

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a complete explanation about how the study is conducted. The explanation will begin with the method used to achieve the goal of the study. Afterwards, site and respondent are explained and followed by data collection techniques. All instruments employed to gain the related data are explored here. Then, data analysis procedure is discussed lastly.

3.1 Research Design

This study is a qualitative study since the first intention of this study is to portray the phenomenon of pre-service teachers' teaching performance in their natural setting (Denzin and Lincoln, 1994 in Creswell, 1998; Creswell, 1998: 14). Creswell strengthens this idea by explaining that a qualitative study is an inquiry process that explores social or human problem (see also Fraenkel and Wallen, 1990). Aside from the needs to describe the pre-service teachers' teaching writing process, this study also emerges to figure out the problems that are faced by them.

The focus of the study is a specific part of a phenomena and it is known as a case (Gall, et al. , 2003: 435). That opinion impacts on the needs of deploying a case study approach to accompany the inquiry process. A case study seeks in-depth information of a phenomena through multiple sources as an attempt to conceptualize and depict it (Creswell, 1998: 36; Gall et.al., 2003: 439, Laws

&McLeod, 2006: 4; Best, 1981: 108). This supported this study in which it portrayed the teaching process using Genre-Based Approach.

Case study is also exploited when the boundary between the phenomena is not clear and as there is a lack possible control given to the variables involved that mostly happen to educational setting research (Laws & McLeod, 2006: 4, Yin, 1984 in Laws & McLeod, 2006: 5.). This infers case study focusing on process that involves interaction between factors influencing the growth or change of a variable (Merriam, 1988 in Laws & McLeod, 2006: 4; Best, 1981: 108; Laws & McLeod, 2006: 4). Its focus results in a thick description of the case.

This design is suitable to accompany the investigation of the problem since the intention of the study is to portray the process of teaching writing using Genre-Based Approach. Moreover, the variable of this study which are teacher's teaching performance is something that cannot be controlled and also by portraying the process, in depth analysis can be done to reveal the problem encountered so that the solution can be taken immediately.

3.2 Site and Respondent

The data was taken in one of junior high schools in Bandung. The selection of this school was taken because of a well-known credibility of the school. It can be assumed that the pre-service teachers who perform their teaching practice here possibly get a supportive field to learn. There were two pre-service teachers who were voluntarily observed. They were both male experiencing in private teaching for more than a year. They were both good in academic proven by GPA 3.0. Good GPA could be a presumption that they had sufficient

understanding about English teaching. They were called as Respondent 1 and Respondent 2.

3.3 Data Collection Techniques

Multiple sources of information are usually applied in a qualitative study. Hence, there were some instruments used to collect the required data. The most common methods of data collection are observation, interviewing and document analysis (Fraenkel and Wallen, 1993: 384). Observation and document analysis were primarily exploited to answer question number two on how the teaching process is carried out. Questionnaire was used to answer question number one about the understanding of Genre-Based Approach concept and interview was intended to clarify unclear data from the other sources. The explanation of each method can be seen as follows:

3.3.1 Questionnaire

Since the first research question is aimed to reveal pre-service teachers' understanding about Genre-Based Approach concept, it is best to use this instrument because questionnaire can be geared to find out what people know, feel, did and think (McNamara, 2011) and understanding is about something that people know. Basically, the aim of this first research question can also be fulfilled by conducting an interview but questionnaire can give more space and time to think of the response well.

As a result, a list of 4 open-ended questions was given out in Bahasa Indonesia. This consideration was taken in order to ease the respondents to describe the answers as much as required. All of the questions were about to find

the understanding of Genre-Based Approach (see Appendix A). The first question was about definition of Genre-Based Approach. The second and the third questions were in relation to the stages in Genre-Based Approach and their definition. Question number four was about kinds of activity that are possible to be done in each stage.

3.3.2 Document Analysis

Documents analyzed were lesson plans used by the pre-service teachers. The documents analysis is important since it can be a complementary source of other utilized methods such as observation and interview (Guba & Lincoln in Alwasilah, 2009:156). Analyzing lesson plans helps to read beyond context because document is a natural data resource that is revealed from a context and explains itself. In this study, lesson plans can be a determinant whether what was written had been implemented or not. If something is unmatched, there is a chance to have a clarification in interview session so it can enrich the finding.

3.3.3 Classroom Observation

The next data collection technique was classroom observation. This technique was utilized to answer research question number two about the execution of Genre-Based Approach in the classroom. An observation provides the researcher a complete illustration of a phenomenon compared to data gained from an interview or documents (Gall.et.al., 2003: 267). Moreover, observation was used to verify data obtained from other methods. There apparently six meetings to be observed. Each respondent taught descriptive text in three meetings.

It is recommended that a researcher decides a position to act in the observation. In this study, the position taken is as a complete observer. Raymond Gold in Fraenkel and Wallen (1993) justifies that there should not be any involvement from a complete observer in the activity being observed. The observation was accompanied by a field note. The field note was formed in two columns, descriptive and reflective. Descriptive column brings the actual activity that happens while the reflective section is a spot to express observer's thoughts about what is in the descriptive part. Aside from a written field note, Gall et.all (2003) mention that sometimes a field note should contain a visual detail. As a response to this, video-taping was made to cover it.

3.3.4 Interview

The last stage of the data collecting process was conducting an interview. The purpose of the interview is to gather unique information that cannot be caught by observation or to obtain interpretation that is done before by the person interviewed (Patton in Fraenkel and Wallen, 1993: 385; Stake, 2010: 95) If there is mismatch between activities stated in the lesson plan and the ones carried out by the pre-service teachers, an interview is beneficial to have a clarification.

Besides, the interview was also directed to evoke the problem faced by the pre-service teachers as they implement the Genre-Based Approach into their teaching writing process. This was a semi-structured interview since most of the questions were arouse from the data collected from the three previous techniques. The interview was recorded. The questions are categorized into concept of Genre-Based Approach, clarification on the activity found in the previous data collecting

process, writing habit, attitude towards Genre-Based Approach, and the barrier encountered along the process of teaching.

3.4 Data Analysis

After gaining the data from questionnaire, classroom observation, document analysis and interview, the data was interpreted to be then analyzed. The procedure of each process is explained below:

3.4.1 Questionnaire

Each answer gained from the questionnaire was validated with the theory of Genre-Based Approach. The final result of it was used as a pre-assumption on how well the teaching learning process can be carried out by the pre-service teachers. The result has a linear comparison with the pre-assumption. If the result is disappointing, it shows that pre-service teachers have limited knowledge of Genre-Based Approach so the pre-assumption is also negative therefore the implementation of it in teaching and learning process is not maximum and vice versa.

3.4.2 Document Analysis

Genre-Based Approach actually does not require certain types of lesson plan. The lesson plan used in this study was analyzed based on the lesson plan elements suggested by Brown (2001). Brown's framework was considered fulfilling and simple for preparing a good lesson plan. There were five elements to be analysed:

1. Stating goal that explain what is to accomplish by the students at the end of the lesson

2. Explicitly state the objective that is what students have to gain from the lesson
3. Provide interesting materials and equipment that can help students master the objective
4. Having a clear procedure. It means that the lesson plan has a scaffolding process and varied learning activities
5. Conduct an evaluation that is related to the learning process and objectives

Besides from its elements, the lesson plan was also evaluated based on the framework being studied along with the process of contrasting it with the observation process.

3.4.3 Classroom Observation

The data gained from observation was transcribed first using discourse analysis tool. The teacher's talk was signed as T while student's as S. Each activity was categorized based on each stage of Genre-Based Approach. For example, Respondent 1 asked the students to analysed a picture on how the shape of the face, the nose, etc.

Excerpt 8:

T: "How about the shape of the face?"
 S: "oval"
 S: "item"
 T: "oval"
 <writing on the board: HE HAS OVAL FACE>

(Respondent 2-Observation #2)

The process happened in the observation was interpreted and analysed to find out how the pre-service teacher delivered the lesson and what were he delivered. Related theory was embedded to justify the analysis.

3.4.4 Interview

The record of interview process was transcribed first to be then categorized into the related category from which the question was generated. The questions could be categorized into five groups. They are the concept of Genre-Based Approach, clarification on the activity found in the previous data collecting process, writing habit, attitude towards Genre-Based Approach, and the barrier found along the process of teaching. For example, clarification on how far teachers' involvement in the writing process in Independent Construction of the Text since respondents did not involve much in that step.

I : what about the teacher in joint construction?

R2 : the teacher only corrects. if the students ask, the teacher should answer, should direct, giving feedback

The statements from the respondents were interpreted to find the answer for unclear data. The theory of Genre-Based Approach was embedded to accompany the analysis.

3.5 Concluding Remarks

This chapter has presented research methodology used in the study consisted of research method, site and respondents, data collection, and data analysis. A complex process needs to be taken so that the aim of this study: 1) figuring out pre-service teachers' understanding of Genre-Based Approach and 2) how it is applied in the teaching process of writing, can be achieved.