

CHAPTER III

RESEARCH METHODOLOGY

This section discusses the method used in this study. It contains the research design, research participants, research instruments, and data analysis. Many data that are needed for this research are collected and analyzed in this part.

3.1 Research Design

This research used a case study to collect data. According to Creswell (1998), a case study explores a bounded system or case over time "through detailed, in-depth data collection involving multiple sources of information rich in context". Yin (2014) defines a case study as a research method that involves an in-depth and thorough examination of individuals, groups, communities, or events to explore complex phenomena in real-life contexts. Therefore, this research used this type of research to analyze a phenomenon in depth so that it could find information and reality in the analysis. It was that original information that was used to gather ideas, evaluate quality, and evidence to support the claims of this research in the process.

In addition, the case study approach focuses more on interpreting and understanding the social and cultural context of the subject under study (Stake, 1995) and the flexibility and adaptability of this method in answering various research questions (Merriam, 1998). As stated by Yin (2014), the main characteristics of case studies are suitable for answering "How" and "Why" research questions, which is also suitable for use in this study to answer the question "How can Genre-Based Approach help students to write an Exposition text?" and "How is the quality of the students' Exposition text seen from Theme System?". In addition, Yin also revealed the characteristics of this method which focuses on investigating phenomena that occur in real-life contexts. Therefore, this method is useful when the limitation of this research refers to the aim of understanding how the implementation of GBA in teaching Exposition texts in the classroom.

3.2 Research Site and Participants

This research was conducted in one of the senior high schools in Tasikmalaya. There are several reasons why this research was conducted in that school. First, the educational situation in that region is underrepresented in previous studies.

Widya Fitriani, 2024

*THE IMPLEMENTATION OF GENRE-BASED APPROACH TO TEACHING WRITING
EXPOSITION TEXT IN A SENIOR HIGH SCHOOL IN TASIKMALAYA*

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Secondly, the school was easily accessible since it had adequate resources to support this research, where one of the teachers implemented GBA in teaching Exposition texts in the classroom. Thirdly, based on the experience of the writer who has studied English there, the school has a lack of text writing practice so that there is a special need in this regard. As stated by Hammersley and Atkinson (2007), it is important to choose a research site that is appropriate to the local context and research needs. By doing so, this research is expected to enlighten teachers about teaching genre text that can be applied to teach students there. Therefore, the results of this research are expected to help teachers there to teach appropriately.

The participants involved in this research were EFL grade 11th senior high school students. This research selected EFL senior high school students because senior high school students in Indonesia are expected to understand and write Exposition texts (Emilia, Habibi, & Bangsa, 2018). In addition, as Ling (2016) cited in Lakhal (2022) said, writing is a daunting task for many EFL students due to its multifaceted nature. This research involved grade 11th students with the aim that the participants involved in this research at least know or have known what texts and text types are. Students of that grade level have learned text types at the previous grade level. So, this can help minimize the processing time during the test.

This study involved one teacher who taught English in the class used as the research site and 36 students in one class. The teacher was selected because the learning model he used in class was in line with what was needed for this research, namely implementing GBA in teaching Exposition texts. Then, the teacher recommended one of the classes he taught based on the higher willingness and ability to learn English of the students there rather than the students in other classes. In addition, the students in that class were studying Exposition texts when the researcher conducted this research.

Besides that, in this research, students acted as observed participants, while the researcher acted as an active participant or also known as a participant observer, where the researcher was involved as a teacher in the classroom (Merriam, 1988). Schensul, Schensul, and Lecompte (1999) define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine

activities of participants in the researcher setting". In this case, the researcher as a teacher had the flexibility to customize the GBA model, according to the specific needs of the students and the classroom context (Martin & Rose, 2007). In addition, as Hyland (2004) points out, the researcher who teaches can assist in ensuring that the theories are applied in a relevant and effective way.

3.3 Research Instruments

This research only used two instruments to collect data, namely observation and a writing test. Instruments in research can be adjusted to the needs of the research because as Yin (2018) said that two sources can be sufficient if chosen appropriately to provide validity and reliability of research findings. Merriam (2015) also stated that validity and depth of analysis in case studies can be achieved by using different instruments, and two good instruments can be enough to collect rich and in-depth data. The most important thing is that the researcher still understands how the process of collecting data for this research as a whole.

In this case, this research conducted observations to find out the implementation of GBA in teaching Exposition texts to students so that this research knows how Genre-Based Approach can help students to write an Exposition Text. According to Creswell (2012), observation is the process of collecting information openly and directly by observing people and places as research locations. Meanwhile, the test was conducted to identify the students' ability in writing an Exposition text especially seen from the cohesion and coherence using the Theme System of Systemic Functional Linguistics. According to Brown (2004), test is a method to measure or see a person's ability, knowledge, or performance in a particular field.

3.3.1 Procedures of Observation

In this research, observation was conducted in six meetings and the duration of each meeting in the classroom was one hour for several reasons. First, the researcher had limited time according to the permission from the school. However, observations conducted in a limited number of meetings allowed the researcher to stay within the existing limitations without compromising the quality of the data obtained (Merriam & Tisdell, 2015). Second, observations made at key moments or important meetings can provide more meaningful data than observations made

Widya Fitriani, 2024

*THE IMPLEMENTATION OF GENRE-BASED APPROACH TO TEACHING WRITING
EXPOSITION TEXT IN A SENIOR HIGH SCHOOL IN TASIKMALAYA*

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continuously (Patton, 2014). In this case, researchers can choose the times that are considered most relevant to answer research questions related to the four stages of GBA. The observation procedure is as follows,

First, the researcher chose a place and time that supported the research on the phenomenon to be observed, namely a senior high school that implemented the GBA system in teaching Exposition Text in class. The participants involved were one teacher and 36 students of grade XI in one of the senior high schools in Tasikmalaya.

Second, ask permission from the participants concerned to conduct research or observation. In this case, the researcher mentioned that the observation would be conducted in six meetings, and recorded what was said and done by the teacher and students during the lesson.

Third, review the situation and conditions of the place of observation, as well as discuss with the teacher about what will be learned during Exposition Text learning and how the teaching system is.

Fourth, started the observation by recording what the teacher and students said and done during the lesson. This observation records these things through field notes and divided into three parts, namely pre-teaching, main-teaching, and post-teaching (See **Figure 3.1**), and for the reasons explained in section **3.2.1**.

Finally, the observation ends by slowly withdrawing with respect and courtesy.

3.3.2 Procedures for Collecting the Text

In addition to observation, this research also used writing test instruments in the form of students' Exposition texts. The duration of students' time in writing this Exposition text was only 3 meetings for the reasons explained in section 3.3, namely starting from the fourth meeting to the sixth (last) meeting. At each meeting, students were given 30 minutes to write because the remaining 30 minutes were filled with material from the teacher. In addition, this research only analyzed 6 students' exposition texts in the context of elements of text and Theme System for the reasons explained in section **3.2.2**. In the process, the researcher also saw how

the students' writing process from day to day with feedback on the students' writing. The text collection process was outlined in the following steps.

First, students were given guidance on how the test would be conducted. This included the time, the topic/theme of the text, as well as the rules set by the researcher i.e. no plagiarism, allowed to look for references on the internet but not to plagiarize. Students were given three writing topics, namely online games, working in groups, and learning while listening to music. These topics were chosen based on issues that exist in students' daily lives for the reasons explained in section 3.2.2. Each student had one topic that had been chosen based on the discussion group in the previous meeting.

Second, from the fourth to the sixth meeting, students were asked to start writing the Exposition Text through four writing processes, stated, namely (i) Planning, where students were asked to brainstorm; (ii) Drafting, where students started writing the Exposition Text; (iii) Editing, where students were asked to revise their writing after being given feedback from the researcher; and (iv) Final version, where students wrote the text as the final result of the previous draft.

Third, students' writing was analyzed in the context of elements of text and Theme and Thematic Progression.

3.4 Data Analysis

This research aimed to investigate how Genre-Based Approach can help students to write an Exposition Text and to identify the students' ability in writing an Exposition text especially seen from the cohesion and coherence using the Theme System of Systemic Functional Linguistics. To find this out, this research used observation and documents of student test results as the main source of research. In testing, this research tested students to write Exposition written texts, so that the results could be analyzed to determine their writing.

3.4.1 Observation

Observation in this research was conducted to record what was said and done by teachers and students during learning. The type of observation used was field notes to avoid missing information from the study (Hancock & Alqozzine,

Widya Fitriani, 2024

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EXPOSITION TEXT IN A SENIOR HIGH SCHOOL IN TASIKMALAYA*

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3.4.2 Document Analysis

The documents in this study were in the form of students' Exposition Texts with several topics given by the researcher, namely online games, working in groups, and learning while listening to music. These topics were chosen based on issues that exist in students' daily lives. When students write about topics close to their lives, they tend to be more motivated and engaged in the task, which in turn improves their engagement and writing outcomes (Guthrie & Wigfield, 2000; Langer, 2002, & Cumming, 2016). Thus, themes in writing instruction that are relevant to students' daily lives are important. In addition, there were only six texts that were selected to be the text documents analyzed. There are two reasons why this study only sampled 6 texts. First, by limiting the number of sample texts, researchers can manage time and resources more effectively without sacrificing the quality of analysis (Merriam & Tisdell, 2015; Patton, 2014; Creswell, 2013). Second, they also state that selecting a few sample texts allows the researcher to conduct a more in-depth and detailed analysis by selecting texts that reflect important variations in the population.

In the analysis, these 6 student texts were divided into three categories, namely low, middle, and high achievers. The analysis of students' ability in writing Exposition texts based on the low, middle, and high achiever categories provides a deeper understanding of how the Theme and Thematic Progression systems are used by students at each achievement level (Martin & Rose, 2007). Here is an example of the three categories.

Table 3.1
Categories of Achievement and Topics of Exposition

Categories of achievement	Text	Topic
Low achiever	Text 1	Online Games
	Text 2	Working in Groups
Middle achiever	Text 3	Learning while Listening to Music
	Text 4	Online Games

Widya Fitriani, 2024

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EXPOSITION TEXT IN A SENIOR HIGH SCHOOL IN TASIKMALAYA*

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High achiever	Text 5	Working in Groups
	Text 6	Learning while Listening to Music

The six texts were analyzed based on the elements of Exposition Text and Theme System. This source helps this study in understanding the phenomena that occur in students' Exposition texts, especially in the Theme system section. Referring to Feez and Joyze (1998b), the general structure of Exposition Text is Thesis, Arguments, and Restatement (reiteration). Meanwhile in the context of Theme System, first, this study analyzed students' Exposition Text through a structure in which the clause is divided into two main constituents: a Theme and a Rheme (Emilia et.al, 2018) (See Table 3.2), where Theme is identified through three types, namely Topical, Interpersonal, and Textual Theme (Eggins, 2004)

Table 3.2
Theme-Rheme Structure
(from Halliday, 2004)

the duke	has given my aunt that teapot.
my aunt	has been given that teapot by the duke.
that teapot	the duke has given to my aunt.
Theme	Rheme

Second, this research also analyzed Thematic Progression. Referring to Eggins (1994, pp. 303-5) and Fries (1995, p. 320), there are three Thematic Progression patterns, namely Zig-zag, Reiteration, and Multiple Theme patterns (See Figure 3.2, 3.3, & 3.4). It aimed to find out how students' writing skills in Exposition Text made individually. The document analysis for this study will be included in chapter IV.

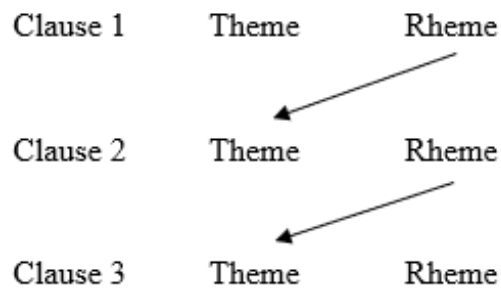


Figure 3.2 The Zig-zag Pattern of Thematic Development
(from Eggins, 1994, p. 324)

The Theme-re-iteration (Clauses 2-4 below)

1. Bandung is the city we love so much
2. The city is cooler than other cities in Indonesia.
3. The city is secure.
4. The city is rich in cultural diversity...

Figure 3.3 The Theme Reiteration
(from Emilia, 2014)

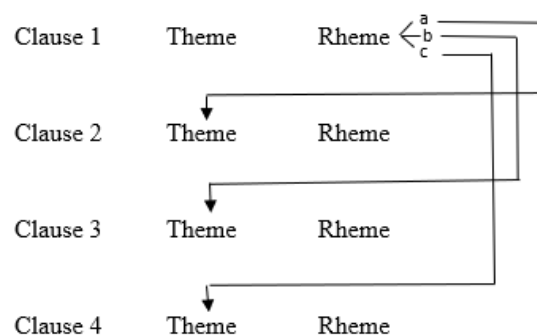


Figure 3.4 The Multiple-Theme Pattern of Thematic Development
(from Eggins, 2004, p. 325)

3.5 Concluding Remark

This chapter has presented the methods used in this study, including research design, research site and participants, research instrument, and data analysis. The next section will present the results and discussion of this study.

Widya Fitriani, 2024

*THE IMPLEMENTATION OF GENRE-BASED APPROACH TO TEACHING WRITING
EXPOSITION TEXT IN A SENIOR HIGH SCHOOL IN TASIKMALAYA*

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