

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the process of conducting the research. These include research problems, research design, data collection, and data analysis.

3.1. Research Problems

This chapter discusses the research methodology to investigate the answers of all research questions. The research questions consisted of 1) What do the English teachers understand of genre-based approach?; 2) Is the English teachers' understanding of genre-based approach reflected in their teaching-learning activities?; 3) What difficulties do the English teachers encounter in implementing genre-based approach?.

3.2. Research Design

This study employed a mixed method design. It was a triangulation design. Creswell (2007: 62-63) and Dornyei (2007) state that the triangulation design is used to directly compare and contrast quantitative statistical results with qualitative findings. Relevant to the statement, this study applied the triangulation design because it compared and contrasted the data gained from questionnaires, classroom observations, and interviews to enhance the validity for this study.

Regarding the quantitative data, this study collected and analyzed the data obtained from the questionnaires. Dornyei (2007: 102) and Creswell (2008: 54) argue that the quantitative are gathered to measure and find out what participants think about the variable. The statement is relevant to this study. In this research, the questionnaires were employed to measure the English teachers' understanding of genre-based approach, find out the implementation of the genre-based approach

based on their understanding of the approach, and investigate the difficulty they encountered in implementing the approach.

Concerning the qualitative data, this research collected and analyzed data gained from classroom observations and semi structure interviews. The qualitative data were collected to get detail opinion from participants. This study is relevant to Dawson' statement (2010: 15).

3.3. Data Collection

This section discusses the data collecting techniques in conducting this study including research site, participants, and research instruments. Each division is explained below.

3.3.1. Research Site

This study was conducted at Junior High Schools located in a regency in West Java. In the regency there are one hundred and forty nine junior high schools divided into five groups based on the location. The schools were chosen randomly and purposively as the participants of this study.

The other reason was related to technical consideration, namely easy access. It means the researcher felt easy to get data since the junior high schools are located where the researcher lives.

3.3.2. Participants

The participants of this research were thirty English teachers coming from thirty junior high schools. Regarding the sample size, Fraenkel and Wallen (2000) states that sample size affects accuracy of representation. It is minimum is 30; upper

limit is 1.000. The larger sample means less chance of error. Relevant to the statement, this study involved thirty English teachers as the participants. A limitation to number of the participants was regarding the efficiency of time in analyzing the data obtained. Since there were so many items that had to be analyzed and it needed time and hard work.

Regarding the data collecting of questionnaires, the thirty English teachers of junior high schools were picked out randomly. Concerning random sampling, Fraenkel and Wallen (2000), Dawson (2010: 55), Ross (2005) and Dornyei (2007: 97; 2003: 73) state that random samplings are employed to give all participants an equal chance of being selected and minimized the effects of any extraneous or subjective factors. The random samplings of this study are elaborated in the following description.

There are one hundred and forty nine junior high schools in the regency. The junior high schools are divided into five groups based on the location of the schools. Thus, each group consists of twenty-nine or thirty junior high schools.

In conducting random sampling, all schools in the population were numbered one by one based on the groups. Then from each group, six numbers of schools were drawing randomly. Finally, thirty schools coming from five groups were selected randomly as the sample of this study. Thus, each group was represented by six English teachers coming from six junior high schools. Referring to the description above, the random sampling procedure of this study conforms to the theory proposed by the experts (Fraenkel and Wallen, 2000; Dawson, 2010: 55; and Dornyei, 2007: 97; 2003: 73).

With respect to non-participant classroom observations and semi-structured interviews, the participants were two of thirty English teachers of junior high schools chosen purposively. By considering the result from the questionnaire data, the purposive sampling in this study meant that based on the questionnaire results, two of them who got the best score were chosen to be observed and interviewed. Moreover, they were the English teachers who were ready to be the subjects of this study. Thus, the two English teachers played triple roles in this research.

3.3.3. Research instruments

This study collected data from many sources, namely questionnaires, non-participant classroom observations and semi structure interviews. Each technique is elaborated below.

3.3.3.1. Questionnaires

Brown (2001: 6 cited from Dornyei, 2003: 6) states that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or by selecting from among existing answers. Meanwhile Thomas (2003: 66) argues that questionnaire is typically used in a very general sense to mean any printed set of questions that participants in a survey are asked to answer, either by checking one choice from among several possible answers listed beneath a question or by writing out an answer.

Relevant to the statements, this study employed closed-ended and open-ended questionnaires. The closed-ended questionnaires were used to investigate

the answer of the first research question. It was the English teachers' understanding of genre-based approach including the curriculum cycle and the basic principles of the approach, the text types, and systemic functional grammar. Meanwhile the open-ended questionnaires were employed to explore the answer of the second research question concerning the implementation of genre-based approach in teaching learning activities based on the English teachers' understanding. It also attempted to investigate the difficulty they encountered in implementing the approach, as the last research question.

As discussed in the previous section, in this study, the questionnaires were posed to thirty English teachers of junior high school in a regency in West Java selected randomly. In closed-ended questionnaire, the participants answered sixty-five questions by choosing one of the answer categories that came closest to or best represented their beliefs, opinions or knowledge of the situation. The categories involved "strongly agree, agree, disagree, or strongly disagree" and listed beside the questions. The statement is relevant to the theory proposed by Dornyei (2003: 37) and Labaw (1980: 131). Besides, some questions in the questionnaires were adopted from the research of Emilia et al (2010).

Meanwhile, in open-ended questionnaires, they answered ten questions. In the section, they had no options to answer the questions. However, they had to fill the blank space (see Dawson, 2010: 31; Dornyei, 2007: 107). It intended to give them very free answer as proposed by Labaw (1980: 131). Besides, to make the English teachers free in expressing their ideas and comprehend the questions more easily, the questionnaires were presented in Indonesian.

In addition, the data of questionnaires were collected by carrying out one-to-one administration as suggested by Dornyei (2003: 81) and Oppenheim (1992). It was distributed in six weeks, precisely on July up to August 2011.

The results of the questionnaires were elaborated in Chapter Four as the research findings.

3.3.3.2. Classroom Observations

Thomas (2003: 60) argues that gathering information by means of observation involves watching and or listening to events, then recording what occurred.

Regarding this, after obtaining data by distributing questionnaires, the next data were collected by conducting non-participant classroom observations. In this case, the researcher positioned herself not as a teacher. The researcher immediately saw and heard what was happening as recommended by Thomas (2003: 60). It means that the researcher only noted what was going on during the teaching-learning process by applying the genre-based approach. The researcher did not also interact to participate during the teaching-learning process.

As collecting data of the questionnaires, the classroom observations were conducted to investigate all research questions. The first research question was to explore the English teachers' understanding of genre-based approach concerning the curriculum cycle and the basic principles of genre-based approach, the text types and systemic functional grammar. The second research question was to investigate the implementation of genre-based approach in the classroom setting based on their understanding of the approach. The last research question was to examine the problems they encountered in applying the approach.

The classroom observations were conducted at two classes of different schools in the regency. The two English teachers observed were the participants who had got the highest scores in the questionnaires. The Teacher One was the English teacher who teaches in a state junior high school (a pilot international standard school) located in the centre of the regency (group one). The Teacher Two was the English teacher who teaches in a state junior high school (minimum service standard school) located in rural area (group five).

The classroom observations of Teacher One were carried out on August up to September 2011. It was held on grade eight for six meetings. The observations were conducted three times a week. Each session of the classroom observation took 80 minutes. Meanwhile the classroom observations of Teacher Two were conducted on September up to October 2011. As the classroom observations of Teacher One, the classroom observations of Teacher Two was conducted for six meetings and each meeting took 80 minutes as well. However, the classroom observations of Teacher Two were carried out twice a week on grade nine.

During conducting the classroom observations, the researcher wrote the activities done by the teacher and the students in the interaction setting in the classroom as suggested by Morrison (1993, cited in Emilia at al, 2008). Besides, the researcher made the observation notes as soon as after each session of the observations finished when the memory of the observations was still fresh as proposed by Van Lier (1988: 241). Moreover, to construct validity for the observations, a colleague of the researcher was invited to record all activities during the processes of the classroom observations. It intended to enable the

researcher to watch the classroom observations repeatedly when it was necessary (Van Lier, 1988).

All activities in the classroom observations were discussed in detail in Chapter Four of this research.

3.3.3.3. Interviews

Interviews were the last data collecting technique in this research. According to Thomas (2003: 63), interviews usually involve a researcher orally asking questions for individuals to answer orally. Meanwhile, Kvale (1996: 14) states that individual interview is an interchange of views between an interviewer and the interviewee by talking about a theme of mutual interest. Moreover, Dawson (2010: 28) argues that interview aims to know specific information that can be compared and contrasted with the information gained from other data collecting techniques. For the reasons, this study employed semi structures interviews that could support the findings of the data gained from the questionnaires and the classroom observations. In the interviews, the researcher interchanged views concerning the genre-based approach as the main issue in detail with two selected English teachers.

The interviews were conducted to answer all research questions concerning the English teachers' understanding of the genre-based approach, the application of the approach in teaching-learning activities based on their understanding, and the difficulty they encountered in implementing the approach.

The participants of the interviews were the English teachers who had been observed in the classroom observations. The interviews were done once for one

English teacher. It was done after all teaching-learning activities in the classroom observations had finished. The interviews were held in the schools where they teach.

In each interview, twenty-five questions by using Indonesia language were posed to each English teacher. Choosing Indonesia language in the interview was to make the English teachers free in expressing their ideas. Moreover, in the interviews, the researcher used a tape recorder to avoid the loss of the data and enable the researcher to transcribe it later. Thus, it enabled the researcher to analyze the data in depth (Silverman, 2005, p: 183-184).

The results of the interviews were presented in the next chapter of this research, Chapter Four.

3.3.4. Teaching Material

Teaching material of this study focused on text types. In this case, it concerned the text types for junior high school only. The text types included Recount, Descriptive, Procedure, Narrative and Report.

In collecting data by using questionnaires, all text types were posed to the participants in depth including the social function, the schematic structure, and the linguistic features, and the example of each text. The data can be seen completely on Appendix One.

Meanwhile in conducting classroom observation, the researcher observed the application of the texts in classroom activities. In the classroom observation of Teacher One, the teaching material focused on Recount text because the teacher

taught in grade eight. Whereas, in the classroom observation of Teacher Two it discussed Procedure text because the teacher taught in grade nine. The complete data can be seen on Appendix Four.

In obtaining data by using interviews, the English teachers were posed questions related to all text types in detail as done in the questionnaires. It involved the social function, the schematic structure, and the linguistic feature of each text. The data can be seen completely on Appendix Five.

3.4. Data Analyses

The data analyses were conducted to answer all research questions. The data obtained from closed-ended and open-ended questionnaires, non-participant classroom observations, and semi-structured interviews were analyzed, categorized, and then interpreted into three themes based on the research questions.

Because this study employed a mixed method design, the analyses of data were conducted in two phases. The first phase was the analysis of quantitative data and the second one was qualitative data.

Regarding the quantitative data, the closed-ended questionnaires were analyzed to answer the first research question concerning the English teachers' understanding of the genre-based approach. The data were analyzed in some steps. The step 1 was converting the respondents' answers to numbers by means of coding procedure. The coding step covered code 1 for strongly disagrees, code 2 for disagrees, code 3 for agrees, and code 4 for strongly agrees. The step 2 was entering the data into a computer file. The step 3 was processing data by using

frequency analysis and descriptive statistics of SPSS as suggested by Dornyei (2003). The frequency analysis was employed to count how many respondents fit into a particular category (Powell, 2003). The step 4 was calculating the average of each question by using excel program. The step 5 was making ranges to interpret whether the English teachers understand of the genre-based approach or not. The ranges of the percentage proposed by Sudjana (2004, p: 24) involved: the range 0% - 25% means “strongly do not understand”; 26% - 50% means “do not understand”; 51% - 75% means “understand”; and 76% - 100% means “strongly understand” of the genre-based approach. The percentages were made to show relationships and comparisons between categories of respondents (Powell, 2003). Besides, the researcher conducted data cleaning to check if there were some mistakes in analyzing the data of questionnaires (Dornyei, 2003: 96-104).

Next, for qualitative data, the data were obtained from the open-ended questionnaires, the classroom observations and the interviews. The data were analyzed by using the theory of qualitative data analyses but in different ways.

The data of the open-ended questionnaires were analyzed by categorizing the answer based on the second and the last research question concerning the implementation of genre based approach in teaching-learning activities based on the English teachers’ understanding and the difficulty they encountered in applying the approach. Then the data were interpreted as the findings. The procedures coincided with the statement of Dornyei (2003).

As discussed in the previous section, the data gained from classroom observations were analyzed to answer all research questions. The data analysis was conducted in the following steps. The step 1 was organizing data of the

classroom observations into file folders or computer files. The step 2 was transcribing data. It was conducted by listening and watching the videotapes and then reading the notes of the classroom observations. The step 3 was converting data from videotapes into text data. The step 4 was marking the text data by hand and dividing them into three parts based on the themes of the research questions (hand analysis). The themes were the English teachers' understanding of genre-based approach, the implementation of the approach in teaching-learning activities based on their understanding, and the difficulty they encountered in implementing the approach. The step 5 was describing data. In this step, the researcher described and developed the data consisting of answering the research questions and forming deep understanding of the phenomenon through the description and the thematic development. The step 6 was reporting and interpreting the findings. The steps explained above are relevant to the statement suggested by Creswell (2008: 245-257; see also Powell and Renner, 2003). The interpretation of the findings is presented in detail in the next chapter, Chapter Four.

Meanwhile, the data obtained from the interviews were analyzed in the following steps. The step 1 was converting the data from oral language to written language. The interview transcripts were then read many times and notations were made in the margins to look for the statements representing the perspective mainly related to the research questions. The step 2 was coding the data. The codes were later used as categories to organize the data based on the research questions. The step 3 was interpreting and concluding the data into the findings as a descriptive report representing point of views within interpretative orientation. The stages of the data analysis conformed to the statement proposed by Kvale (1996).

Finally, all data gained from the questionnaires, the classroom observations and the interviews were triangulated by making comparison and contrast to enhance the validity of the conclusion of this study.

The results of the data analyses were then interpreted in detail in Chapter Four of this research.

3.5. Concluding Remark

This chapter has drawn the methodology of this study that used a mixed method design in particular the triangulation design.

The data were collected by means of the questionnaires, the classroom observations, and the interviews. All data obtained from the sources were analyzed quantitatively and qualitatively. At last, the data were triangulated by making comparison and contrast to enhance the validity of this study. The findings of this study are elaborated in the next chapter, Chapter Four.