CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the approach employed in the study, drawing upon the material discussed in Chapter 2. The discussion commenced by providing a detailed explanation of the study's design, namely a case study and its underlying characteristics (Creswell, 2012;Yin, 2003). Additionally, information on the participants and the study site was presented. The discussion followed by detailing the methods and techniques employed in collecting and analyzing data for the study's objectives, namely, (1) how does the Process-Genre Approach assist EFL learners in producing an excellent narrative text showing creativity in a Creative Writing Class and (2) what do the EFL learners involved in this study say about the Process Genre Approach in writing a narrative text in a Creative Writing Class.

3.2 Research Design

This study applied a case study to find out ((1) how does the Process-Genre Approach assist EFL learners in producing a good narrative text showing creativity in a Creative Writing Class and (2) what do the EFL learners involved in this study say about the Process Genre Approach in writing a narrative text in a Creative Writing Class.

A case study was chosen for three reasons.

Initially, a small group of the research subjects comprises a single case in this investigation (Cohen et al., 2007; Creswell, 2012; Yin, 2003) and significant contribution to developing knowledge and theory (Rowley, 2002). In particular, the case enhances the existing body of literature on the PGA's teaching method for narrative texts and creative writing, which still needs to be improved in the Indonesian context (Emilia, 2005). In addition, the generalization of the findings is intended for something other than the purposes of this research (Flyvbjerg, 2006; VanWynsberghe & Khan, 2008).

Furthermore, the research employed a variety of evidence sources (Swanborn, 2010; Yin, 2011). The various forms of evidence utilized in this study were gathered through participant observation field notes, student writings, and interview transcripts. These sources will be elaborated upon in more extensive detail in Section 3.4.

Thirdly, textual data were analyzed using text analysis (Guest et al., 2011). Thematic analysis was utilized to examine textual data obtained from the participant observation field notes, student questionnaire responses, and interview transcripts (a more comprehensive discussion can be found in Section 3.5).

Chapter 2 provided an extensive review of the SFL, a powerful text analysis tool employed to assess the students' writings. The findings of the text analysis were utilized to construct an explanation (Yin, 2003) regarding the potential of the PGA to help enhance students' narrative and creative writing abilities.

Concerning the reliability of this research, the following sections will describe the case study protocol. This includes the data collection procedures, the case study database (see Section 3.4), and the ethical considerations that were taken into account (see Section 3.8), as recommended by Yin (2010).

3.3 Research Site and Participants

The study was conducted in a specific Private University in Ende Regency, East Nusa Tenggara Province, chosen for specific reasons. This university is the researcher's place of work as a lecturer. The researcher gained a comprehensive understanding of the situation and the other lecturers and participants involved. Furthermore, as a university lecturer, the researcher enjoyed an easy access to the research location. Moreover, this study could enhance the development of English language learning at the research site. Thus, a majority of the students at the research site needed help with composing English text narrative genre. The students were limited to English resources such as English language courses, literature, and English-native speakers.

This research carried out during the fifth semester of the academic year 2022/2023, utilized thirty first-year tertiary EFL students from a regular program of study. Understanding was gained through participant observation in a natural

context, which was made possible by the regular class (Malik & Hamied, 2014). In Section 3.4, the data collection is elaborated upon.

This study's participants possess two qualities. The initial requirement for enrolling in the creative writing course was completing an introductory writing course during the first semester, which all participants in this study had fulfilled. The basics of writing course covers the development of sentences and paragraphs, including narrative, descriptive, and recount forms.

Furthermore, in terms of age, gender, and region of origin, the participants were heterogeneous. By utilizing a natural setting and a diverse range of participants, this research was able to examine phenomena in their original state without the need to manipulate the environment in which everyday events and behaviors are typically examined (Norum, 2008).

The Flores and Ende-Lio languages were frequently employed by individuals for everyday communication. They utilized their mother dialects when interacting with individuals of the same ethnic background. The students engaged in interpersonal communication on campus through Flores and Indonesia. In the classroom, English and Indonesian were predominantly utilized by both the lecturer and students for learning and teaching.

3.4 Data Collection Methods

To answer the two research questions as stated in chapter one, this study applied multiple data collection techniques involving classroom observations, interview, and students' written texts (Cohen et al., 2007; Creswell, 2008; Liamputtong, 2009). The instruments and research questions will be stated in Table 3.4 underneath.

Table 3.1 Data Collection and Analysis Methods by Research Question

No	Research Questions	The method of data collection	Data analysis
1	How does the Process Genre Approach assist EFL learners in producing a good narrative	Classroom Observation	Thematically

		Interview	Thematically
	text showing creativity in a Creative Writing Class?		
2	What do the EFL learners involved in this study say about the Process Genre Approach in writing a narrative text in a Creative Writing Class?	Interview	Thematically

3.4.1 Research Instruments

The instruments used in this study were classroom observation checklists and field notes, interview, and students written texts. Those instruments will be explained below.

3.4.1 Participant Observation

Conducting classroom observation is the initial stage of data collection. Observation is a detailed and unbiased record of events that occur in the classroom, which may be analyzed and interpreted. (Hatch, 2002) states that the purpose of observation is to comprehensively understand the culture, context, or social phenomenon under investigation from the participants' perspective. The researcher was a participant observer in this study, participating in the activities as a lecturer (Kawulich, 2005; Whyte, 1979).

Additionally, the purpose of this research was to use data obtained from classroom observations to lecturers' teaching methods and practices and to gain insights into students' behaviors and actions within the classroom. The data-gathering technique was carried out according to the methods described by Hatch (2002).

- Observing teaching and learning activities to understand the specific circumstances in which they take place. Participants' understanding of the event is determined by making inferences based on what they already know.

- Noticing things that participants might overlook or consider as given, which are less likely to be discussed in interviews or other data collection methods.

- Finding out confidential information that people may be uncomfortable providing during interviews.

- Getting close to social phenomena enables the researcher to integrate personal experience into their understanding of the situation.

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Furthermore, classroom observation encompasses assessing the learning environment, consisting of lecturers, students, materials, and the physical setting where learning occurs. In order to conduct this study, the researcher observed classroom activities over eleven sessions that took place for one semester, specifically from September to December 2022. The Creative Writing class gathers twice weekly, each lasting 100 minutes, resulting in 200 minutes per week. Classes are conducted under the schedule. Moreover, the classroom observations were conducted to investigate the implementation of the genre-based approach, which facilitated the production of high-quality texts. Additionally, the study was interested in collecting the students' perspectives on using the genre-based approach. The classroom observation demonstrated that students participate in a writing process that involves planning, editing, revising, and publication. The process genre approach also encompasses six stages: preparation, modeling and reinforcing, planning, joint constructing, independent constructing, and revising. Following each meeting, the researcher documented field notes.

The observation was recorded in the field notes. Furthermore, some sessions were taped—the audiotaped sessions presented sections of the dialogue between the students and the lecturer. The absence of visual clues that previously complemented the information obtained through participant observation was a disadvantage of audiotape (Garcez et al., 2011). The field notes provide documentation of the observations (Altheide, 1996; Cresswell, 2012; Newbury, 2001; Wolfinger, 2002). Documentation is conducted after the completion of each observation session. Significant details were recorded in the field notes using a descriptive way. This encompasses specific information regarding events, people, activities, and personal reflections (Cresswell, 2012).

In addition, the field notes provide documentation of the observations (Altheide, 1996; Cresswell, 2012; Newbury, 2001; Wolfinger, 2002). Documentation is conducted after the completion of each observation session. Significant details were recorded in the field notes using a descriptive way. This encompasses specific information regarding events, people, activities, and personal reflections (Cresswell, 2012). The research involves a collaborator in their seventh

semester as a senior learner. The name of the collaborator should be provided. The collaborator's participation facilitated the reduction of biases from the perspectives of both the researcher and the collaborator.

Significant biases resulting from the observer's perspective could be introduced into the results of the observations in the current study due to the researcher's presence as an observer. In order to reduce potential biases, the researcher engaged a collaborator to verify both parties' perspectives regarding the findings of the observations (Fraenkel et al., 2012).

Having one collaborator ensures that every collaborator is present at all meetings, as the collaborator is responsible for scheduling their time and attending shifts. The collaborator was an experienced student with limited proficiency in conducting observations and a lack of familiarity with the topic, unlike faculty members with higher knowledge and understanding of the subject matter (Millis, 1992).

This study implemented three measures to deal with the problem of inadequate observational capability. Prior to the observation, a preliminary meeting will be held. The collaborator received a detailed explanation regarding the objectives, the format of the field notes, and the actions to be taken during the observation. The pre-observation meeting offered instructions to prepare the collaborator with the required knowledge and skills to conduct the observation. Furthermore, the collaborator observed and documented relevant information in the submitted field notes. Furthermore, post-observation refers to explaining the results of the researcher and collaborator's observations (Sheal, 1989).

3.4.2 Interview

At the end of the teaching program, interview sessions were conducted. Interviews provided an additional source of data. Conducting interviews with participants is essential for verifying their responses to the questionnaire and their behavior in the classroom. Interviews are important because "they can provide deeper insights into people's experiences, attitudes, perceptions, and motivation

than a questionnaire does" (Richards, 2009, p.187). The purpose of the interview was to use many data sources, such as classroom observations, questionnaires, document analysis, and interviews, to compare and contrast the educational practices seen in the classroom, in line with the concept of triangulation (Freebody, 2003). This approach enhances the validity of the study's findings (Freebody, 2003; Stake, 2010).

The interviews took place at the university. The interview with the lecturer was conducted in Bahasa. The lecturer interviewed the participant after she had completed her lecturing and was on her break. The interview occurred in a friendly atmosphere within the faculty. Timing and a comfortable setting also help to get a deeper understanding, allowing "the interviewee to come up with ideas and talk more about the researcher's concerns" (Denscombe, 2007, p. 176)

Furthermore, audio recordings are generated simultaneously with the interview. Creswell (2007) assert that recording participant interviews on audiotape offers several benefits. Initially, researchers were encouraged to engage in creative thinking during interviews in case the need for taking notes occurred. Furthermore, by recording the interviews, the researcher could compare the interviewee's remarks concerning those of other interviewers, as well as statements made in previous or subsequent interviews. Moreover, the process of gathering participants' utterances guaranteed the data's precision, as it encompassed every aspect of the data set. Consequently, recording interviews with participants using audio technology provides researchers with increased confidence that they are capturing the true essence of the interviewees' purposes (Cresswell, 2007).

The students who participated in the present study were chosen according to several factors: the results of the assessment of their diagnostic texts, their genders, the researcher's observations of their writing ability, and their attendance records. Additionally, six students participated. Other factors were taken into account by the researcher when selecting the students who attended the class, including the sexes of the students, the results of the analysis of their diagnostic texts, the researcher's observations on their writing performance, and the student attendance records. The interviewers guided their attention towards two specific

aspects during the interview process. During the interview, the interviewer informed the participants that their identities and interview records would be kept confidential and utilized exclusively for this study.

Furthermore, the interviewer demonstrated a high regard for the participants by conducting the interview in a respectful manner, rephrasing identical questions when necessary, requesting that the participants repeat their responses when needed, ensuring that the flow of communication was varied, and avoiding leading questions (Fraenkel et al., 2012). The interviews were documented through the utilization of a digital sound recorder. Subsequently, the recordings were transcribed exactly in their current form into interview transcripts intended for qualitative analysis (Creswell, 2012).

3.4.3 Students' Written Texts

During the participant observations, students' writings were documented. Creswell (2008) asserts that documents are private records obtained from participants, which serve as valuable sources of knowledge for researchers to comprehend core phenomena. The focus of this study is the implementation of the Process-Genre Approach. To find out the impact of usage on students' narrative writing skills, it is essential to gather narrative texts written by students. This would provide valuable information regarding the student's progress in writing. This is relevant to what Fraenkel et al., (2012) state as "To get information from firsthand experience" (p.478).

Six students' written texts were collected, consisting of three diagnostic texts and three independently constructed texts from the teaching stage. The documents were considered authentic and reliable writings by the students (see Chapter 5 for the analysis of the students' texts).

The students' texts were categorized into three separate categories of writing proficiency based on the study of their diagnostic texts: low, mid, and high. Mrs. Marni, a fellow researcher, participated as an evaluator in classifying each student's proficiency in writing. The following describes each level for the list of participants and their respective categories. The participants of the study were categorized into low, mid, and high achievers based on the text analysis of the participants'

diagnostic test (See Chapter 4). The description of the low, mid, and high achievers are as follows:

Table 3.2 Participants' Category

| Category	Description
Low Achiever	Many attempts to communicate an idea. However, the attempts failed or very limited control of schematic structure and linguistic features of a narrative text followed by limited words choices, cohesive devices, sentence structures, and many grammatical mistakes.
Medium Achiever	The attempts to communicate an idea were limited and sometimes failed due to limited control of schematic structure and linguistic features of an exposition text followed by limited word choices, cohesive devices, sentence structures, and many grammatical mistakes.
High Achiever	The attempts to communicate an idea were limited and sometimes lost the focus due to limited control of schematic structure and linguistic features of an exposition text followed by limited word choices, cohesive devices, sentence structures, and many grammatical mistakes.

(adapted from Ainurrahman, 2018).

Note: The descriptions are based on the text analysis of the participants' diagnostic texts (see Chapter 4).

3.5 Research Procedure

The research procedures used in this study were outlined as follows:

1. Identifying the problems that are present at the research site.

2. Finding out the relevant research studies.

3. Selecting appropriate theories to deal with the problems that arise at the research site.

4. Building or selecting the model or design for the Process-genre Approach. This study adopted Yan's (2005) teaching learning cycle,

FIGURE 1: APPLICATION OF THE PROCESS GENRE APPROACH
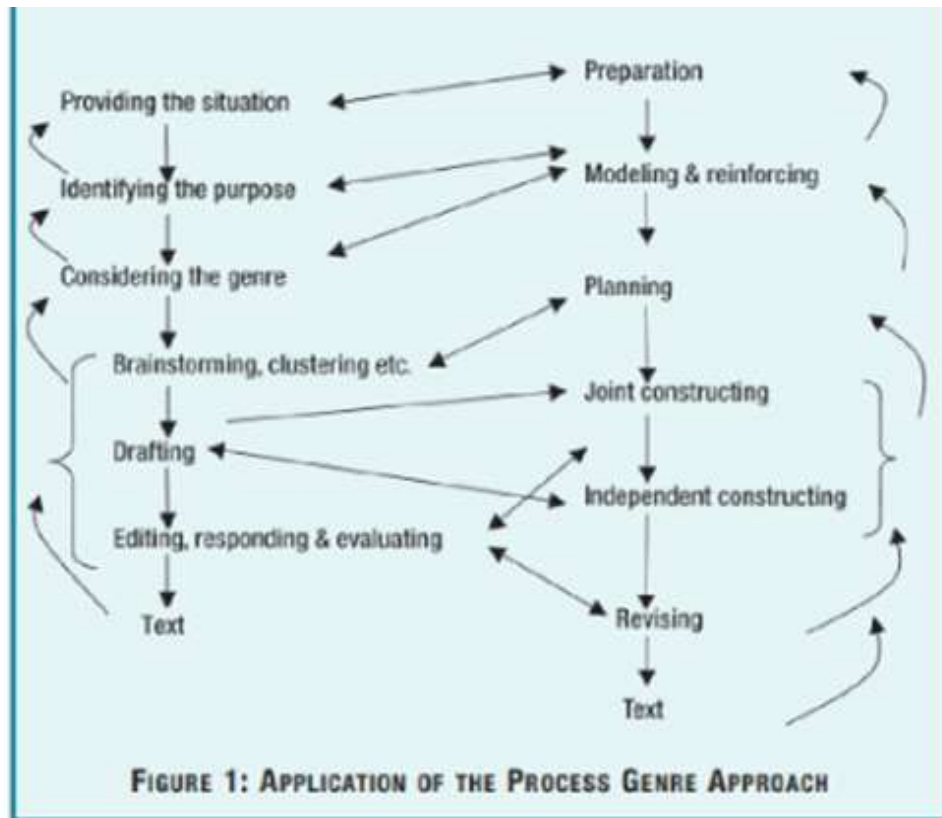
5. Making a lesson plan

6. Arranging the research schedule

No	Stages of PGA	Time
1	Preparing	September 19, 2022
2	Preparing	September 26, 2022
3	Modelling and reinforcing	October 3, 2022
4	Modelling and reinforcing	October 11, 2022
5	Joint Constructing	October 18, 2022
6	Joint Constructing	October 25, 2022
7	Independent Constructing	November 1, 2022
8	Independent Constructing	November 8, 2022
9	Independent Constructing	November 16, 2022
10	Revising	November 22, 2022
11	Revising	November 29, 2022

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7. Administrating teaching-learning activities. Activities in the using of Process Genre Approach

Meeting	PGA Stage
1	Preparing
2	Preparing
3	Modelling and reinforcing
4	Modelling and reinforcing
5	Joint Constructing
6	Joint Constructing
7	Independent Constructing
8	Independent Constructing
9	Independent Constructing
10	Revising
11	Revising

At this step, the lecturer notes the student's activities during the teaching and learning activities while also observing the activities in the classroom and reviewing the observation checklist. Alternatively, the lecturer's participant and the researcher can complete the field notes by incorporating the information provided (derived from the ideas outlined in Chapter II) and what has been observed.

8. Preparing the instruments used in this study includes observation, interviews, and written texts provided by the students.

9. Categorizing the students into three performance levels (poor, mid, and high). Six students were selected, three from each level, to represent three distinct achievement groups. The process of selecting representative students was carried out in collaboration between the Creative Writing teacher and the researcher.

10. Administrating diagnostic writing tests and collecting texts from the Independent Construction stage, Revising stage, and writings created by six representative students. These texts were then selected and analyzed.

11. Using PGA

The teaching program was conducted during 11 sessions between September and November 2022, each lasting approximately 100 minutes (two 50-minute sessions). During teaching and acquiring knowledge, the researcher requested assistance from a colleague. The researcher's colleague carefully marked the observation sheets and attentively recorded field notes detailing the participants' activities during the teaching and learning process. The student's written texts, collected throughout the independent construction stage, were selected and assessed for their schematic structures and language features specific to narrative writing.

12. Preparing and administrating interview

The required equipment (questions, chair, table, and voice recorder) and the time and location were organized. The interview took place on December 7, 2022, following the implementation of PGA. During that period, teaching sessions were not held in their classroom due to the continuing preparations for the Final Semester Examination.

13. Interpreting the data descriptively

Data resulting from analysis from classroom observations, interviews, and students' written texts will be explained descriptively. In the present study, data from classroom observations is explained in chapter 4, data from students' written text is explained in chapter 5, and data from interviews is explained in chapter 6.

3.6 Data Analysis Method

Three data sets were analysed qualitatively, namely the observation field notes, interview transcripts and the students' written texts. The data analysis procedure involved several steps: administering, transcribing, using, categorizing, coding, reducing, and analyzing data collected through classroom observations and interviews. Meanwhile, the students' written texts were analysed using SFL.

Qualitative data were analyzed using thematic analysis (Guest et al., 2011; Lacey & Luff, 2001;Onwuegbuzie et al., 2012) which is more indicative of an inductive approach to coding in which themes emerge from textual data; Guest et al., 2011; Jebreen, 2012; Lancia, 2012; Lapadat, 2010). The objective of conducting thematic analysis through the inductive method is to "allow research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies" (Thomas, 2006, p. 238).

The overall approach utilized was a thematic analysis that was derived from Creswell's (2012) framework, with each data set subsequently triangulated (Cox & Hassard, 2010). Triangulation is a method employed to ascertain the validity of research findings and address the presence of inconsistent or contradictory data. It accomplishes this by integrating the empirical data at hand with a comprehensive understanding of the particular circumstance and general prior knowledge regarding the phenomenon under study (Mathison, 1988). The following paragraphs will describe the procedures of the thematic analysis of the three data sets.

3.6.1 Analysis of Classroom Observation

The evaluation of the observation data involves a thorough analysis of the field notes and checklists, which are conducted after the session. Subsequently, the video recording of the observations was examined to ensure the accuracy of the data recorded in the field notes. In addition to the sections of the PGA, the participant field notes were coded into several themes associated with applying the PGA, Creative Writing, and Narrative principles, including explicit teaching, group work, and peer feedback. The study's findings will be presented as a narrative in Chapter 4. Illustrations of the explicit teaching, group work, and peer feedback, as well as each stage of PGA (Preparing, Modelling, Planning, Joint Constructing, Independent Constructing, and Revising), have been extracted from the audiotaped sessions of the teaching program.

3.6.2 Analysis of Interview Data

The following steps were taken to analyze the data gathered from the interview. First, the voice recording was transcribed. Students' names were pseudonyms. After that, the transcript was confirmed to students to ensure it was precisely as accurate as what they had said and meant. Member checking was done to get the validity of the transcription (Creswell 2008; Emilia, 2005). Next, the transcript was translated into English. Then, the transcript was categorized, coded, and reduced based on the topic of writing narrative text and the activities in the stages of PGA.

Moreover, the themes derived from the students' suggestions for improving the teaching program and creative writing, narrative, and their opinions of the program were incorporated into the interview transcripts through coding to analyze the interview transcripts. In Chapter 6, the results of the analysis will be presented by the findings from the analyses of the field notes and the students' texts, which contain their opinions and responses to the teaching program. Last, the data was interpreted descriptively.

3.6.3 Analysis of Students' Written Texts

An analysis was conducted on students' written texts at different levels of achievement, including low, middle, and high achievers. The analysis focused on the organization and language features of narrative texts, as suggested by Gerot and Wignell (1995), Feez and Joyce (1998), Gibbons (2002); Anderson and Anderson (2003b), Derewianka (2004), Joyce & Feez (2004); Knapp & Watkins (2005), Emilia (2010), Zainurrahman (2011), Emilia (2012), and Humprey et al., (2014). The students' written texts in the form of creative writing and narrative texts were analysed qualitatively to find out the students' development in creative writing and narrative. All aspects related to the social purpose, schematic structure, and language features of narrative text have been thoroughly investigated in Chapter II. As demonstrated in Chapter V, the text analysis focuses primarily on the schematic structure, including orientation, evaluation, complications, resolution, and code. In the meantime, linguistic features have been explored by applying the writing assessment criteria elements provoked by Emilia (2016) and Rose & Martin (2012), including Context, Discourse, Grammar, and Graphic Features. Furthermore,

Chapter 5 will explain the linguistic features connected to the narrative linguistic feature elaborated upon in Chapter 2. Unfortunately, a limitation was identified in the results of the text analysis. Chapter 6 will show that the text analysis covers the assessment criteria proposed by Rose & Martin (2012) and Emilia (2016), such as context, discourse, grammar, and graphic features. Meanwhile, the analysis did not involve lexicogrammatical aspects such as Theme and Transitivity systems. These aspects enrich the results of the analysis.

Despite the limitation identified in the text analysis, the text analysis also covers creative writing as discussed in Chapter 2, Section 2.2.5, where Creative Writing skills can be reflected from five elements: orientation, complication, evaluation, resolution, and coda. Creative writing covers five skills: fluency, flexibility, accuracy, originality, and elaboration (Starko, 2005).

3.7 Triangulation

This study utilizes various data-collecting techniques, including observation, and interviews (Cohen et al., 2007; Creswell, 2007, 2008; Liamputtong, 2009). The purpose of using a variety of instruments for data collection is to determine the reliability of the data through validation and confirmation. According to Fraenkel et al. (2012), this is called triangulation. The researcher conducted a comprehensive validation of each data collected. Triangulation is also employed to confirm the accuracy of the researcher's views and ensure that she is clear about the participants' characteristics (Fraenkel et al., 2012).

3.8 Ethical Consideration

All participants are assigned pseudonyms to ensure confidentiality during the study (Silverman, 1993). The discussions held by the focus group of students during onsite observations are recorded with their consent, while the lecturer's interview is recorded on audio tape.

3.9 Concluding Remarks

This chapter provides a detailed explanation of the methodology used in the present study. The study includes the methodological approach, participants, data collection methods, and data analysis procedures. Table 6 summarizes the effectiveness of each data collection and analysis strategy discussed in the section related to addressing the study's research questions. The methodological aspects discussed in this chapter provide the basis for presenting the study's findings in Chapter 4.