementation of qualitative research, the result of this study is expected to contribute to setting policy and professional practice (see Stake, 2010: 65).

Moreover, this study can be characterized as a qualitative program evaluation because a teaching program based on the GBA in teaching writing was implemented (see Nunan, 1992). The effectiveness of the teaching program was evaluated relevant to the objectives of the program through ongoing assessment of students' achievement. It was done by the researcher and his colleague who was involved in this study. This evaluation was valuable to assist the researcher in

deciding whether the teaching program needed to be modified or changed, so that the objectives may be achieved more effectively (Nunan, 1992: 185).

3.2 Research Site

This research was undertaken at one of the private universities located in West Java Province. There were several reasons why this university was used as the setting of the study. First, it was related to the genre in focus, an argumentative genre, which has been reported to be difficult (Emilia, 2005). The choice of the tertiary level seemed appropriate and relevant because at this level, students are required to write such genres (Dudley-Evans, 2002) and the students are expected to think more conceptually, logically and analytically (Chaffee et all, 2002: 4 cited in Emilia, 2005: 75). Second, in accordance with the feasibility and accessibility, the researcher has no problem in gaining the data because he has been familiar with the students as participants in this study, so it would make easier to conduct the research (Bogdan and Biklen, 1998: 54).

3.3 Participants

The participants of the study was one class consisting of 20 students of the fourth semester who participated in the study upon the researcher's giving information on the nature and purpose of the study and what was expected to them. As to the sample, this study used purposive sampling in that the participants were not chosen randomly as individual but they were chosen as a group and used as a sample to represent the population (see Fraenkel and Wallen, 1993).

Students of the teacher education were chosen as they were considered to have a potential to apply their learning from this program in their own teaching later having they graduate from the university. The students involved in this study had taken the subjects of Writing I up to III, offered in the department, which mostly deal with writing paragraphs (see Appendix 1, about the syllabus of the teaching of writing in the research site).

3.4 Data Collection Techniques

As mentioned above, this study used multiple techniques of data collection. This means that the data were collected not only from one source of data and at the end of the study, but also in an ongoing way (see Fraenkel and Wallen, 1993; Bogdan and Biklen, 2003). The data collection technique comprised classroom observation, interview, and students' text analysis. Ongoing data collection (classroom observation) will be taken up briefly at this section (as their detailed discussion will be provided in Chapter 4), students text analysis (will be discussed in detail in chapter 5), and the use of interview, which were conducted at the end of the research in detail (as their detailed discussion will be provided in Chapter 6). Each method of data collection will be described below.

3.4.1   Classroom Observation

The classroom observation was conducted in sixteen sessions in which the researcher acted as a teacher. Each session of this program lasted for 100 minutes (it is equal to 2 credits of semester). To obtain a clear picture of the activity in

each classroom observation, videotaping was carried out. It was aimed at recording his reflection. The researcher also took notes on everything that was going on in his class and as soon as leaving the class and events were reconstructed into field notes. The researcher wrote observation notes immediately after each session. It is intended because the memory of the observation was still fresh (van Lier, 1988: 241). Observation notes focused on both the students and teacher have been said and done in the interactional setting (Allwright, 1988).

As no observation is value-free or theory free, one of his colleagues was asked to observe the class. This was intended to promote observation's reliability (Allwright, 1988, Yin, 2003: 93). The whole phase of the teaching program will be discussed in Chapter 4. The data from observation provided information to answer the second and third research questions in connection with how the GBA is implemented in teaching writing an Exposition text and the issues emerged on the implementation of GBA. Moreover, data from the observation was also used to support the finding of interview data.

3.4.2 The Collection of Students' Written Texts

Students' texts were collected at various stages of the research program including diagnostic stage, joint construction stage, and independent construction stage. The researcher collected the students' written works which were produced in the teaching program to find out the characteristics of their text. Students' written works constituted the main resource of information to plot students'

development in control of writing skills. Sample of the students' texts represented students' different levels of achievement (see chapter 5).

3.4.3 Interviews

The last source of the data was interview with the participants of the study. Kvale (1996: 35) defines interview as "an interaction between two people, with the interviewer and subject acting in relation to each other and reciprocally influencing each other". Interviewing is an important way because it can be used to check the accuracy or verify of what the researcher has gained through observation (Fraenkel and Wallen, 1993: 385; Maxwell, 1996: 76). This aims to obtain more comprehensive data on their perspective and to clarify the extent to which the teachers implemented GBA to teaching and learning writing throughout the curriculum cycle. It was intended to answer the research questions on three areas related to the second and third research questions, i.e. the students' responses regarding the implementation of the genre based approach to teaching writing an Exposition and the issues that emerged in the teaching program under the genre based approach. The questions in the interviews were designed and structured in advance although there was also a stage for follow-up questions depending on the interviewees' answers.

A semi-structured interview was administered to enable the researcher to get all information required while at the same time permitted the participants' freedom of responses and description to illustrate the concept (Field and Morse, 1985: 67 cited in Emilia 2005: 83). Semi-structured interview can increase the

comprehensiveness of the data and make data collection somewhat systematic for each respondent because logical gaps in data can be anticipated and closed (Fraenkel and Wallen, 1993: 387).

A face-to-face interview was conducted at the end of this program. Considering the interview language, based on the agreement with the interviewees, the interview was conducted in *Bahasa Indonesia* (see Appendix 5). The interview was tape-recorded with the agreement of the interviewees. The researcher set up the interview appointments and facilitated a quiet environment where interruptions seem cannot occur during the interview. All respondents were asked the same questions. This made it possible for the respondents to remain anonymous.

3.5 Data Analysis

Data analysis in this research was conducted inductively over the course of the program and after the teaching program (Alwasilah, 2008: 105). As discussed in data collection section, three instruments were administered in this study, namely observation, students' text analysis, and interviews. Ongoing data analyses and interpretation were based on data mainly from diagnostic writing prior to the teaching program, classroom observation notes. Data which were analysed after the research program were mainly students' writing sample (including diagnostic texts), and interviews data. Those instruments, basically, were administered altogether to answer all the research questions. Each of them is discussed below.

3.5.1 Classroom Observation Data Analysis

In analyzing the data of classroom observation, the researcher did it based on field notes and video taped. Having finished the teaching program, the researcher watched the video of the teaching program for many times. It was aimed at getting information and clear picture to answer second and third research questions.

The analysis was based on the theory of GBA, its principles, and teaching cycle. The activities that happened during the classroom observation were analysed and categorized based on the themes. Based on the research questions, there are two central themes that would be analyzed in this study. The first theme is the students' response toward the implementation of genre based approach and the second theme is the issues that emerged in the implementation of GBA.

In analyzing observation data, the researcher did the following activities. First, observation notes during the teaching program of an Exposition text were transcribed. Then the activity was followed by summarizing of all activities during teaching program which was relevant with the study and matching the data with the research questions. Third, the data were coded and categorized based on the theme. There are three themes of interview questions, i.e. students' general responses on the implementation of the genre based approach, students' responses on each stage of the genre based approach, and students' suggestion on the improvement of the teaching program. The data were interpreted only based on the principles of the GBA (see chapter 2 section 2.2) as presented by Derewianka (1990), Christie (1993), Feez and Joyce (2002: 25), Gibbons (2002, 2009)

3.5.2 Documentation of the Students' Text Analysis

In view of the fact that this study intends to examine students' an Exposition texts, the framework of Systemic Functional Grammar is used as a tool of analyzing genres. In relation to the field of education, good functional grammar can help language teachers to be more effective teachers, since language teachers usually find they need to be discourse analysts in their own classrooms (Gerot and Wignell 1995: v; Martin, Matthiessen and Painter, 1997: 1).

Students' texts were analysed by using systemic functional grammar (SFG). Students' text analysis started with the logic or schematic structure, organization and the social function of the text, and how well each element in the text performs its function (see Derewianka, 1990; Feez and Joyce, 1998, 2004; Martin, 1985). Then the text were analysed in terms of linguistic features based on Transitivity system which dealt with how text organizes experience, one part of the ideational function of language, Conjunction system, and interpersonal meaning which covered the aspect of the Modality system (see Gerot and Wignell, 1994; Martin, Matthiessen, and Painter, 1997; Halliday and Mathiessen 2004; Eggins, 1994, 2004). Then the Theme system was discussed to find out cohesion and coherence of the texts.

3.5.3 Interview Analysis

The data from the interview were analyzed in steps. First, the data from interview were transcribed or converted in written forms and subsequently categorized and interpreted to answer the research questions. Then, the transcripts

were read and condensed or compressed into briefer statement in which the main sense of what is said is rephrased in words (Kvale, 1996: 192). In the next step, the data were coded and categorized. Finally, the interview data were interpreted to reveal students' responses on the implementation of the teaching program based on genre based approach and the issues that emerged in the teaching program. The data from interview were supported by the data obtained from different resources. This was aimed at enhancing the validity of the conclusion of the study (Stake, 1995, Freebody, 2003 cited in Emilia, 2005).

3.6 Validity

Validity is one of important issues in conducting the research, particularly the research which employed a qualitative method. In qualitative research, validity refers to the trustworthiness (Cresswell, 1994: 157) of the study. To ensure the internal validity in the research design, the data gathered from the field of study can be validated by doing several steps in a triangulation method. Triangulation reduces the risk that the conclusion will reflect only the systematic biases or limitation of specific method. Triangulation is also used to collect information from diverse range individuals and setting and use variety of method (Maxwell, 1996). Furthermore, Yin (2003) explains that using multiple sources of evidence is a major strength of case. Therefore, a finding or conclusion in a case study that is based on a process of triangulation is likely to be more convincing and accurate than one that is not (Meriam, 1998: 207).

Three sets of data were collected including classroom observation, interviews, and students' journal. The researcher conducted validity by convergence with other sources of data (using various kinds of instruments and comparison with the literature). The data from interviews were crosschecked with the data gained from the observation notes and students' journal. To ensure the validity of data from observation, the researcher asked his colleague to be a second observer during the teaching practices. The data from observation were compared to those noted by the second observer. The data needed in this study was recorded by using Sonny Handycam, Kodak digital camera, and MP4 player. The audio video data were then transcribed after the observation and interview had completely been conducted.

3.7 Conclusion

A discussion of methodology aspect underpinning the present study has been presented in the previous sections including research questions, research design, research site and participants, data collection, and data analysis. The next chapter will concern description of the teaching program done by the researcher.