

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology adopted in this study to answer the research questions and achieve the aims of the study. The methodology chapter covers the research site and participants, the research design, the data collection techniques, the data analysis, and conclusion.

3.1 Research Site and Participants

The site and participants for this study were selected purposefully to understand the research problem. This research was conducted in one public junior high school in Tanah Datar Regency. There are three reasons why this school was chosen. First, while facilitating the study, the school authorities permitted the researcher to conduct this research in their school. Second, the genre-based approach has not been implemented at this school. Thus, the research was used to introduce genre-based approach to one of the teacher at the school and promote the use of genre-based teaching approaches. Third, the Emancipated Curriculum was recently developed in this school, and the genre-based approach has been the basis of teaching English, especially in writing.

The participants of this research were 26 eighth-grade students at one state junior high school in Tanah Datar Regency. The class was selected based on a recommendation from the teacher in that school. In addition, all students were learning Recount text when the researcher did this research. All students received the same treatment to learn Recount text using the genre-based approach. The researcher purposively selected two students to do the interview based on their activity in the class to obtain further information.

3.2 Research Design

This research employed a qualitative case study. A case study was chosen because of several reasons. First, a case study allows for an in-depth exploration of complex issues in natural settings, where participants experience the issue or problem under the study. Second, a case study makes the researcher a key instrument where the researchers gather and interpret the information. Third, the

case study allows data collection from multiple sources, such as classroom observation, text analyses, and interviews (Stake, 1995; Yin, 2009, 2012; Creswell, 2018).

Moreover, in this study, the researcher only focused on implementing a genre-based approach to teaching writing Recount text. With a qualitative case study design, the researcher learned about the student's response toward implementing a genre-based approach in teaching writing. The genre-based approach has been used in Indonesia for some time with various curricula, and until now, it has been used with a new curriculum, the Emancipated Curriculum.

3.3 Data Collection

In gathering the data to be analyzed in this study, classroom observation, students' text analysis, and interview were conducted, as this study employed a qualitative case study design.

3.3.1 Classroom Observations

Classroom observations were conducted to determine how the genre-based approach contributes to junior high school students' writing ability. The researcher acted as both observer and teacher (complete participant) who implemented the genre-based approach towards students' writing process to get a better product of writing Recount text. As a complete participant, the researcher observed what the students did, listened to what they said, and participated in their writing (Stainback, 1988, cited in Sugiyono, 2012).

The classroom observation was divided into two stages: the preliminary stage and the implementation of the genre-based approach stage. The preliminary stage was conducted before implementing the genre-based approach, in which the researcher took notes on the school's curriculum, teaching systems, and the phenomenon in the classroom (Creswell, 2018). The researcher observed how the teacher taught English in class, the school's curriculum, students' behavior, and their difficulties in writing. The findings of the preliminary stage were utilized as guidance to create a lesson plan for the teaching and learning process during the implementation of the genre-based approach.

The implementation stage was intended to set into practice a genre-based approach in which the researcher acted as a participant observer for about two weeks to make observation notes about what happened in every classroom meeting to enrich the data (Sugiyono, 2012). The researcher made observation field notes while implementing a genre-based approach to record the data directly to avoid missing information from the research (Hancock & Alqozzine, 2006). The observation field notes were focused on the activities and the interaction between the teacher and the students in the classroom.

3.3.2 Students' Texts

There were six writing products taken from the students were divided into three categories: low, middle, and high achievers. Students' texts were taken from the Joint Construction stage and Independent Construction stage which is in the implementation of the genre-based approach. Then, students' written texts were analyzed using Systemic Functional Linguistics (SFL) Transitivity in terms of schematic structure and linguistic features of Recount text. The findings of the students' writing products were used to see how the genre-based approach can enhance their writing ability, especially in writing Recount text genre.

3.3.3 Interview

Interviews are a flexible and helpful data collection method for collecting information on participants' experiences, beliefs, and behaviors. According to Tod (2006), the flexibility of the interview structure is one of its great strengths. The interview facilitates the collection of large amounts of in-depth data; however, it is pertinent to note that it may be a costly and time-consuming data collection and analysis method. The interviews for this research were conducted during the class meeting. It aims to discover students' responses toward implementing a genre-based approach in teaching writing Recount text.

Furthermore, this research used semi-structured interviews that can be reckoned to collect the data through interview questions, allowing students to express their perspectives in their own language (Wilkinson & Birmingham, 2003). Some of these semi-structured interview questions were adapted from instruments proposed by a few previous scholars (Nugroho, 2014; Budiarti, 2015; Megani, 2015; Zhang, 2018). This instrument provided nine questions (see Appendix D), which

were given to two students as a representative of that class to obtain information concerning their responses towards implementing the genre-based approach and their opinions in learning English, especially in writing.

In order to obtain precise data, the interview was recorded. Then, the students were given open-ended questions so that the students could straightforwardly respond to the questions (Fraenkel et al., 2012). During transcription, students' names were replaced with pseudonyms (Silverman, 1985, 1993, as cited in Emilia, 2005). Besides that, the interview session was conducted using Indonesian to make the interviewees understand the points of the questions and avoid misunderstandings.

3.4 Data Analysis

According to the data collection, three instruments were used in this research: classroom observation, students' texts, and interview data. Ongoing data analysis and interpretation were based on data mainly from classroom observation notes. Data analyzed after the research program were mainly students' writing text and interview data. The analysis of each instrument was presented in the form of a descriptive explanation.

3.4.1 Analysis of Classroom Observations

The data collected in classroom observations are noted in the field notes. Fieldnotes are writing field notes (when conducting observations/ interviews) in detail because field notes make it easier to write notes on participatory observation results, write interview results quickly, can be used for analysis during data collection for the benefit of further data collection or overall analysis (Phillippi & Lauderdale, 2017).

In analyzing observation data, the researcher did the following activities as suggested by Creswell (2018). First, observation notes about implementing a genre-based approach to teaching writing the Recount text were transcribed. Then, the researcher summarized all activities during the teaching program relevant to this study and matched the data with the research question. Finally, the data were coded and categorized based on the two research questions: how teachers implemented

the genre-based approach in the classroom and students' responses toward implementing the genre-based approach in writing Recount text.

3.4.2 Analysis of Students' Texts

The analysis of students' texts was divided into three steps, as proposed by Emilia (2005). First, the analysis started with an analysis of the schematic structure and social purpose of the texts, followed by an analysis of linguistic features of the Recount text using SFL, specifically on the Transitivity systems. Lastly, the texts of both the group and individual writing texts were summarized in order to figure out the students' improvement in writing a Recount text.

3.4.2.1 Transitivity System of Systemic Functional Linguistics

Transitivity is a grammatical resource for construing or expressing what is happening (Martin et al., 1997, p. 100). It consists of participants, processes, and circumstances—transitivity concerns in what happened, who did it, and when it happened. Transitivity discriminates six kinds of processes in English: material, mental, behavioral, verbal, relational, and existential. The explanation of transitivity was used as guidance in analyzing students' texts, whether the text is included in the participants, circumstances, and what kinds of processes are used in the text.

Samples of Processes in the Transitivity System

Material Process: Processes of doing

Butt et al. (2020), as cited in Emilia (2014), defined material processes are processes of doing that involve the person conducting the process (Actor), the thing being influenced by the process (Goal), the item being unaffected by the action (Range), and the person for or on behalf of whom the action is being stated to be taking place (Beneficiary).

Table 3. 1 Example of Material Processes

Actor	Material	Goal
My family and I	Went	To the beach

Mental Process: Processes of sensing

Mental processes encode meanings of thinking or feeling (Eggins, 1994, p. 20, cited in Emilia, 2014). Mental processes must always have two participants: *Senser*, which must be realized by a human or at least conscious participant; and *Phenomenon*, realized by a nominal group or embedded clause summing up what is thought, wanted, perceived or liked/disliked (Emilia, 2014).

Table 3. 2 Example of Material Processes

Senser	Mental
He	was happy

Verbal Process: Processes of saying

Verbal processes are processes of saying (Halliday, 1994a). The participants of verbal process are divided into four: *a sayer* (the one who is responsible for the verbal process), *a receiver* (the recipient of the verbal process), *a verbiage* (the message's content), *target* (the entity that the process is targeting) (Halliday, 1994a).

Table 3. 3 Example of Verbal Processes

Sayer	Verbal	Material
My father	Said	no smoking

Relational Process: Processes of being

Relational process links to the description (attribute) of the participants (carrier) (Butt et al., 2000, cited in Emilia, 2011, p. 98). Relational processes operate with three main types: *intensive* (x is a), *circumstantial* (x is at a), and *possessive* (x has a) (Halliday, 1994a, p. 119). Additionally, each type, Halliday says, comes in two distinct modes: *attributive* (a is an attributive of x) and *identifying* (a is the identity of x).

Table 3. 4 Examples of Relational Processes

Carrier/Token	Attributive/Identifying	Attribute/Value
Bandung	Is	a great city
The story	Sounds	Interesting

Behavioral Process: Processes of behavior

Behavioral processes are processes of physiological or psychological behavior (Halliday, 1994a, p. 139). The participant must be a conscious being and is called the *Behaver* (Egins, 1994, p. 250).

Table 3. 5 Examples of Behavioral Processes

Behaver	Behavioral
She	is not listening

Existential Process: Processes of existence

Existential processes represent experience by positing that “there was/is something” (Egins, 1994, p. 254) that “something exists or happens” (Halliday & Matthiessen, 2004, p. 256). The word “there” has no representational meaning but serves as a subject of the verb.

Table 3. 6 Examples of Existential Processes

Existential	Existent	Circumstances
There we	a lot of visitors	in the beach

Circumstances

Halliday and Matthiessen (2004) emphasize that circumstances are elements that “locate the process in time and place and characterize it in terms of various sort of circumstances.” In addition, Egins (2004); Thompson (2014) explain that circumstances are linguistic elements that provide additional information, in which it is not obligatory, about the process takes place. They can be probe with *where*, *why*, *how*, and *when*. Moreover, Halliday (1994a) has identified nine types of circumstances, such as Circumstances of Accompaniment, Extent, Location, Manner, Cause, Contingency, Role, Matter, and Angle (Emilia, 2014).

3.4.3 Analysis of Interview

To analyze the interview, the researcher used a descriptive analysis procedure (Lodico et al., 2010; Sugiyono, 2012). The analysis of interview data was executed in several steps. First, voice recording was transcribed, and students' names were pseudonyms. After that, the transcript was confirmed with the students to ensure that it was as accurate as they said and meant. This was done to attain the transcription's validity (Creswell, 2018). Next, the transcripts were categorized on the activities in the stages of the genre-based approach.

3.5 Concluding Remark

This chapter has presented a detailed methodological description of how the study was conducted including Research Site and Participants, Research Design, Data Collection, Data Analysis, Transitivity System of SFL and Conclusion. Analyses of data from classroom observation, students' texts, and interviews respectively will be presented in chapter four and five.