

CHAPTER III

RESEARCH METHODOLOGY

Chapter two has discussed literature related to this research, including the theory of Genre-based approach and speaking skill. This chapter will discuss a detail of the methodology of the study. It covers the research design, research site and participant of the study, data collection and data analysis.

3.1. Research Design

The purposes of this study are to explore the teaching of speaking using Genre-Based Approach and to investigate the problems which are encountered by the teacher and the students in applying the Genre-Based Approach. Based on the purpose, the present study has two research questions, i.e.(1) how Genre-Based Approach is applied in the teaching of speaking and (2) what problems are encountered by the teacher and students in applying the Genre-Based Approach.

Regarding the research questions above, this study employed a qualitative approach as it involved qualitative data collection and analysis. The reason for choosing this method was based on the definition of qualitative itself which led the researcher to make a personal assessment as to a description that fits the situation or themes that capture the major categories of information (Creswell, 2008). Through this research design, the researcher intended to find out the way Genre-Based Approach is implemented in teaching speaking and also to find out the problem are encountered in its implementation.

This study has a characteristic of a case study with regard to the consideration that researcher focused on observing, interpreting and understanding what the teacher and students had done. Case study is a specific instance that is frequently designed to illustrate a more general principle. Furthermore, case studies can establish cause and effect, indeed one of their strengths is that they observe effects in real contexts, recognizing that context is a

powerful determinant of both causes and effects (Nisbet and Watt 1984, as cited in Cohen, Manion and Morrison 2007).

In this study the researcher played a role as a non-participant observer. According to Cohen, Manion and Morrison (2007) state in their book :

The best illustration of the non-participant observer role is perhaps the case of the researcher sitting at the back of a classroom coding up every three seconds the verbal exchanges between teachers and pupils by means of a structured set of observational categories.

By conducting this research as a non participatory case study observer it is hoped that the researcher got the data as a whole picture. The role also enabled the researcher to produce more objective judgements.

3.1.1. Research Site

This study was conducted at Junior High School located in Lembang West Java. The reason of choosing this school is because it is known as one of the school which has implemented Genre-based approach intensively and it is also supported by the fact that this school is often used for research education from many universities in Indonesia and even from abroad and the researcher was helped by the English teacher there who are well-experienced in implementing the Genre-Based Approach.

3.1.2. Participants

The participants of this study were one english teacher and 37 students from class one of junior high school in kota Bandung, Jawa Barat. The participants were both the students and an English teacher because the researcher wanted to find out the difficulties in applying speaking through Genre-Based Approach from their perspectives. The students and the teacher involved in this study were chosen because of their willingness to be involved in this study and the relevance of the materials discussed within the curriculum in this grade. Since this study focused on the descriptive text, it was appropriate with what the students should learn in this grade. Furthermore, the study involved 37 students of the first grade students. Officially there were 40 students in this class, During the course of

the study, there were students who did not go to school. Hence this study focused on the 37 students as participants for gaining the complete and comprehensive data from the participants.

3.2. Data Collection

The data were collected from observations, questionnaires and interviews. Each of the techniques described below.

3.2.1. Observation

As states in Cohen, Manion and Morrison 2007 that observation methods are powerful tools for gaining insight into situations. As with other data collection techniques, the observation is appropriate to gain the valid and reliable data. Patton (1990: 202 as cited in Cohen, Manion and Morrison 2007) suggests that observational data should enable the researcher to enter and understand the situation that is being described. By doing the observation the researcher gain the “live” data directly to what is taking place and it becomes the unique strength of doing the observation. Furthermore Robson (2002: 310 as cited in Cohen, Manion and Morrison 2007) says, what people do may differ from what they say they do, and observation provides a reality check; observation also enables a researcher to look afresh at everyday behaviour that otherwise might be taken for granted, expected or go unnoticed (Cooper and Schindler 2001: 374).

In this case, the observations were conducted to investigate all research questions. The first research question was aimed at exploring the implementation of Genre-Based Approach in teaching speaking. The second research question was to examine the problems encountered by the teacher and students in applying the Genre-Based Approach in teaching speaking.

The researcher, as a non participant observer, observed the classroom and acted as a complete observer. The researcher was present at the scene of action but did not interact or participate in the activity (Creswell, 1994) in order to find out how Genre-Based Approach was applied in English classroom.

The researcher took notes and video tape during the observations on what was said and done by the teacher and students. In the end of each observation, the researcher had informal conversations with the teacher and some of the students about their classes. The conversation was included into the field-notes.

The observations were conducted twice a week for 2 months (six meetings). They were carried out from the second week of October 2013 until the second week of November 2013. The observations were transcribed.

3.2.2. Questionnaire

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse (Wilson and McLean 1994 as cited in Cohen, Manion and Morrison 2007). Meanwhile Creswell (2002) argues that a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information.

Relevant to the statements, this study employed close-ended questionnaire. Closed questions prescribe the range of responses from which the respondent may choose and it is directly to the point and deliberately more focused than open-ended questions (Cohen, Manion and Morrison 2007). In this study the questionnaire was used to investigate the answer of the second research question. It was the problem encountered by the students in learning speaking through Genre-based approach. List of questions were given to the students to gain data of the students' responses with the application of Genre-based approach in teaching speaking skill. It helped to find out the finding of the study, whether the stages succeeded or not in achieving the goal.

The questionnaire consisted of 10 questions that students had to answer by choosing 5 options, they were :Strongly Agree(SS-Sangat Setuju), Agree(S-

Setuju), Uncertain(R-Ragu-ragu), Strongly Disagree(STS-Sangat Tidak Setuju), Disagree(TS-Tidak Setuju). The questionnaire was presented in Bahasa Indonesia to make it easier to be understood by the students.

3.2.3. Interview

The researcher conducted the interview to the students and also the teacher. The main purpose of an interview is to obtain special kind of information (Merriam, 1988). She also explains that interview is the best technique to use when conducting intensive case studies of individuals. In this study, a semi structured interview was used in which interview has a sequence of themes to be covered as well as suggested questions and the interview has a general idea of where she wants the interview to go (Kvale, 1996). Furthermore, the interview had a purpose to explore about how well the teacher know about Genre-Based Approach and how he applied it in his teaching process. The interview was conducted to obtain the data about what problems the teacher and students encountered in implementing the Genre-Based Approach in teaching speaking.

3.3. Data Analysis

The data analysis in this study was conducted over the course of the study. On going data analysis and interpretation were done based on the data from document analysis including observations, questionnaires and interviews. Each step of analysis of the three sources of data is given in the following section.

3.3.1. Classroom observation

Data from observation were analyzed descriptively. This follows Creswell (1994) who says that data that emerge from qualitative study are descriptive and should therefore be reported in words (primarily the participants' word).

Data from observation were analyzed to validate the data from the interviews with the teachers. The analysis was based on the implementation of

Genre-Based Approach in teaching speaking and problems encountered by the teacher and students in its implementation.

Furthermore, the data analysis was conducted in the following steps. The step 1 was organizing data of the classroom observations into file folders or computer files. The step 2 was transcribing data. It was conducted by watching the videotapes and then reading the notes of the classroom observations. The step 3 was converting data from videotapes into text data. The step 4 was marking the text data by hand and dividing them into three parts based on the themes of the research questions. the themes were the implementation of Genre-Based Approach in teaching speaking, the problems encountered by the teacher and the problems encountered by the students. The step 5 was describing data. In this step, the researcher described and developed the data consisting of answering the research questions and forming deep understanding of the phenomenon through the description. The step 6 was reporting and interpreting the findings. The steps explained above are relevant to the statement suggested by Creswell (2008). The interpretation of the findings is presented in detail in the next chapter, chapter Four.

3.3.2 Questionnaires

It was mentioned above that this study employed the close-ended questionnaires in order to gain the data from the students. The analysis of the questionnaires were conducted to identify the data from students and their perspective about speaking skill and also problems encountered by the students in learning it. In this case, the researcher focused on finding out their answers.

The data were analyzed in some steps. The first step was converting the respondents' answer to numbers by means of coding procedure. The coding step covered code 1 for strongly agree, code 2 for agree, code 3 for uncertain, code 4 for disagree, and code 5 for strongly disagree. The second step was calculating the the students' answer and the last step was giving the percentages of their answers.

3.3.3. Interviews

Data from the interview were transcribed, categorized and interpreted to answer the research questions proposed. During the transcription stage students' names were replaced with pseudonyms. The researcher gave back the transcript to the participants to make sure that it was exactly what the students and teachers said and meant.

Meanwhile, the data obtained from the interview were analyzed in the following steps. The step 1 was converting the data from oral language to written language. The interview transcripts were then read many times and notations were made in the margins to look for the statements representing the perspective mainly related to the research questions. the step 2 was coding the data. The codes were later used as categories to organize the data based on the research questions. the step 3 was interpreting and concluding the data into the findings as a descriptive report. The stages of the data analysis conformed to the statement proposed by kvale (1996).

Finally, the triangulation method was used in analyzing the data : the observations, interviews and questionnaires. As Cohen, Manion and Morrison (2007) states that triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour. From triangulation it was expected that the data revealed how Genre-Based Approach was applied in the classroom and the problems encountered during the application.

3.4. Conclusion

This chapter has outlined the reseach methodology of this study that used a qualitative method with a characteristic of a case study.

The data were collected by means of observations, questionnaires and interviews. All data data obtained from the sources were analyzed qualitatively. At last the data were triangulated. The findings of this study are elaborated in the next chapter, Chapter Four.

