

CHAPTER III

METHODOLOGY

This chapter presents the research methodology that includes a comprehensive overview of all procedures and stages of this study on the basis of two research objectives: (1) the teacher's understanding of genre-based pedagogy, specifically in the context of online teaching of Narrative writing, and (2) the challenges the teacher encountered during the implementation of the pedagogy in that specific context. To attend to these research problems, this chapter begins with the explanation of the research design, followed by the explanation of research site and participant, data collection, and data analysis.

3.1 Research Design

Guided by the aforementioned nature of the research objectives, this study engaged in a qualitative study in order to gain a comprehensive and in-depth understanding of a phenomenon (Patton, 2015; Shank, *Brown, & Pringle*, 2014; Stake, 2010), that is teacher understanding of genre-based pedagogy in the context of online teaching of Narrative writing as well as the challenges the teacher encountered during the implementations of the pedagogy within that context.

Furthermore, this study reflects the characteristics of a case study. First, it investigated a single case (Nunan & Bailey, 2009; Yin, 2018), specifically focusing on a specific teacher's understanding of genre-based pedagogy in the online teaching of Narrative writing. Second, it was conducted in a natural real-life context (Cohen, Manion, & Morrison, 2007; Yin, 2009), which is an actual classroom setting of online teaching of Narrative writing. Third, it employed multiple data collection techniques, i.e., interviews, document analysis, and observations, in order to attain an in-depth exploration or a detailed description of the phenomenon (Kumar, 2011; Yin, 2018).

3.2 Research Site and Participant

In terms of the research site, this study was conducted in Bandung, West Java, as part of a teacher training project focused on genre-based pedagogy that

involved 38 participants from some regions in Bandung, and the project's results can be seen in Gunawan et al. (2021). Being part of the project, this study specifically focused on investigating teacher understanding of genre-based pedagogy in the context of online teaching of narrative writing. The choice to focus on the online context was driven by the fact that at the moment, teachers were required by the Indonesian Ministry of Education and Culture to conduct online teaching due to the Covid-19 pandemic (see Circular Letter Number 4 of 2020).

Regarding the participant in this study, a teacher from the training was selected based on purposive sampling technique in order to meet the phenomenon of interest of this study (Patton, 2002; Creswell & Clark, 2011; Cohen et al., 2007). More specifically, this study involved an English teacher at one junior high school in Bandung, West Java, Indonesia, based on the reason that she employed genre-based pedagogy to teach Narrative writing in an online context. Furthermore, she was willing to participate in this study after the researcher provided sufficient information about the purpose of the study and what was expected from her.

3.3 Data Collection

This case study involved multiple data collection techniques to ensure the validity of research findings and to enhance the comprehensive understanding of the phenomenon being studied (Baxter & Jack, 2008; Creswell, 2014). The researcher made use of interviews, relevant documents, and observations. Each technique will be explained in these following subsections.

3.3.1 Interviews

The data in this study were also be collected through interviews with the teacher to comprehensively capture the aspects that could not be directly observed (Cohen et al., 2007; Fraenkel, Wallen, & Hyun, 2012; Gall, Gall, & Borg, 2003). In detail, this study conducted two stages of interviews with the teacher. The first interview aimed to gather information about the teacher's understanding of genre-based pedagogy, that was for the first research question. The second interview was conducted to obtain information about the challenges encountered by the teacher

during the online teaching practices of Narrative writing, which served as the primary information for the second research question.

The two stages of interviews followed the procedure of semi-structured interviews, using open-ended questions to allow for flexibility during the interviews (Gillham, 2000; Cohen et al., 2007). More specifically, these open-ended questions enabled the researcher to explore the participant's thoughts, feelings, beliefs, and experiences related to the topic of interest in greater depth. Therefore, the researcher prepared a list of questions that could be developed based on how the conversation went, but still focused on the topics (Mason, 2002; Taylor, 2005). The researcher began with the general ideas and subsequently use them to ask more specific questions.

In terms of the list of questions for the first stage, they were constructed based on the theory related to genre-based pedagogy, as can be seen in Appendix 1. The questions for the second stage of the interview were designed to specifically focus on the challenges encountered by the teacher during the teaching practices (see Appendix 1).

All the interviews were conducted via Zoom, which the participant and researcher perceived to be convenient. The interviews were held in *bahasa Indonesia* in order to avoid misinterpretation. Furthermore, the interviews were recorded after getting the permission from the participant, aiming to offer accurate data (Cresswell, 2008) and to facilitate the transcription process.

3.3.2 Documents

Documents in forms of teacher lesson plans and students' texts were analyzed to gather information for the first research question, i.e., teacher understanding of genre-based pedagogy in online teaching of Narrative writing. These documents are relevant to address a qualitative study of classroom instruction (Merriam & Tisdell, 2016) and the most crucial for case studies to verify and strengthen evidence from other sources (Yin, 2009).

Regarding the lesson plans, the researcher utilized two lesson plans designed by the teacher for teaching Narrative writing online. These lesson plans allowed the researcher to obtain information about the teacher's framework of a

sequence of activities and learning of genre-based pedagogy (Hyland, 2004), specifically in online teaching of Narrative writing, that became an essential measure of the teacher's competence (Kwo, 1988, cited in Badriah, 2013). Furthermore, the lesson plans also exposed the teacher's beliefs, understandings, and orientations about the pedagogy (Baecher et al., 2014; Li & Zou, 2017).

While for the students' texts, this study utilized two students' independent texts, one from each of the teacher's first and second online teaching practices of Narrative writing, collected randomly as samples. They were used as additional information to assess the outcomes of the independent construction stage from each practice.

3.3.3 Observations

Virtual classroom observations were conducted to obtain data on the teacher's genre-based pedagogy activities in teaching Narrative writing, that is to address the first research question. The observations were conducted on two separate occasions, the teacher's first and second online teaching practices of Narrative writing, both within a complete unit of teaching. The observations were conducted via Google Meet due to the COVID-19 pandemic. Additionally, the observations served as supplementary data for the second research question regarding the challenges the teacher encountered during her teaching practices within that context. These classroom observations enabled the researcher to collect 'live' data of teaching practice that have high level of face validity (Cohen & Goldhaber, 2016).

During the observations, the researcher played the role of a non-participant observer, indicating that the researcher did not actively participate or interact with the participant in the research setting. It aims to understand the natural setting without manipulating it (Hamied, 2017). Furthermore, in order to keep a detailed written record of the activities carried out by the teacher, while observing, the researcher utilized observation checklists adapted from Kartika-Ningsih (2016) and field notes. To complete and to confirm the observation checklists and field notes, the researcher recorded the classroom activities (Nunan & Bailey, 2009) through the use of the record facility on the online platform.

3.4 Data Analysis

The data analysis from the three instruments (interviews, observations, and documents) were presented in a form of descriptive explanation. How the data were analyzed will be discussed in detail below.

3.4.1 Interviews

The data from the audio recording of the two interviews were transcribed. To ensure the validity of the transcriptions, the researcher shared them with the participant for confirmation whether the content was what she said and meant. After that, the transcriptions were categorized, coded, and reduced. The data from the first transcription were interpreted descriptively based on the theory of genre-based pedagogy and the principles of effective online teaching to answer the first research question regarding teacher understanding of genre-based pedagogy in online teaching of Narrative writing. While the data from the second transcription were interpreted to answer the second research question regarding the challenges the teacher encountered during the teaching practices.

3.4.2 Documents

The documents comprising the teacher lesson plans for online teaching of Narrative writing were analyzed based on the components of a lesson plan, that includes but not limited to the three major components, which are learning objectives, teaching procedures, and assessments, as suggested by the Ministry of Education and Culture of the Republic of Indonesia in Circular Letter Number 14 of 2019. Then, each component of the lesson plan was analyzed based on the theory of genre-based pedagogy, including the teaching-learning cycle. Additionally, the data were also analyzed based on the principles of effective online teaching

Concerning the students' texts, they were analyzed based on the SFL analysis that allowed the researcher to identify the structure and language features of Narrative text, as suggested by the genre-based pedagogy experts (Butt et al., 2000; Emilia, 2016; Hyland, 2004).

3.4.3 Observations

The observation data were transcribed after being watched several times to get the clear picture about genre-based pedagogy activities carried out by the teacher in online teaching of Narrative writing. To complete the transcription, the researcher utilized the data from the observational checklists and field notes. Then, the data from the transcription were categorized based on the stages of genre-based pedagogy and interpreted descriptively based on the theory of the implementation of genre-based pedagogy suggested by the theorists of genre-based pedagogy. Furthermore, the data were also analyzed based on the principles of effective online teaching. The results from these observations were to address the first research question regarding teacher understanding of genre-based pedagogy in the context of online teaching of Narrative writing and to strengthen the data for the second research question that was the challenges encountered by the teacher during the practice.

3.5 Concluding Remark

This chapter has presented the methodology employed in this study. It commences with the explanation of the research design, specifically focusing on a qualitative study that adopts the characteristics of a case study. The research site was in Bandung within the context of an online environment, and the participant was an English teacher at one junior high school in Bandung, West Java, Indonesia. The data were collected through interviews, documents, and observations, which then were analyzed and interpreted descriptively. The following chapter will provide the findings and discussion based on the research questions proposed in Chapter I.