

CHAPTER III

METHODOLOGY

This chapter describes the procedures and stages in conducting the research. There are seven sections which are covered in this chapter. They are research design, research participants, data collection, research procedure, data analysis and trustworthiness.

3.1 Research Design

On the basis of the research questions, the research used a qualitative method. This research belongs to a case study because the researcher will focus on describing the implementation of GBA in the teaching writing conducted by the researcher as an English teacher at Islamic Senior High School in West Java, Indonesia. A case study is a phenomenon of some sort occurring in a bounded context (Miles & Huberman, 1994) while Yin (2009) states that case studies can be used to explain, describe or explore events or phenomena in the everyday contexts in which they occur. Furthermore, Creswell (2018) describe that the case study design is a commonly employed research methodology across various disciplines. It involves the meticulous investigation and analysis of a specific case, which may pertain to a program, event, activity, process, or even one or more individuals.

Additionally, a case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalisation (Frankel & Wallen, 2009). Therefore, this study uses a case study which allows the researcher to study particular students in an attempt to understand the method of teaching writing through GBA.

3.2 Research Setting

This research has been conducted at one of Islamic Senior High Schools in Subang, West Java. There are several reasons that support this research site. First, the school is eligible to observe because the genre of text is being taught at the level of senior high school, where the school provides the teacher who teaches the students with GBA. Second, the researcher's accessibility to the school is the

ultimate chance to demonstrate serious investigation and show her ethical position with respect to the intended research (Cohen et al, 2007). The expectation of this research is to conduct it in a familiar environment that would allow a more natural research setting and give advantages from this research toward the educational system of the school.

Furthermore, the availability of EFL in this school provides the researcher in the development of students' language, especially in writing texts that is type of argumentative texts. This genre is required to be taught at this level since much of academic writing has to be presented in argumentative essays (Chaffee et al, 2002; Fahim & Hastroodi, 2012).

3.3 Research Participant

In regard to the research participants, the study involved the eleventh grade students of senior high school. All participants are assigned pseudonyms to protect privacy. Since the argumentative genre needs critical thinking ability, it is expected the students to think more conceptually, to write more analytically, and to read more critically (Chaffee et al., 2002). This reason strengthened the researcher to choose them in conducting the study.

3.4 Data Collection

The research uses classroom observation, document analysis and interview. The observation has been done by the researcher who acted as both a teacher and an observer in the classroom. In obtaining the classroom observation, the researcher used fieldnotes and recorder. Whereas, the documents are used to get the data about students' critical thinking that can be revealed in their writing texts. The following step is a semi structured interview that is conducted to enrich the data with some of the students at school.

3.4.1 Classroom Observation

Observation is used to observe and record what people do in the setting (Fraenkel, Wallen, & Hyun, 2012). In line with this, Cooper and Schindler (2001) in Cohen, Manion, & Morrison (2007) state that observation enables a researcher to look at behaviour, such as students interacting with their teacher as well as their

friends in the classroom. The observation was applied in this research to promote students' critical thinking during implementing GBA in the teaching process. Classroom observation was applied to capture intelligible pictures of each activity.

Then, the observation methods offer actual evidence through systematic documentation of participants in the teaching cycle (Hyland, 2009). The methods of the setting process permit the researcher to hear, to see, and to experience reality in a natural setting (Marshall & Rossman, 2006). This observation was conducted for four meetings based on the lesson plan related to Genre-Based Approach stages. In this research, the researcher contributed as a teacher and participant observer because she is an English teacher in the class that is used to observe. Besides, there is also a non-participant observer involved in this research which is a colleague to support the validity of the instrument in classroom observation. There are two types of observation which are participant observation and non-participant observation. Participant observation involves researchers actively participating in people's daily activities, rituals, and interactions (Dewalt & Dewalt, 2010) as a way to reveal or see their practices, performances, behaviors, and actions directly. Meanwhile, non-participant observation is a relatively inconspicuous technique because the observation is carried out but without direct interaction with the participants (William cited in Given, 2008).

In this research, participant observation was chosen because the researcher acted as both the teacher and observer (participant observation role) in order to avoid suspect self-reported data, to guide the identification of the data to be more focused and to lessen reporting biases (Bernard, 2006). The teaching process was held for four meetings and only focused on promoting critical thinking to the students' writing texts supported by observation records. Furthermore, the observation records are used as field notes. The field notes focus on what both the students and the teacher have done in the interactional setting (Liamputtong, 2009). The notes also describe the detail information and real descriptions of what happened in the setting. Then, the notes are immediately written after each session because the memory of observation is still fresh (Van Lier, 1996). The following is students' observation checklist:

Table 3.1 Students' Observation Checklist

No.	The Students' Activity	Yes	No
1.	Paying attention		
2.	Asking/ responding question		
3.	Giving responses or reflecting what they learned.		
4.	Doing work with group		
5.	Being enthusiastic in writing analytical exposition text		

Table 3.2 Instrument of observation (Teaching activity of Genre-Based Approach)

Stages	Goal	Activities	Media	Note
BKoF	<ul style="list-style-type: none"> ● To prepare students to get into the topic. ● To relate students' experience. ● To enlarge the vocabulary. 	<ul style="list-style-type: none"> ● Students are asked by the teacher about their prior knowledge of analytical exposition text. ● Students are encouraged to build the topic. ● The teacher describes general description about what analytical exposition text is; what the social function of the text is; and what the generic structure of the text is. ● The students are required to read the texts and answer some questions related to the texts they have read. ● The students are required to share their 	Pictures, Video	

		<p>experiences through a class discussion, starting with the example of the teacher in advance.</p> <ul style="list-style-type: none"> • The students are required to discuss any vocabulary commonly used to write analytical exposition text. 		
MoT	<ul style="list-style-type: none"> • To give an example of the text. • To comprehend reading text. • To explain text organization. • To explain and show the grammar used in the text. 	<ul style="list-style-type: none"> • The students are required to observe the patterns and characteristics of the text that is being taught. • The students are given examples of the analytical exposition text.in general. • The students compare model text with another text. The teacher shows the grammatical pattern and several examples about analytical exposition texts including the simple past tense. 	Powerpoint presentation	

JCoT	<ul style="list-style-type: none"> ● To give opportunities for students to work in groups. ● To assist students in collaborative writing (brainstorming, organising ideas, revising and editing). 	<ul style="list-style-type: none"> ● The students are divided into several groups. ● Through the teacher guide, the students are asked to join the group and they must give the product of analytical exposition texts in the form. ● The students are encouraged to cooperate and produce the best product of the texts and do inquiry techniques to insist them to find their own ideas. 	Students' worksheet	
ICoT	<ul style="list-style-type: none"> ● To require the student to construct their own text ● To require the students to write in a focused genre 	<ul style="list-style-type: none"> ● The students' assignment about the text individually with the theme given. It aims to prepare the students to face the individual writing task. ● The teacher gives the students a chance to make their own product individually. ● The students are required to find ideas, organise ideas and generate ideas with good steps in 	Microsoft Words, email account	

		<p>writing process (constructing ideas, drafting, conferencing, editing, and publishing).</p> <ul style="list-style-type: none"> ● The students submit their task. ● The teacher reviews the students' tasks. ● The teacher review and explains grammatical errors of the students' texts. 		
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3.4.2 Document Analysis

To support the data collection, there are twenty students' writing texts as a means of the enhancement of students' critical thinking abilities in composing analytical exposition texts. It resonates with the statement by Bowen (2009) that document analysis is a systematic method that has the advantages for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. Moreover, this instrument is to analyse critical thinking that provided in students' writing texts will refer to a critical discussion (argumentative) text that presents the issues and comments which evaluate negative and positive aspects.

3.4.3 Interview

A semi-structured interview is used to enrich the data. Five students as representatives of the class participate in the interviews. Through this type of interview, the researcher can follow up on ideas, investigate responses, and flexibly

identify the participants' motives and feelings (Babey, 2020). The students are interviewed one by one in a face-to-face interview. It takes approximately 30 minutes each. Furthermore, the interview is recorded through a phone recorder to allow the students to explore their ideas freely. The interview is also provided to ask the students' evaluations of learning to write argumentative texts after implementing a Genre-based Approach in classroom instructions. Additionally, the interview questions consist of seven items in the form of a semi-structured interview.

The questions were used in this interview are adapted from a Critical Genre-Based proposed by Emilia (2015). The following is the interview questions framework. For the detail questions can be seen in the appendix.

Table 3.3 Interview Questions Framework

Number of Questions	Theme
1,2,3	Teaching Process (GBA Stages)
4	Writing Challenge
5,6,7	Advantages of Critical Thinking

3.5 Research Procedures

This research was undertaken through some procedures for constructing and conducting the data collection. The first is observation note. In this research, the researcher contributed as both a teacher and a participant observer. The researcher took notes about everything that was going on in the classroom. The observation notes focus on both what the students and the teacher have said and done in the setting (Cohen et al., 2013). The notes were then written immediately after each session was finished. The observation steps are in line with the statement that taking field notes immediately becomes a part of the observation classroom because the memory of the observation is still fresh (Van Lier, as cited in Emilia, 2005).

To help the researcher to observe all the classroom activities and to complete

the information, video recording were used in this study. It is a rich source, since it captures all the things that happen or emerge during the classroom observation. Fraenkel and Wallen (1993) state that one of the strengths of the video recording is that it can be replayed several times in order to check and clarify the data. The classroom observations were conducted 4 meetings in the classroom, from February to March 2024 and it took 90 minutes each.

As a result of classroom observation, the students' texts were collected at various stages of the research program, including BKoF, MoT, JCoT, and ICoT stages. The students' written texts were produced through the teaching and learning process to find out the characteristics of their texts in terms of their features and critical thinking aspects.

3.6 Data Analysis

The data were analysed to the development of students' critical thinking in writing texts through GBA in the learning process. This analyses included content analysis of the students' texts, transcriptions of the teaching and learning process in classroom observation section, and interview results. The first stage in qualitative data analysis is data management to review, label, sort, and code raw data (McMillan & Schumacher, 2001; Darlington & Scott, 2002; Holliday, 2005).

Data coding is the process of defining what the data are. Afterward, the data will be identified and depicted to figure out the range and diversity of each data point and develop it into findings (Darlington & Scott, 2002; Creswell, 2012). Subsequently, a coding process was conducted on the data, wherein important concepts or themes were found. Deductive analysis was used to do these things. First, themes and categories from the literature were used to come up with initial coding topics, and then the data was fit to them (Creswell & Creswell, 2018). The data analysis is then brought to the explanatory stages: findings, interpretation, and validation of their accuracy (Cohen, 2007; Liamputtong, 2009; Creswell, 2012).

3.6.1 Classroom Observation

After conducting the teaching and learning activities from all meetings, the

recordings are played to get information about students' activities. The information is supported by the field notes that were written soon after the meeting finished. Then, the activities in the classroom are categorised based on the research questions and teaching stages. The steps are in line with the explanation from Cohen et al., 2013 and McMillan & Schumacher (2001) that there are three steps which are done to analyse the data of observation notes. Firstly, the observation notes during the teaching program are transcribed. Secondly, the summaries of all activities during the teaching program that are relevant to the study are linked to the research questions. Thirdly, the data are coded and categorised based on the themes. Finally, the results of observation, field notes, and recordings are formulated in the teaching program report.

3.6.2 Students' Writing Texts

The sample answers which are given high scores were analysed to gain insights related to critical thinking. First, the texts were annotated based on the generic structure of an analytical exposition text. The resulting writings were then analyzed by referring to the argumentative essay rubric adapted from Schwalm (2007). The rubric of evaluation emphasised on several points namely introduction, main points (arguments and refutation), conclusion, organisation, reference and mechanics (sentence structure, punctuation, capitalization). See **Appendix I** for the analysis of the students' writing text in analytical exposition texts. Finally, the sample texts were analysed aims to figure out the aspects of critical thinking skills based on the critical thinking sub-skill aspects that are derived by Facione (2013) that is mentioned in literature review.

3.6.3 Interview

The acquired data from the interview was thematically analysed. More specifically, thematic analysis is a method for systematically identifying, organising, and offering insight into patterns of meaning (themes) across a dataset by focusing on meaning across a dataset; thematic analysis allows the researcher to see and make sense of collective or shared meanings and experiences (Clarke &

Braun, 2013).

The results of interview then are analysed in several steps. The first step is categorising the interview questions regarding the themes. Afterwards, the students' responses are also categorised into themes that have become the focus of the study (Kvale, 1996; Merriam, 1998; as cited in Emilia, 2005). After that, the data will be presented in a condensed body of information. In the discussion of these data, the students' responses in the interview will be related to the observation data.

3.7 Trustworthiness

Trustworthiness of the analysis refers to the quality of data analysis. To establish trustworthiness of this research, the researcher used the strategy proposed by (Creswell, 2007) is member-checking. The use of member-checking is to increase credibility of research findings and explanations which Lincoln and Guba cited in Creswell (2007) as "the most critical technique for establishing credibility". In member checking, the researcher delivers the transcript and also data interpretation to the participant to verify the data accuracy. To increase the trustworthiness of the finding, the data are collected through classroom observation, document analysis and interview.