CHAPTER III

RESEARCH METHODOLOGY

The current chapter provides an overview of the methodology that was used to investigate how to implement a genre based approach to teach procedure about traditional games in enhancing the students' engagement in English class, and also fosters the students' speaking skill about procedure text in senior high school context using traditional games as the discussion topics. Hence, this chapter describes the study's research design, research context and participants, ethical consideration, data collection techniques, instrumentations, data collection procedures and data analysis.

3.1. Research Design

The research employs a qualitative approach along with a case study, in which the case is the use of traditional games as the discussion topic to implement Genre Based approach in teaching speaking of procedure text in EFL classrooms. The use of qualitative research is considered appropriate because the objective of qualitative research is to provide explanations for social phenomena, and the focus of qualitative research typically answers why- and how-related questions (Hancock, 2002). In addition, the qualitative approach allows the researcher to analyze and collect rich, detailed, and nuanced data, which provides a deeper understanding of the investigated phenomenon.

The case study is a research methodology that involves investigating and describing a social situation to facilitate change, focusing on observing the experiences of individuals or small groups within a specific environment (Lodico et al., 2010). It allows for detailed investigation of a bounded system, such as an activity, event, or process (Creswell, 2012), with this research specifically examining the intervention program of GBA implementation in procedure text with traditional games as the discussion topic to potentially enhance students' speaking skills. By utilizing various

data sources in a learning context, the case study comprehensively evaluates the effectiveness of GBA in helping EFL students develop speaking skills through traditional games and simulation activities. This approach not only aims to understand the potential of the GBA cycle to improve speaking proficiency with the topic of traditional games but also provides a framework for thoroughly evaluating the intervention's impact through detailed data analysis from multiple sources (Abercrombie et al., 1984; Bruns & Kaplan, 1987; Creswell, 2013).

3.2 Research Context and Participants

One private senior high school in an urban area was selected for this research. The selection of this school as the research site was influenced by the relationship between the researcher and school administration, in which I played the role of researcher and English teacher at that school. I could smoothly communicate and collaborate with the school administration through this relationship. This collaboration was essential for obtaining access to the required resources and receiving the necessary assistance to conduct the research successfully. In addition, a second observer was invited to observe the classroom, preventing the bias of the observation result.

The purposeful selection of the participants was utilized to ensure that the selected participants provided adequate breadth for this study (Patton, 2002). The participants were purposively selected from a classroom of social program 12th-grade students with a total of 13 students, of which three students were selected as the sample displayed in this research. They were selected because the program administered at the selected school, which lasted approximately one and a half months, coincided with the research timeline. This time frame allowed for ample observation and evaluation of the efficacy and impact of the genre-based approach in teaching speaking.

3.3 Research Procedure

This study was conducted in three phases. The first dealt with planning the intervention program. This consists of identifying the students' contexts, including the

diagnostic test to portray the students' speaking skills regarding procedure text, and constructing the lesson plan. The data obtained in Phase 1 provided the foundation for the design and execution of the research carried out in phases 2 and 3. Phase 2 provided the intervention based on the lesson plan, including the post-test as part of the intervention phases. Phase 3 was the data analysis and interpretation based on the data collected in phases 1 and 2 using classroom observation worksheets and students; speaking performances test. The details are explained below.

3.3.1 Phase 1: planning the intervention program

Phase 1 involved planning the intervention program, starting with identifying students based on class availability and lesson appropriateness. After selection, a pretest was conducted to assess students' initial speaking abilities using a framework based on SFL theory. This framework assessed both micro and macro speaking skills. Following the pretest, a lesson plan was created based on the GBA model, considering the duration of each phase and selecting appropriate texts about traditional games for the students.

3.3.2 Phase 2: the implementation

The next phase involved implementing the lesson plan, where students engaged in learning activities based on the GBA model's four phases: building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text. Contextualized through English-spoken activities using three traditional game texts, this was conducted in the XII social class over six meetings, with 4 hours of school time, including a post-test to assess their speaking abilities. Students' progress during the teaching cycles was analyzed through classroom observations by the teacher and second observers, using video and audio recordings. Detailed explanations are provided in the subsection of 3.4

3.3.3 Phase 3: data analysis and interpretation

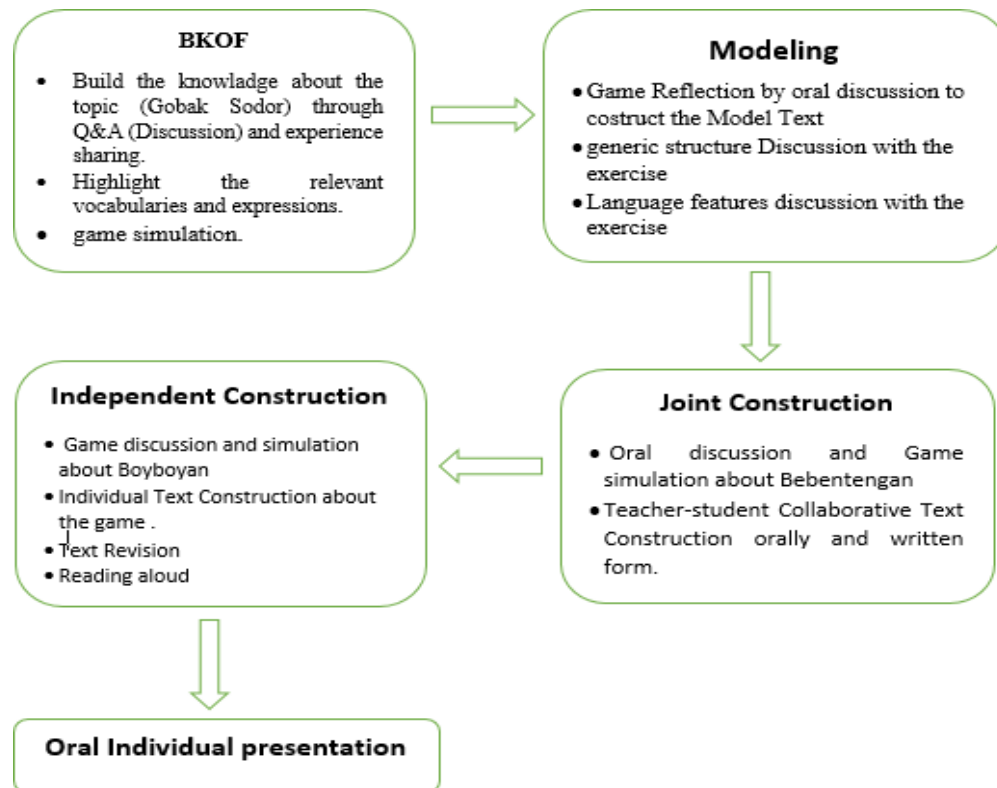After the implementation phase, the data from students' speaking

performances in both pre-tests and post-tests were analyzed using a comprehensive framework that combined elements of Register theory and the framework proposed by Martin & Rose (2008). This analysis focused on aspects such as field, tenor, and mode from Register theory, along with appraisal, ideation, conjunctions, identification, periodicity, and text structure from Martin & Rose's framework. Additionally, classroom observation worksheets collected during the intervention were analyzed to provide insights into how students were supported in their speaking activities. This combined approach aimed to evaluate how effectively the students' speaking skills were developed and identify the impact of instructional strategies on their performance.

3.4 The Intervention Program

An intervention program for implementing a Genre-Based Approach (GBA) to teaching speaking of procedural texts about traditional games is a structured educational initiative designed to enhance students' speaking abilities by focusing on the specific genre of procedural texts through the stages of GBA using traditional games as the discussion topic. This program introduces students to the language features and structures of procedural texts, such as those explaining the steps and rules of traditional games. Through activities like modeling, practicing, and presenting procedural texts, students learn to articulate instructions and sequences related to traditional games.

In implementing GBA to teach speaking of procedure text about traditional games, this study employed four stages of the Genre-based approach: building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text. The stages are depicted in the flowchart below.

Figure 3.1. The flowchart of Implementing GBA in Teaching Procedure Text about

Traditional games

BKOF
- Build the knowladge about the topic (Gobak Sodor) through Q&A (Discussion) and experience sharing.
- Highlight the relevant vocabularies and expressions.
- game simulation.

Modeling
- Game Reflection by oral discussion to costruct the Model Text
- generic structure Discussion with the exercise
- Language features discussion with the exercise

Independent Construction
- Game discussion and simulation about Boyboyan
- Individual Text Construction about the game .
- Text Revision
- Reading aloud

Joint Construction
- Oral discussion and Game simulation about Bebentengan
- Teacher-student Collaborative Text Construction orally and written form.

Oral Individual presentation

Building Knowledge of the field

During this stage, students discussed the procedure of playing traditional games like Gobak Sodor, also known as Galah Asin in West Java. They shared childhood experiences through class discussions and contextualized the procedure text with prior knowledge (Feez, 2002; Emilia, 2011; Derewianka, 2022). This activity not only familiarized them with expressions and vocabulary related to the game but also reinforced their understanding through physical participation (Lucht et al., 2010; Prastiwi, 2018; Novinda & Haryadi, 2019; Hikmawan et al., 2023). Students were scaffolded by reviewing relevant vocabulary and expressions to build their knowledge about the game's arena, teams, roles, and strategies as the discussion topic (Halliday, 2007; Emilia, 2011; Poonpon et al., 2022).

Modeling of the text

In the second stage, students reflected on their experiences with playing Gobak Sodor, guided by teachers questions to articulate the game's basics and significance, connecting their oral expressions to prior gaming knowledge (Halliday, 2007; Emilia, 2011; Derewianka, 2022; Christie, 2022). Teachers facilitated this process, correcting responses and encouraging discussion on the text's structure and language features. Following this, I explained the generic structure of the Gobak Sodor procedure text and discussed language features such as imperatives and conjunctions to promote functional grammar and communication (Halliday, 2007; Emilia, 2011; Emilia & Martin, 2023; Derewianka, 2022). Spoken and written exercises, such as the exercise of the imperative sentence as linguistic features given in spoken and written assessed understanding, and students then identified a text on Bebentengan to gauge their readiness to advance in the Genre-Based Approach, providing additional exposure to language features and structures as needed

Joint Construction of the Text

In the stage of Joint Construction, starting with the students engaged in the oral discussion and a simulation of playing Boyboyan, reinforcing their understanding through practical experience (Lucht et al., 2010; Novinda & Haryadi, 2019; Hikmawan et al., 2023). After that, the collaborative text construction in oral communication through Q&A was conducted using the whiteboard to write the oral answers. In this collaboration, the teacher guided students in collectively constructing the text of Bebentengan, encouraging oral participation and subsequent written contributions, fostering a deeper understanding of the game's procedure. Collaborative text construction with the teacher allowed for apprenticeship-style learning, with the teacher providing feedback for improvement (Derewiyanka, 1990 in Emilia,2011; Pujianto et al., 2014).

Independent Construction of the Text

In the stage of Independent Construction, students individually explained the

procedure text of another traditional game, Boyboyan, through written activity, drawing from their experiences playing the game during school events. A game simulation was conducted to strengthen their prior knowledge (Lucht et al., 2010; Novinda & Haryadi, 2019; Hikmawan et al., 2023). Initially, students drafted the text using guided questions, ensuring adherence to the correct generic structure and language features. Teachers provided immediate assistance as needed, checking students' work and offering feedback for revision if necessary. Once the text was finalized, students prepared for their oral presentation of the game in the subsequent class session (Damayanti, 2019). To extend the information, the outline lesson plan for this research is provided below as follows:

Table 3.1 Outline Lesson Plan for Genre Based Approach Phases of Traditional

Games

Meetings	Duration	GBA PHASE	ACTIVITIES
1st Meeting	140 minutes	Building Knowledge of The Field	● Cultural Context Discussion through the students' experience in Playing Gobak Sodor including relevant vocabularies and expression.. ● Simulation ● Simulation Review
2nd Meeting	140 minutes	Modeling Of The Text	● The game-play simulation reflection ● Generic Structure Discussion ● The generic structure exercise

3rd Meeting	140 minutes	Modeling Of The Text	● The gameplay discussion review ● Linguistic feature discussion ● Linguistic feature exercise
4th Meeting	140 minutes	Joint Construction Of The Text	● Cultural Context Discussion through the students' experience about Bebentengan ● simulation ● Oral Collaborative procedure text Construction guided by the teacher through dialogue
5th Meeting	140 minutes	Independent Construction Of The Text	● Cultural Context Discussion through the students' experience about Boyboyan ● simulation ● Individual procedure text Construction about Boyboyan ● Teacher's feedback
6th Meetings	140 minutes	Independent Construction Of The Text	● Revising the individual text. ● Reading aloud activities
7th Meetings	140 Minutes	Oral Presentation	● Individual speaking presentation about Boyboyan

3.5. Data collection

3.5.1. Instrumentation

This study utilized two instruments to acquire the necessary data: classroom observation worksheet, including observation notes from the teaching program, and the student's spoken text performances, which were retrieved from the transcription of pre test and the post test. The detailed explanation is provided below.

3.5.1.1. Classroom Observation Worksheet

Classroom Observation is activities that systematically record observable phenomena or behaviour in a classroom setting (Gorman & Clayton, 2005; Creswell, 2013). In the classroom observation, the data was collected from the teacher as a participant observer and another teacher as a non-participant observer, who generated the observation notes using classroom observation worksheet. The participant observer is the observer who participates in the research site activity as a teacher (Creswell, 2012). Meanwhile, the non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants (Creswell, 2012). Furthermore, in composing the observation note content, Schwandt's general guidelines (2015) for observation note content served as a guide for composing the descriptive notes, which include the following elements that require careful consideration

Table 3.2. Schwandt's (2015) General Guidelines for the Observation

Notes Content

Describe the physical setting.
Describe the social environment and the way in which participants interacted within the setting. This may include patterns of interactions, frequency of interactions, direction of communication patterns [including non-verbal communication], and patterns of specific behavioral events, such as conflicts, decision-making, or collaboration.
Describe the participants and their roles in the setting.

Describe, as best you can, the meaning of what was observed from the perspectives of the participants.

Record exact quotes or close approximations of comments that relate directly to the purpose of the study.

Describe any impact you might have had on the situation you observed [important!]

A structured framework enabling an in-depth examination of the observed phenomenon is obtained by adhering to this guideline. In addition, describing the physical setting provides context for the genre- based approach instruction, casting light on how the environment affects the interaction between speaking activities and genre learning. Moreover, the detailed depiction of the social environment and its interactions enables the researcher to explain how students engage with the GBA model. Understanding patterns of interactions, communication frequencies, and nonverbal cues also enables the researcher to disclose how GBA increases student engagement in learning activities. Thus, using descriptive note-taking as one of the instruments for this research enables the researcher to provide richer and more complete data in response to the research questions.

3.5.1.2 The Pre- and Post Speaking Test Performances

The students' speaking performance in presenting a procedural text on the traditional game "Boyboyan" was assessed both before and after the implementation of the teaching program. The spoken text data was obtained through video audio recordings, which were later transcribed. These texts served as vital sources of information for analyzing students' advancements in speaking skills and assessing the teaching program's value and effectiveness.

The spoken texts from students' speaking performances were transcribed and subsequently analyzed using the Systemic Functional Linguistics (SFL) framework,

which integrates the dimensions of field, tenor, and mode. This theoretical approach was applied to understand how language functions within specific contexts (field), the social relationships and roles of participants (tenor), and the various ways language is used to achieve communication goals (mode) in the context of this study.

The relevance and appropriateness drove the selection and adaptation of these aspects in accordance with the study's objectives. Since analyzing students' speaking abilities involves both diagnostic and post-tests, these components serve as a guiding framework for thoroughly evaluating students' oral presentation of procedural texts about traditional games.

3.5.2. Data Collection Procedures

The researcher conducted an extensive data collection process over approximately two months to collect data for the study. This involved conducting six regular meetings with a 12th-grade social class. Each meeting was carefully planned and executed, with a time allocation of 140 minutes dedicated to various learning activities during each session. An extra meeting was also scheduled to assess the student's speaking performance. This comprehensive approach ensured a thorough and detailed data collection to support the study's objectives.

Within seven meetings, the researcher divided them into Genre-Based Approach stages, with the specification of one meeting for the Building Knowledge of the field (BKOF) stage, two meetings for Modeling the text stage (MOT), one meeting for Join Construction of the text stage (JOCT), and two meetings for Independent Construction of the text (ICOT), which has two stages: constructing the script of the text and revising and reading aloud. One last meeting is their speaking monologue performance.

Furthermore, in collecting the data for this research, the researcher wrote observation notes, including the notes from the guest teacher during each meeting. Besides, the recorded video of the classroom activities was provided as an extensive

source of research data to cross-check and capture the data about classroom activities and student behavior, as well as responses that could not be captured in the notes during the class. In addition, the students' speaking performance data obtained from the diagnostic data and post-test were analyzed to capture the linguistic development in speaking skills related to procedure text taking traditional games as the discussion topic. At the end of the meeting, I collected six observation notes and students' speaking performance pre-intervention and post-intervention through data transcription.

3.6. Ethical Consideration

Ethical consideration refers to the principles and guidelines that have to be followed to ensure that the research is conducted in an ethically responsible manner. These considerations are particularly important in this research, where interactions with individuals and communities can have significant consequences. This consideration helps protect the rights, well-being, and privacy of participants and ensures the integrity of the research or professional practice.

In this research, the ethical consideration involved informed consent distributed to the school administration, students, and parents. The school obtained the information regarding the research and the letter of permission from the university to conduct the research. The informed consent provides information about the research objectives, the confidentiality of data, and the freedom to participate without any repercussions with an effort to employ easily understandable language. This information is crucial to inform in order to maintain integrity and respect the natural classroom setting. In addition, I gave precedence to ensuring the confidentiality and anonymity of the participants. All personal or identifying information was handled with the utmost care and securely stored.

The students acquired informed consent presented verbally and in written form through a well-crafted Google form, allowing individuals to decide whether they

wanted to participate in the research. Meanwhile, the Parents acquire it by submitting the Google form, which includes nearly identical information as the version tailored for students with an effort to employ easily understandable language. The homeroom teacher was formally requested to assist in distributing this form to the parents to facilitate easy distribution and completion.

By adhering to ethical principles, upholding integrity, and respecting the authentic classroom environment, this research sought to generate dependable and valid outcomes while prioritizing the well-being and rights of all participants.

3.7 The Data Analysis
3.7.1 Classroom Observation Worksheet Analyzes

The data from the classroom observation notes were analyzed by a constructionist thematic analysis approach (Braun & Clarke, 2006; Merriam, 2009; Vaismoradi et al., 2016). This approach is well-suited for understanding complex human phenomena, which is the aim of this study. Specifically, the analysis for the research focused on comprehending the nuanced interactions and dynamics that emerged from the implementation of the genre-based approach to teaching speaking procedure text about traditional games. By closely examining the observation notes, the research sought to identify recurring patterns of engagement, levels of student participation, communication, shifts in motivation, and changes in collaborative behaviors as a result of the learning where the genre-based approach was implemented in teaching procedure text about traditional games to foster the student's speaking skills. During the class, the engagement in each intervention stage was analyzed to observe how they were actively involved in the activities.

The process of how themes were generated from this four-stage coding process is presented in Table 7. Open codes were identified throughout the coding process, collapsed into fewer focused codes, and then fused into codes that represented broader concepts. Thus, the categories generated during the initial coding were focused on a

singular theme: students' responses with two sub-themes: responding to the teacher's Instruction voluntarily and responding to the teacher's Instruction by request.

Table 3.3. Thematic Analysis of Classroom Observation Data

OPEN CODE	INITIAL CODE	THEME	SUB-THEME	EXAMPLE
Teaching Program	BKOF	Participation	voluntary Participation	Teacher: so now. Let's decide the team with doing??? Student: hompimpah.
			Requested Participation	Teacher: then after that. We need…??? What? Students: chalk, Teacher: or? Students: rock
	MOT	Pronunciation Practice	Accurate pronunciation	Teacher: yes to draw… S4: the arena Teacher: yes. The line and the …. you? Student: batasan. Teacher: yes the boundaries.
			Pronunciation Mistakes	Teacher: … how to draw the line? Student: use chalk and tape Teacher: what? Student: chalk and tape (**tʃɑlk**/tʃɑk ænd **tɛp**/teɪp)

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OPEN CODE	INITIAL CODE	THEME	SUB-THEME	EXAMPLE
	JCOT	Sentence Pattern Construction	Accurate sentence pattern Construction	Teacher: okay. what is the first step? Student: recruit Teacher: second? Students: decide the team
			The mistakes in sentence pattern Construction	Teacher: correct, and next? Student: finding the appropriate place such as field or park.
	ICOT	Speaking Skills Development	Field	Teacher: what things do we need to draw the line. The line Student: owh, we need chalk and tape
			Tenor	Teacher : ….Then after that, we have to find the place. what place? Small place, big place or what?? Students : appropriate place.
			Mode	Teacher: okay. what is the first step? Student: recruit Teacher: second? Students: decide the team

In addition to that, the sample excerpt was presented naturally, illustrating the students' responses and strengthening the analyses. This excerpt was presented as what

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it was, providing their national and local language, which was translated into English and written in brackets in italic form. This data was presented as the data of students responses in classroom observation data to support the findings in the teaching program. Table 3.4 shows an example of the transcription display of students' responses.

Table 3.4 Sample Display of Student Response Transcription

Student: Cukup Cukup *enough enough*. Geus aya nu kena (*Someone's already been touched*)
Student: yaahh.
Student: *you should've done your best alvi!*
Student: Lagi lagi (*again again!*)

3.7.2 The students' speaking performance analysis

In analyzing the data on students' speaking skills retrieved from the pre-intervention test and post-intervention test, the framework of SFL concept proposed by Halliday & Hasan (1985), which comprises three elements about Field, Tenor, and Mode for spoken text detiled with another SFL concept for analyzing those three elements. the details are presented in table 3.5.

Table 3.5. Speaking Framework for Analyzing Spoken Text

Elements	Theorist	Details
Field (Experiential Meaning)	Eggins (2004) Martin and Rose (2008)	● Ideation

Tenor (Interpersonal Meaning)	Eggins (2004) Halliday & Matthiessen, (2004) Martin and Rose (2008)	• Appraisal • Mood & Modality • Eye contact • Body Language
Mode (Textual Meaning)	Gerot & Wignell (1994), Martin Rose & (2008), Halliday & Matthiessen (2004)	• Generic Structure • Conjunction • Identification • Periodicity • Fluency (Pauses, hesitation, Repetition) • Pronunciation (Phonological Aspect)

The subsequent content provides a detailed explanation of the six components outlined in the aforementioned framework below which follows:

Field

Field is defined as the topic of the text or discussion of the activity. It refers to what is happening in the text, which also describes the focus of the activity, the nature of social interaction, and the focus of the object (subject matter) (Gerot & Wignel, 1994). field in this research comprised the aspect of ideation aspect proposed by Martin and Rose (2008), which also focused on linguistic features used in the text

Ideation

Ideation focuses on the content of discourse, what kinds of activities are undertaken, and how participants undertaking these activities are described and classified (Martin& Rose, 2008; Derewianka, 2011). This aspect concerns people and things, as well as the activities in which they are involved, which are called

participants, processes, and circumstances. These are ideational kinds of meaning that realize the field of a text. The material process becomes the dominant and important part of evaluating this aspect.

Table 3.6 The Sample of Analyzing Ideation Aspect

Today I'm gonna tell you how to play **Boyboyan** Boyboyan ■is■ one of the traditional games in Indonesia, especially from West Java. It ■requires energy■ and strategy to play. This game ■is played■ with two teams, one team as player team and the other as guard team. The player team ■has to throw■ the ball through the roof tile fragments and the guard team has to ■hit■ all the player team to ■win■ the game.	■■■■ Ideation

Table 3.6 shows that the speaker used the appraisal aspect to negotiate with the audience. Most appraisal types used in the text are engagement so the audience can be engaged with the detailed information they need (Martin & Rose, 2008; Derewianka, 2011). One of the traditional games was delivered to the audiences about Boyboyan, which was added to evaluate the name Boyboyan used in that area. In addition, the words energy and strategy become two things the audience needs to pay attention to.

In another part, the phrase *"two teams"* with the details, namely *"the player team"* and *"guard team"* for the two teams, was delivered to them as the number of the team they needed to be engaged with the text. Furthermore, the phrase *"roof tile fragments"* is also aimed at getting the audiences engaged with the information about the certain kinds of fragments used in playing this game as the target of the players

(Martin & Rose, 2008; Derewianka, 2011).

In the aspect of ideation, it was found that the speaker mostly used the action verb as the material process in the SFL concept. These types of verbs or material processes indicate the activities the audiences need to do and how to do them (Martin & Rose, 2008; Derewianka, 2011). The words *"throw," "split," "restake,"* and *"hit"* show the types of activities the audiences have to do. Besides, the word is used to link some words with another word, such as in the sentence *"Boyboyan is one of the traditional games in Indonesia,"* as the ideation types to link the phrase between the phrase Boyboyan and one of the traditional games in Indonesia. Besides, the use of modal verbs was found to indicate the degree of the activity, for instance, "The player team has to throw the ball. In this sentence, the modal verb has to is used to give the necessity of the action. Furthermore, another modal verb *"should"* is used to give the degree of the sentence as the suggestion before playing the game (Martin & Rose, 2008; Derewianka, 2011).

Tenor

Tenor is defined as the role relations of power and solidarity (Eggins,2004), which are associated with interactions between people (Martin & Rose, 2008). Tenor in this study focused on Appraisal aspect and Modality.

Appraisal focuses on attitude – the feelings and values negotiated with the audience (Martin & Rose, 2008; Derewianka, 2011). The essential resources in this aspect involve evaluating things, people's character, and feelings. Appraisals are interpersonal meanings that realize variations in the tenor of a text (Martin & Rose, 2008; Derewianka, 2011).

Mood and Modality

Mood and modality are crucial in shaping how language interacts with audiences and conveys meaning. Mood involves grammatical choices like declarative, imperative, and interrogative clauses expressing information, commands, and

questions, respectively (Eggins, 2004; Martin & Rose, 2008). Modality refers to using modal verbs and other resources to express attitudes toward the necessity or desirability of events, affecting how statements are framed and understood (Eggins, 2004; Martin & Rose, 2008). Modal verbs such as *"must," "should,"* or *"might"* adjust the strength of statements and influence listener interpretation. In addition, they determine how speakers structure their messages to communicate effectively and manage interpersonal relationships (Eggins, 2004; Martin & Rose, 2008).

Table 3.7 The Sample of Analyzing Appraisal and Mood & Modality Aspect

Today I'm gonna tell you how to play **Boyboyan** Boyboyan one of the traditional games in Indonesia, especially from West Java. It requires energy and strategy to play. This game is played with two teams, one team as player team and the other as guard team. The player team has to throw the ball through the roof tile fragments and the guard team has to hit all the player team to win the game.	Appraisal Mood & Modality

Appraisal

Table 3.7 shows that the speaker used the appraisal aspect to negotiate with the audience. Most appraisal types used in the text are engagement so the audience can be engaged with the detailed information they need. One of the traditional games was delivered to the audiences about Boyboyan, which was added to evaluate the name Boyboyan used in that area. In addition, the words energy and strategy become two things the audience needs to pay attention to.

In another part, the phrase "two teams" with the details, namely "the player team" and "guard team" for the two teams, was delivered to them as the number of the team they needed to be engaged with the text. Furthermore, the phrase "roof tile

fragments" are also aimed to get the audiences engaged with the information about the certain kinds of fragments used in playing this game as the target of the players.

Mood and Modality

In table 3.7 the speaker primarily employs the declarative mood to convey information about the game, such as in the sentences *"Boyboyan is one of the traditional games in Indonesia"* and *"It requires energy and strategy to play."* These declarative clauses serve to provide factual information about the game, establishing the context for the instructions that follow. Meanwhile, modality is expressed in a form of the modal verb such as *"has to"* in the sentences *"The player team has to throw the ball through the roof tile fragments"* and *"the guard team has to hit all the player team to win the game."* The use of *"has to"* conveys a strong sense of obligation, indicating that these actions are essential for playing and winning the game. This obligatory modality emphasizes the rules of the game, making it clear that these are necessary steps that the players must follow.

Non-Verbal Delivery element

The non-verbal elements are integral to the interpersonal metafunction of language, which involves managing social interactions and relationships (Halliday & Matthiessen, 2014). Nonverbal delivery element in this study is concerned with the speaker's gesture and body language which focuses on how the speaker effectively employed gestures and body language to improve audience comprehension and involvement.communication and contributes significantly to the meaning-making process (Martin & Rose, 2007) and the use of eye contact involves evaluating how speakers use this non-verbal cue to enhance interactional meaning and maintain interpersonal relationships (Eggins, 2004).

Mode

Mode refers to how language is utilized, whether spoken or written, image, sound, gesture, movement, time and space, where language is utilized as a tool for

action or reflection. (Eggins, 2004). Mode in this study comprises generic structure, conjunction, identification, periodicity, fluency and pronunciation

Generic Structure

This text generally has the generic structure of goal, usually mentioned as the title, materials in which some things are needed and the steps which inform about a series of steps oriented to achieve the goal (Gerot & Wignell, 1994; Rose & Martin, 2021). However, In the spoken procedure text about traditional games, the generic structure was adapted into the title, the prologue, the "things we should know", and the procedure if we want to play the game.

The title presented at the beginning of the presentation establishes the primary objective of the text. The prologue offers concise information about traditional games, aiming to introduce lesser-known games like Boyboyan, a traditional Indonesian game. The "Things They Should Know" section outlines the necessary preparations for playing the game, including the number of players, required materials, and game objectives. This section ensures comprehensive understanding of the preparations needed to play the game effectively. The "Procedure on How the Game Is Played" section provides a detailed, step-by-step guide for listeners interested in playing Boyboyan.

The following table provides an example analysis of the organization aspect in the context of the generic structure of procedure text about traditional games.

Table. 3.8. The Sample of Analyzing The Generic Structure Aspect

GOAL	Today I'm gonna tell you how to play **Boyboyan**

PROLOGUE	Boyboyan is one of the traditional games in Indonesia, especially from West Java. It requires energy and strategy to play.
	This game is played with two teams, one team as player team and the other as guard team. ….
MATERIAL/ THINGS NEEDED TO KNOW	. **Things we should know before playing the game.** ● we need 10-12 players that will be split into two teams. ● we need 10 roof tile fragments and one ball such as a soft ball or a paper ball.
THE PROCEDURE/STEP S	**The Procedure if we want to play Boyboyan** **First**, we have to recruit some people to play. We need two teams with five or six players each; team 1 and team 2 **Second**, (we) decide who we are with. We need to do "Hompimpa" and rock, paper, scissor game to decide who you are with. …

Table 3.8 shows the generic structure of the text to analyze the organization aspect. It begins with the title, Boyboyan, as the goal of the text. Then, it continues to the prologue to introduce Boyboyan briefly. After that, it explains things or materials needed to play the game Boyboyan, such as *"we need 10-12 players that will be split into two teams"*. After that, it goes to the procedure or steps when we would like to play Boyboyan, starting from the step-by-step preparation, how to play the game and the tips to play the game safely.

Conjunctions

Conjunctions aspect refers to interconnections between activities, reformulating them, adding to them, sequencing them, explaining them and so on, which focus on using the conjunction such as then, and, or, when and so on (Martin &

Rose, 2008). These are also ideational types of meanings, but the subtype is 'logical'. Logical meanings are used to form temporal, causal and other kinds of connectivity (Martin & Rose, 2008).

Identification

Identification aspect is concerned with tracking participants in the text by introducing people, places and things into a discourse and keeping track of them once there (Martin & Rose, 2008). This aspect relates to textual resources, concerned with how discourse makes sense to the audience by keeping track of identities such as using pronouns (Martin & Rose, 2008).

Periodicity

Periodicity aspect examines the rhythm of discourse, encompassing the layers of anticipation that alert the audience to forthcoming content, as well as the layers of consolidation that gather the established meanings (Martin & Rose, 2008). In this context, it focuses on information flow – how meanings are structured to facilitate readers' processing of different phases of meaning.

Table 3.9. The Sample of Analyzing Conjunction, Identification and Periodicity Aspect

Today I'm gonna tell you how to play **Boyboyan**

First, **I will tell you what Boyboyan is.**

Boyboyan is one of the traditional games in Indonesia, especially from West Java. It requires energy and strategy to play.

This game is played with two teams, one team as player team and the other as guard team. The player team has to throw the ball through the roof tile fragments and the guard team has to hit all the player team to win the game.

Things we should know before playing the game.

	Conjunction
	Identification
	Periodicity

● We need 10-12 players that will be split into two teams.   ● We need 10 roof tile fragments and one ball such as a soft ball or a paper ball.   The game objective for the player team is to successfully restack the roof tile fragments ….

In terms of conjunctions, speakers use relevant conjunction words to connect words or sentences, enhancing the delivery of messages to the audience. For example, *"and"* is used to provide additional information, as in the sentence, *"it requires energy and strategy to play,"* indicating that both energy and strategy are needed. Similarly, *"or"* offers choices to the audience, as in *"a soft ball or a paper ball,"* allowing the selection between two options. These conjunctions improve coherence, help the audience follow interconnected instructions, present logical connections, and enrich understanding and preparation (Martin & Rose, 2008).

In the aspect of identification, the speaker uses correct pronouns and phrases to maintain focus on the main topic of the procedure text and achieve its goal. For example, the pronoun *"it"* in *"it requires energy and strategy to play"* as anaphoric identification which refers to the game Boyboyan, clarifying the subject. Similarly, *"one team"* and *"the other team"* refer to the player and guard teams mentioned earlier, maintaining continuity. Additionally, *"we"* identifies the audience and speaker as participants categorized as exophoric identification, ensuring clarity on who needs the information. This approach helps the audience keep track of participants throughout the explanation (Martin & Rose, 2008).

In the periodicity aspect, the student's spoken text was analyzed on how the information flowed as the rhythm of the discourse. In the text above, it shows the goal of the text delivered by the speaker is How to play Boyboyan as macro theme in this text. Hence the hyper theme deployed by the text structure to reach it however he did not use the conjunction for the second hypertheme which as follows:

First, I will tell you what <u>Boyboyan is.</u>
Things we should know before playing <u>the game</u>.

From the two hyperthemes about how to play Boyboyan, the themes were deployed as the structure to reach the goal of the text which as follow:

First, I will tell you what <u>Boyboyan is.</u>
<u>Boyboyan</u> is one of the traditional games in Indonesia, especially ...
<u>It</u> requires energy and strategy to play.
<u>This game</u> is played with two teams, one team as player team and ...

<u>Things we should know</u> before playing <u>the game</u>.
<u>We need</u> 10-12 players that will be split into two teams.
<u>We need</u> 10 roof tile fragments and one ball such as a soft ball ... <u>The game</u> objective for the player team is to successfully ...
<u>the game objective for the guard team</u> is to hit all player team members ...

The first hypertheme serves as the prologue, providing brief information about the game *Boyboyan* to the audience. The word *"Boyboyan"* acts as the theme, giving an initial description of the game (Martin & Rose, 2008). The second theme, *"it,"* refers to Boyboyan, informing the audience about what is needed to play. The subsequent theme, "this game," provides details about the teams: the player team and the guard team. The second hyperheme is identified by ***"Things we should know before playing the game,"*** sequentially detailing necessary information about Boyboyan, themes such as *"We need 10-12 players," "We need 10 roof tile fragments and one ball,"* and *"The game objective for the player team"* and *"The game objective for the guard team"* provide essential details about the players, materials, and objectives. This organized structure effectively alerts the audience to upcoming content and consolidates layers of meaning (Martin & Rose, 2008).

In conclusion, the aspect of conjunction, identification and periodicity show how coherent the text was delivered to the audience in order to reach the goal on how to play the

game. The information delivered above provides the coherence and sequential information which can be easily comprehended and practiced by the audiences (Martin & Rose, 2008).

Fluency & Pronunciation

The fluency aspect in analyzing students' spoken text is associated with smooth and natural communication without hesitation, stumbling, or excessive pauses. It comprises the speed of speech, frequency of pauses (both filled and unfilled), frequency of errors, and utilization of formulaic language (Halliday & Matthiessen, 2004). Thus, in this study, the analysis of students' performance focused on pauses, hesitation, repetition and self- correction marked with three dots "..." and *"emm."*

Pronunciation entails the production of articulate speech, taking into account the phonological features of a language, including voice, stress, tone, and intonation (Halliday & Matthiessen, 2004). The recorded video of students' procedural text was transcribed into phonetic transcriptions to analyze these criteria in students' spoken text. This transcription enables the researcher to analyze pronunciation nuances and identify student speech pauses. Table 3.9 illustrates a fluency and pronunciation analysis of a student's spoken text.

Table 3.10. Phonetic Transcription of Students' Spoken Text.

Transcript of students' spoken text:

Gobak Sodor is one of the traditional games in Indonesia. In west Java, people call it galaasin/galah asin' The name Gobak Sodor is derived from the words Gobag and Sodor. The word "Gobag" means to "move freely", while "Sodor" means "spear". In another version, the name of Gobak Sodor comes from the sentence "Go Back Through the Door" which means going back through the door according to the rules of this game. Because it is difficult to pronounce, Indonesian People call this game "Gobak Sodor"

Phonetic transcription:

> *GOBAK SODOR ɪz wʌn ʌv ðə trəˈdɪʃənəl geɪmz ɪn ɪndoʊˈniʒə. ɪn wɛst ˈʤavə, ˈpipəl kɔl ɪt GALAASIN/ GALAH ASIN. ðə neɪm GOBAK SODOR ɪz __dɪˈrɪvd__ frʌm ði wɜrdz GOBAG ænd SODOR. ðə wɜrd " GOBAG" minz "tu muv ˈfrili ", waɪl "SODOR" minz __emh__ "__spər__". ɪn əˈnʌðər ˈvɜrʒən, ði neɪm ʌv GOBAK SODOR kʌmz frʌm ðə ˈsɛntəns "__...__"goʊ bæk θru ði dɔr" wɪʧ minz ˈgoʊɪŋ bæk θru ði dɔr əˈkɔrdɪŋ tu ðə rulz ʌv ðɪs geɪm. bɪˈkɔz ɪt ɪz ˈdɪfəkəlt tu prəˈnaʊns, ˌɪndoʊˈniʒən ˈpipəl kɔl ðɪs geɪm "GOBAK SODOR"*

In table 3.9 above, the phonetic transcription illustrates how the students deliver their speech about the traditional game "Gobak Sodor" in the aspect of Fluency and pronunciation. The marks of "...." and "emh" are reflected as the hesitation and pauses in delivering the speech. The sample transcription also illustrates the students' mispronunciation for the underlined and bolded word "dɪˈrɪvd" which has to be "dəˈraɪvd" and the word "spər" which has to be pronounced "spɪr".

3.8 Concluding Remark

This section has thoroughly detailed the research methods, design, context and participants, research procedures, intervention program, ethical considerations, data collection techniques, and data analysis used in this study. By addressing these various elements, the research aimed to ensure the reliability, validity, and ethical integrity of the findings, thus enhancing the overall quality and credibility of the research outcomes.